

**Periodic Review Report**

**Presented by:  
Carroll Community College  
Westminster, MD**

**May 18, 2016**

**Chief Executive Officer:  
Dr. James D. Ball**

**Commission Action Which Preceded this Report:**

**Accreditation Reaffirmed via Self-Study:  
June 23, 2011**

**Date of the Evaluation Team's Visit:  
April 10-13, 2011**

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## Section 1 – Executive Summary

### Introduction to Carroll Community College

Carroll Community College is a dynamic and vibrant institution serving the postsecondary education, baccalaureate preparation, and lifelong learning needs of the citizens of Carroll County, Maryland. From its beginnings as a branch campus of Catonsville Community College in 1976, serving 750 students, Carroll Community College has grown to serve nearly 14,000 students annually in credit and Continuing Education programs. In any given year, one in ten adult residents of Carroll County is enrolled as a credit or noncredit student at the College. Over a fourth of county high school graduates each spring enroll at the College during the following fall. An average of 80 businesses and organizations contract with the College's Business Training Group for customized training and services each year.

Carroll County is a rural-suburban county of 167,627 residents, 93 percent white, with a median household income of \$85,532. The county experienced a drop in population in 2015, with 203 fewer residents than in 2014, and the county's population has grown only 0.3 percent since the 2010 Census. Total employment in the county in February 2016 was 89,418, including the public schools, two hospitals, a Penguin Random House distribution center, McDaniel College, the community college, a commercial HVAC and refrigeration company (EVAPCO), Northrop Grumman, and several retirement-assisted living institutions among the major employers. The February 2016 unemployment rate in Carroll County was 4.2 percent, below Maryland's 4.9 percent and the nation's 4.9 percent.

### History and Accreditation

Carroll Community College was established in 1993 with the appointment of its first Board of Trustees, and it gained initial accreditation from the Commission on Higher Education of the Middle States Association of Colleges and Schools in February 1996. Re-accreditation was reaffirmed in 2001 (during the decennial visit) and in 2006 (with the *Periodic Review Report*). The College is governed by a seven-member Board of Trustees appointed by the Governor of Maryland. Dr. Faye Pappalardo, the second President of the College, retired in June 2014 after 15 years of strong and stable leadership. On July 1, 2014, Dr. James D. Ball assumed the presidency at the College after 15 years as its Vice-President of Academic and Student Affairs.

The College's accreditation was reaffirmed in June 2011 by the Middle States Commission of Higher Education (MSCHE) after a successful decennial visit by a MSCHE evaluation team in April 2011. The College received seven commendations from the MSCHE team and only one recommendation. The recommendation in Standard 8 has been completed with a full discussion in Section 2 of this *Periodic Review Report*. The College's Self-Study Report included 41 recommendations developed by the Self-Study workgroups. Each recommendation addressed a challenge identified by the workgroups during the Self-Study research, and many recommendations suggested an institutional response. The College continues its work on these 41 recommendations and presents a full discussion of the current status of each of them in the appendices listed in Section 2.

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In preparation for this *Periodic Review Report* (PRR), Dr. Michael Kiphart and Mr. Robert Brown were designated as the PRR Committee Co-chairs. Two committees were created: one to prepare content for the *Periodic Review Report* and another to prepare content for the *PRR Compliance Report*. Committee members included the following:

<b>Executive Team</b>	<b>Faculty</b>	<b>Staff</b>
Dr. Craig Clagett	Ms. Maria Burness	Mr. Steven Berry
Ms. Karen Merkle	Ms. Kathryn Demarest	Dr. Susan Biro
Dr. Jan Ohlemacher	Mr. Francois Derasse	Ms. Sylvia Blair
Mr. Alan Schuman	Mr. Scott Gore	Mr. Alan Bogage
	Dr. Raza Khan	Dr. Kristie Crumley
	Ms. Nancy Kimble	Ms. Patti Davis
	Ms. Carol Kolb	Ms. Candace Edwards
	Dr. Nancy Perry	Mr. John Gay
	Ms. Susan Sies	Mr. Joel Hoskowitz
	Dr. Michael Stovall	Mr. Paul Hunter
	Ms. Magdeleine Vandal	Ms. Donna Marriott
	Ms. K. Siobhan Wright	Ms. Jessica Martin
		Ms. Laurie Shields
		Mr. Joseph Tatela
		Ms. Libby Trostle

Both reports were developed and shared with these committees in order to solicit their input and feedback. In addition, the second drafts of each report were shared with the College community for feedback during April 2016 with subsequent editing. The final reports were affirmed by the Board of Trustees during its May 2016 meeting.

This report is extensively bookmarked to the attached appendices. To go to the supporting documentation, please click the blue links. The reader can hold down the <ALT> and <left arrow> keys to return to the prior location in the report.

### **Major Challenges and Opportunities**

The major challenges facing the College mirror many of those facing community colleges across the nation. They include declining enrollment, a decreasing number of high school graduates, and a decreasing average credit hour load taken by students. The College's financial challenges include rising fringe benefit costs, stagnating employee salaries, rising tuition, and limited governmental funding. Challenges unique to Carroll County include a stagnating service area population and limitations on county development. The College's *Compass 2020* recognizes these challenges and presents a strategic plan to address them.

Section 3 of this report outlines opportunities that lie ahead of the College. These include the designation of the College as the Center for Carroll County Small Business Development. There are also opportunities for the College to increase its enrollments in adult personal enrichment, the summer youth program, and through expanded corporate training services. The College continues its effort to assist students in efficiently completing their degrees and certificates,

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especially by improving transitional education completion rates as well as student retention and completion rates. Another opportunity may emerge from recent statewide legislation that requires that Maryland colleges and public schools adopt best practices found in educational literature in an effort to increase the number of college graduates that meet state and national goals. The College is in compliance with these initiatives and has implemented these best practices on campus.

### **Enrollment and Finance Trends and Projections**

The College's total fulltime-equivalent (FTE) enrollment peaked in FY2011 and has declined by 13.1 percent since that time. Total FTE enrollment is projected to decline by another 11.4 percent by FY2020.

In addition to revenue from student tuition and fees, the College receives funding from the state of Maryland and from Carroll County Government. In FY2015, the state of Maryland provided \$7,705,441 (25.4 percent), and Carroll County Government provided \$9,327,614 (30.8 percent) of the budget. The College anticipates that the county government will provide annual increases averaging 2.5 percent, with no expectation for increases in the state's contribution. The College is cognizant of these trends and reflects these realities in the *Compass 2020*.

### **Organized and Sustained Processes to Assess Institutional Effectiveness and Student Learning**

As noted in the 2011 Decennial Team report, the College met both of these standards, with a commendation noted in Standard 7. Specifically, the MSCHE team commended the College for its feedback mechanisms from institutional assessment, which allow it to generate new plans of action for subpar performance measures.

The College continues to strengthen these best practices in its assessment of institutional effectiveness and student learning. For example, the Executive Team added three indicators of learning from the program review process to the Institutional Effectiveness Measures reported to the Planning Advisory Council (PAC) and the Board of Trustees. This action provides stakeholders with access to this information and allows for tighter integration of institutional effectiveness, student learning assessment, and planning at all levels of the College.

Other changes at the College include an enhanced program review process, an annual review of key performance indicators by individual academic departments, the creation of a Data Governance Committee to develop and communicate reports of key indicators, the completion of a five-year General Education assessment process, and efforts to better communicate assessment results to all stakeholders.

The College also reviewed and adopted a new mission statement in 2012 with subsequent revisions in its Institutional Effectiveness Measures to align with the new mission statement and subsequent Strategic Plans, *Compass 2015* and *Compass 2020*. As discussed more fully in Section 5 of this report, the College continues its excellence in assessing institutional effectiveness and student learning to support its mission, and it uses these results to plan strategically for the future.

### **Linked Institutional Planning and Budgeting Processes**

The College continues its strong tradition of linked institutional planning and budgeting. The College's Planning Advisory Council (PAC) serves as a forum for strategic planning and as the College's Budget Committee. It is coordinated by the Vice-President of Planning, Marketing, and Assessment, Dr. Craig Clagett. This committee has broad college-wide representation with both permanent and rotating membership. Because of the influx of new members each year, the *PAC Orientation Manual* provides an overview of the College's planning processes, which was commended by the 2011 MSCHE visiting team.

As noted above and in Sections 5 and 6 of this report, PAC was active during the past five years with a mission revision process in 2012, subsequent revisions to the College's strategic planning documents, *Compass 2015* and *Compass 2020*, revisions to its Institutional Effectiveness Measures, and budget deliberations in order to identify challenges and opportunities moving forward. PAC adopts and reports out annually on the President's Strategic Initiatives, which support the *Compass* planning documents. Additional descriptions of the College's planning and budgeting processes is given in Section 6.

### **Continuous Improvement to Advance Best Practice Since the Decennial Evaluation**

The College's most important strategic priorities relate to student success and advancing excellence. The segment below highlights several examples of initiatives that demonstrate continuous improvement and have earned recognition as promising or best practice.

In 2010, the College's entry, "Engage, Retain and Improve Academic Performance with an Online Tutorial Community" earned an Exemplary Initiatives Award (Honorable Mention) from the National Council for Instructional Administrators (NCIA).

Beginning in Spring 2012, the College's Sciences and Mathematics Academic Research Team (SMART) has offered a collaborative, hands-on undergraduate research experience based on a chemistry and engineering project. The SMART Scholars program allows for independent learning through hybrid courses that combine online and on-campus learning plus teamwork with other students. Student teamwork focuses on skills that are necessary for scientific inquiry, such as reviewing scientific literature, writing article summaries, communicating effectively in team meetings, and conducting hands-on research experiments and projects. SMART Scholars have many opportunities to interact with professionals in STEM (Science, Technology, Engineering, and Math), participate in professional development workshops, and share their expertise through a service-learning project. A recognition ceremony is held at the end of each term for SMART Scholars in which they share their research findings and experiences and celebrate their accomplishments. This research course grew out of a Council on Undergraduate Research (CUR) experience that three faculty members and the Vice-President attended in Fall 2011. Students graduating with this experience have gone on to distinguished four-year colleges and universities. In fact, the experience so enriched these students that many have come back to provide guest lectures to current SMART Scholars and give special tours relating to their current research experience.

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In recognition of this outstanding academic leadership, the National Council of Instructional Administrators (NCIA) selected Dr. James Ball as a regional winner for the 2012 Instructional Leadership Award. Dr. Ball, the Vice-President of Academic and Student Affairs at the time, was recognized as an unwavering advocate for students, one who seeks new and creative ways to support them. Specifically, his support for the online tutorial community and his encouragement of the undergraduate research course in the STEM area received accolades from NCIA.

At the April 2013 NCIA awards luncheon, the College's Modular Reading Program was recognized with a national award for Curricular and Program Innovation. The program has restructured transitional Reading instruction at the College. Whereas classes had previously been taught in a traditional format, in which students were given the same materials and moved at the same pace, the new format allows students to work on specific skill areas and at their own pace. Methods of instruction are individualized to meet student needs. NCIA granted the award to the College in recognition of "an exemplary initiative which reflects innovative, effective approaches to fulfill the instructional mission of community colleges."

On January 25, 2016, the College's transitional education program was named one of 10 Bellwether finalists in the Instructional Programs and Services category. The Bellwether Awards annually recognize outstanding, innovative programs and practices that successfully lead community colleges into the future. The redesigned classes in the transitional education program provide key benefits for students, including individualization, flexibility, self-paced learning, credit for what they complete, fewer second and third attempts in the same course, and many other advantages. In addition, summer and winter bridge classes allow students to remediate and test out of one or more transitional courses in English, reading, and math.

The Office of ADA Support Services established the Alpha Sigma Chapter of Delta Alpha Pi International Honor Society in 2011. This honor society is open to undergraduate and graduate students with disabilities. Founded in 2004 by Dr. Edith F. Miller at East Stroudsburg University of Pennsylvania, the members of Delta Alpha Pi are ambassadors who work to dispel misconceptions about students with disabilities and celebrate their achievements.

The Physical Therapist Assistant (PTA) program at the College was reaccredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) in 2011 with distinction. According to Director of the Physical Therapist Assistant Program Sharon Reid, it is typical for a program to receive notice of deficits, which are areas for improvements that require progress reports. In over 15 years of CAPTE accreditation, the College's program was the *first* that received no deficiencies.

A poster presentation by two nursing faculty from the College was selected as a first-place winner among dozens of entries from around the country at the Spring 2012 National Organization of Associate Degree Nursing (NOADN) meeting. LuAnn Gamber and Christina Henyon presented the poster "Service-Learning Spanning the Curriculum" at the Chicago meeting. In fact, there have been inquiries from other associate degree nursing programs across the country asking for additional information on the project.

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The first class to complete the Emergency Medical Services-Paramedic Program at the College was recognized in a ceremony in September 2012, and since that time, there have been a total of four graduating classes. These students are eligible to take the National Registry for EMT-Paramedic (NREMT-P) licensure exam, which is required for practitioners in Maryland. This program is an example of the College responding to the needs of the local community to provide highly qualified paramedics. In fact, the Carroll County Volunteer Emergency Services Association (CCVESA), the local association in charge of coordinating local emergency services as a quasi-governmental body, is a strong supporting partner of the Paramedic program. Currently, this program is pursuing its national accreditation from the Commission on Accreditation of Allied Health Education Programs.

In October 2013, the College's Early Childhood Education Club received the Excellence in Service – Student Group Award from the Maryland-DC Campus Compact. The club was selected from among student groups at two-year and four-year colleges and universities in the Maryland-Washington, D.C. region because of the high quality of its leadership and achievements. The campus club promotes early childhood education through community outreach, service projects, and professional leadership activities.

The Child Development Center and Early Childhood Lab received accreditation from the Maryland State Department of Education (MSDE) in 2014. The one-year accreditation process examined all aspects of the Center, determining that industry standards for excellence in quality early childhood programming were validated. The Child Development Center serves children ages two-and-a-half through five. The Center creates a developmentally appropriate environment in which the youngest learners are nurtured to become life-long learners. Teachers stress the importance of exploration and play while integrating math, science, language, literacy, music, art, and motor activities. Emphasis is placed on each child's learning style, using an active, hands-on process that builds problem-solving and thinking skills. The Center also offers laboratory observation for the College's Early Childhood Education students, faculty, and staff.

The College's Marketing and Creative Services Office has received a number of national and regional awards. The Office has received 11 Paragon Awards from the National Council for Marketing and Public Relations, including awards for successful recruitment marketing campaigns, logo design, class schedules, a fundraising campaign, print advertising, a viewbook, a brochure, a poster, and a social media-online marketing campaign. Within the last year, the Office received three awards in the 31st Annual Educational Advertising Awards competition, highlighted by a Gold Award for its current television commercial, "What Will You Do?" Also within the past year, the Office won two awards in the Education Digital Marketing Award competition hosted by the Higher Education Marketing Report: a Gold Award for social media and a Bronze award for the College's new website.

Finally, the College's Institutional Research Office received national recognition with the publication of an article in *Planning for Higher Education*, the journal of the Society for College and University Planning (SCUP). The article, "The Maryland Model of Community College Student Degree Progress," was published in the July-September 2013 edition and is available on the SCUP website. The Maryland Model was developed under the leadership of the College's Institutional Research Office.



**Certification Statement:**  
**Compliance with MSCHE Requirements of Affiliation**  
**[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12<sup>th</sup> ed., 2006)***  
*Effective August 1, 2015*

Carroll 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.

*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 Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12<sup>th</sup> ed., 2006)*.

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*)

James D. Ball  
(Chief Executive Officer)

May 18, 2016  
(Date)

David P. O'Callaghan  
(Chair, Board of Trustees or Directors)

May 18, 2016  
(Date)

## Section 2 – Response to Decennial Review Commission and Self-Study Recommendations

### Self-Study Recommendations

The College received seven commendations from the 2011 Decennial Review team and only one recommendation. The recommendation in Standard 8 has been completed with a full discussion below.

The Self-Study Report completed by the College for its reaccreditation visit in April 2011 included 41 recommendations developed by the Self-Study workgroups. Each recommendation addressed a challenge cited by the workgroups during the Self-Study research; many of these recommendations called for an institutional response. The College had already begun responding to these recommendations by the time of the visit ([Appendix 15](#)) and continues its work on them, presenting a detailed discussion of their current status in the following appendices.

Standard 1: Mission and Goals	<a href="#">Appendix 1</a>
Standard 2: Planning, Resource Allocation, and Institutional Renewal	<a href="#">Appendix 2</a>
Standard 3: Institutional Resources	<a href="#">Appendix 3</a>
Standard 4: Leadership and Governance	<a href="#">Appendix 4</a>
Standard 5: Administration	<a href="#">Appendix 5</a>
Standard 6: Integrity	<a href="#">Appendix 6</a>
Standard 7: Institutional Assessment	<a href="#">Appendix 7</a>
Standard 8: Student Admissions and Retention	<a href="#">Appendix 8</a>
Standard 9: Student Support Services	<a href="#">Appendix 9</a>
Standard 10: Faculty	<a href="#">Appendix 10</a>
Standard 11: Educational Offerings	<a href="#">Appendix 11</a>
Standard 12: General Education	<a href="#">Appendix 12</a>
Standard 13: Related Educational Activities	<a href="#">Appendix 13</a>
Standard 14: Assessment of Student Learning	<a href="#">Appendix 14</a>

**MSCHE Evaluation Team Recommendation: In order to be in compliance with federal Title IV requirements, Carroll Community College should continue its efforts to improve its financial aid processes through automation and enhance coordination efforts with other offices. (Only recommendation made by MSCHE.)**

The following discussion explains the College’s method for awarding financial aid as well as the procedures implemented to comply with the above recommendation.

### Director of Financial Aid

In accordance with the recommendation, the College hired a qualified Director of Financial Aid to lead and oversee this area and coordinate with other offices.



### **Method of Awarding Financial Aid**

The awarding method that the College uses is a modified leveraging system based on student need. Need is determined using the FAFSA (Free Application for Federal Student Aid) and ISIR (Institutional Student Information Record). The College has found that the money available is disbursed fairly to students with the financial need formula developed by the Financial Aid Office (FAO).

All awards are communicated by email as soon as all the information is received. This is tracked in the Ellucian system. Every two weeks, the Financial Aid Staff reviews all of the students to see what has yet to be received. The award letter is final, unless there are significant changes because of a student appealing the letter. A subsequent email notification is then sent out, which supersedes the prior one. A separate annual file is set up for each student for each academic year. Awards are documented on a worksheet for each academic year and kept in the student's file.

The College develops an annual Financial Aid Budget to determine a student's cost of attending. The budgeted expense amounts, which are based on actual expenses and historical data, include tuition and fees, personal expenses, room and board, books and supplies, and travel. The tuition amounts are approved by the Board of Trustees, and other personal costs are determined by the Financial Aid Office.

The expected family contribution (EFC) is calculated by the central processor, based on information included in the student's FAFSA. The College verifies the student's information, if necessary. According to the College's verification guidelines, information is verified once it has been selected by the United States Department of Education (USDOE) for authentication. If changes are necessary, the College recalculates the student's EFC on a verification worksheet, and changes are sent to the processor. Reprocessing is only necessary, however, if the EFC correction would change the individual's Pell eligibility (or amount) or if the application were rejected because of missing or conflicting information or missing signatures. The USDOE chooses some students for verification, denoted by a star (\*) next to their EFC number. Verification is done for all files selected by the USDOE. To make this process more complete and accurate, the USDOE "Verification Worksheet" is used.

Some loans and grants are limited by annual and aggregate limits, which are monitored by the College. A student's cumulative amount for each type of loan is provided in the ISIR report. The College tracks these cumulative amounts in the loan summary at the back of the student's file. The information provided on the ISIR is used to verify that students are not over the limits, and this verification is also made with the lender.

Forms are reviewed on an annual basis and updated as necessary.

### **Coordination of Student Aid Programs**

The College has both federal (including institutional) and state aid programs, all of which are run by the Financial Aid Office. The Financial Aid Office works closely with the Registrar and Accounting Offices in coordinating student financial aid. Instructors are required to provide a last date of attendance, which may impact a student's financial aid.

The Financial Aid Office also conducts weekly checks on all students through the Ellucian system to monitor any changes in a student's credit load or number. The Registrar's Office updates the system so that the Financial Aid Batch Automatic Packager can award the student the proper loan amount based on his or her year in college.

Each student receives an email notification to view his or her financial aid status on WebAdvisor, which specifies the aid to be received and the student's requirements to receive it. The Financial Aid Information brochure and College Catalog received by each student also detail the requirements for financial aid.

### **Student Eligibility**

All students applying for financial aid (other than scholarships and some discounts) at the College are required to submit a FAFSA, which evaluates the family's ability to pay for college education. In reviewing a student's file, the Financial Aid Counselors and/or Director examines the ISIR, which includes the information submitted on the FAFSA by the student and his or her parent(s). The ISIR information is compared to other information in the student's file, such as federal tax forms and verification worksheets. The College then verifies student files according to the Verification Guidelines established by the Financial Aid Office. When all of the documentation is in the student's file, the aid is ready to be awarded.

In addition, the Satisfactory Academic Progress Policy must be followed for students to remain eligible for financial aid.

### **National Student Loan Data System (NSLDS)**

If an individual attended a post-secondary institution and received any financial aid loans, these loans appear on the individual's ISIR under the National Student Loan Data System (NSLDS) history. The NSLDS information on the ISIR, which is received from the Department of Education, includes all the loans that the student has on record for each institution attended. In some cases, such as when there are more than six loans, not all of the loans will appear on the ISIR. In this instance, the ISIR instructs the school to access NSLDS for additional loan information.

However, as of July 2001, the College is no longer required to obtain financial aid transcripts if a student transfers in the middle of a year. If a student transfers mid-year (i.e., began attending in the spring semester), the Financial Aid Office can look on the NSLDS database to check on the aid this student has received for the fall semester since this information would not appear on the student's most current ISIR for the school year.

The College will not award financial aid to a student until the student's file is complete.

### **Satisfactory Academic Progress**

At the end of each academic term, all student financial aid files are reviewed by the Financial Aid Office. The student must have a minimum cumulative GPA of 2.00 after each term. Failure to meet this requirement will result in the denial of assistance until a cumulative GPA of 2.00 or better has been met.

If the student meets the satisfactory academic progress policy requirements, his or her eligibility is reviewed again after the next completed term. If the student does not meet these requirements, he or she can appeal this process and attempt to raise his or her GPA up to a minimum of 2.00. A copy of this notice is put in the student's SFA file. The student's status is then reviewed at the end of the following semester, at which time the student must either meet these requirements or continue to be ineligible for financial aid. If a student was previously terminated from financial aid for a semester but has successfully completed that semester, he or she is then monitored each succeeding semester.

### **Ineligibility and Professional Judgment**

A student is notified in writing once he or she becomes ineligible for financial aid (a copy is put in the student's financial aid file). The student is also sent a copy of the Satisfactory Academic Progress Policy. The student can either accept the ineligibility or appeal it. Once an appeal is filed, all SFA employees, except for the office assistant, can review it. One or more FAO employees will review the student's file and approve or deny the appeal. If the appeal is approved, a follow-up letter is sent to the student informing him or her of the decision. A copy of this letter is put in the student's financial aid file.

Appeals are also allowed for situations of professional judgment. For example, a student can appeal to the Financial Aid Office regarding a change in financial situation, such as loss of income, death, divorce, or medical problems. Once a decision is made, the Financial Aid Office will give the student either a revised award letter, a memo stating that the appeal has been declined, or information regarding alternative options, such as student loans.

### **Refunds and Overpayments**

Any refunds of federal student financial aid are calculated using the Return of Title IV Funds software from Ellucian. Refunds of institutional charges and financial aid are determined by the College's refund policy. If a refund is given, a change is made by the Financial Aid Office in the Ellucian system. The Financial Aid Office can adjust the amount of aid for a particular program, and the Accounting Department can see any changes that were made and adjust the student's account accordingly. If refund of a STAFFORD or PLUS loan is given, the money is returned directly to the Department of Education electronically.

Overpayments are extremely rare.

### **Electronic Processing**

When the processing of financial aid for a semester is complete, the information is sent to the Accounting Department for upload into the general ledger and student accounts receivable. Once the information is reviewed by the Business Office and Accounting staff, awards are loaded into the general ledger. Since the College has always requested drawdowns after awards are issued, the next step is for the Controller is to go to the USDOE GAPS website and draw down funds for reimbursement. If all funds are not available for drawdown at that time, including Pell, SEOG, and other loans, then the site will be revisited for additional drawdowns.

To avoid excess cash, the Director of Financial Aid will request an electronic report from USDOE with updated Pell awards, which is then compared to awards processed through the College's general ledger, PCOD. The PCOD report allows for those Pell awards processed by the College to be reconciled, and it allows these awards to be compared to those listed on the latest USDOE report, which either need to be submitted for reimbursement or adjusted. This report has proven to be a quick and reliable tool for the accurate reconciliation of Pell awards.

### **Financial Aid Office (FAO)**

As mentioned earlier, the Financial Aid Office uses a software system called Ellucian for awarding, tracking information, monitoring limits, and other financial aid requirements. The Financial Aid Office's component of this system contains shared information for billing and authorizing payment. The Director of Financial Aid designates who can access particular software screens, and every designee is required to have a password that is changed every three months. In addition to this software, the Office also keeps spreadsheets to monitor the USDOE award limits and individual limits for items such as work-study, VA benefits, and institutional grants.

### **Single Audit**

Every year, the College is required to have an A-133 Single Audit, and every year, the College has been cited with findings. Upon receiving findings, the Financial Aid and Accounting Departments work diligently to coordinate their efforts to establish automated, systematized procedures in order to process student awards while meeting Federal guidelines. In those years, the College has always been classified as a low-risk auditee with no material findings. For additional information, the Financial Statements and Single Audits for the past three years are provided to MSCHE for their review as separate files from this report.

### Section 3 – Challenges and Opportunities

The following section addresses both the challenges and opportunities facing the College. It concludes with a discussion of the strategic priorities established in the College’s Strategic Plan, *Compass 2020* ([Appendix 16](#)), which is designed to address these challenges, build on strengths, and capitalize on emerging opportunities.

#### Institutional Challenges

The major challenges over the coming five-year horizon include limited growth in both service area population and governmental funding support—as well as increasing pressure on tuition rates because of declining enrollment. This limited financial outlook has also resulted in concerns about employee salaries and rising healthcare benefit costs.

#### Enrollment

Credit headcount has declined steadily since Fall 2012, dropping 13.5 percent in three years. The most significant decline (because of the strong relationship to FTEs and thus state funding) is that of fulltime students. From the high point in Fall 2010, fulltime headcount dropped nearly 28 percent.

Fall Credit Headcount, 2008-2015								
	2008	2009	2010	2011	2012	2013	2014	2015
Fulltime	1,631	1,730	1,793	1,647	1,614	1,437	1,352	1,297
Part-time	1,829	2,183	2,315	2,394	2,489	2,357	2,309	2,252
Total	3,460	3,913	4,108	4,041	4,103	3,794	3,661	3,549

#### Average Credit Hour Loads

The average billable-hours-per-student has declined for four consecutive years, from 9.49 in Fall 2011 to 9.19 in Fall 2015. A decline was expected, as fewer younger students are coming directly from high school (these students typically attend fulltime). However, the drop in average load was greater than projected, and it occurred even among younger students. The drop coincided with rising tuition rates, which could be problematic. If students are taking fewer courses because of increasing tuition rates, anticipated increases in tuition may not generate the tuition and fee revenue assumed. The College will continue to consider these factors in its financial forecasting models.

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Average Credit Hour Load, Fall 2008-2015								
	2008	2009	2010	2011	2012	2013	2014	2015
Billable hours	32,916	36,626	38,681	38,355	38,552	35,484	34,122	32,628
Headcount	3,460	3,913	4,108	4,041	4,103	3,794	3,661	3,549
Average load	9.51	9.36	9.42	9.49	9.40	9.35	9.32	9.19

**Economic Recession**

Like community colleges nationally, Carroll Community College received a credit enrollment boost from the recession of 2007-08 and the slow economic recovery that followed. Credit enrollment was above the College’s projections (based on historical enrollment rates) during the recessionary period of 2007 through 2012. Common explanations are that in times of high unemployment, laid-off and worried workers enroll to boost job skills, credentials, and employability, while traditional-age college applicants who might have attended more expensive four-year institutions choose community colleges in order to save money.

As seen in the chart below, three key credit recruitment metrics monitored by the College all show the economic impact. The first-time, fulltime student market share is the percentage of Carroll County residents beginning college fulltime at a Maryland college or university in the fall who attended Carroll Community College. The part-time undergraduate market share is the percentage of county residents enrolled as part-time students at a Maryland college or university who attended Carroll Community College. The enrollment rate of Carroll County public high school graduates is the percentage of each graduating class who enrolled at the College during the fall following their high school graduation. All three metrics reached their highest levels during the 2007-12 recessionary period. All three metrics fell as the economy improved and competition increased from other institutions for a decreasing student population.

Waning of the “Economic Effect” on Credit Enrollment				
	1996-01	2002-06	2007-12	2013-15
First-time Fulltime Undergraduate Market Share	40.9	48.2	50.4	46.4
Part-time Undergraduate Market Share	66.9	68.6	71.6	70.3
Enrollment Rate of CCPS High School Graduates	19.9	22.4	25.6	24.1

**Service Area Population**

From the 2010 Census to 2014, the most recent estimate, Carroll County’s population grew less than one-half of one percent (0.4 percent). The state of Maryland grew 3.5 percent during this period, and counties neighboring Carroll had even stronger growth (Howard County with 7.7 percent growth and Frederick County with 4.4 percent growth). Carroll County is projected to add

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less than a thousand people (857) over the next five years, for a five-year projected growth of 0.5 percent.

Carroll County Population, Actual 2010-2014, Projected 2015-2020										
2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
167,134	167,260	167,190	167,494	167,830	167,858	168,124	168,279	168,432	168,575	168,687
Percent change, 2010-2015: 0.4%					Percent change 2015-2020: 0.5%					

Source: Maryland State Data Center.

### High School Graduates

Demographic changes dating back to the Baby Boom generation have always affected college enrollments. The children of the Baby Boomers spurred enrollment growth beginning in the late 1980s, peaking in Maryland in 2011. While colleges await the arrival of the Baby Boomers' grandchildren, enrollments will remain lower than during the peak years. For example, the Carroll County Public School System has forecasted a 9.1 percent decline in its 12<sup>th</sup> grade enrollment through 2020.

Carroll County 12 <sup>th</sup> Grade Enrollment, 2010-2014, Projected 2015-2020										
2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
2,179	2,237	2,121	2,070	1,955	2,138	1,876	1,970	1,907	1,986	1,944
Percent change, 2010-2015: -1.9%					Percent change 2015-2020: -9.1%					

Source: Carroll County Public Schools, Enrollment Projections 2015-16 to 2024-25, January 2015.

### County Development

A combination of land use decisions, water and septic constraints, and different visions of the county's future have held housing construction permits to one-third or less of the level experienced in the early 2000s. This limited development contributes to the stagnant population forecasts for Carroll County through 2020.

Carroll County Housing Units Authorized: Building Construction Permits Issued														
2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1,459	1,390	1,654	1,065	1,040	809	511	312	196	180	195	183	315	429	355
Average annual housing permits, 2000-06: 1,133							Average annual housing permits, 2007-14: 271							

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**Credit Enrollment Projections through FY2020**

Declining enrollment at the College over the next five years and beyond is indicated by factors such as constrained housing development, a relatively low proportion of inexpensive housing (such as apartments and townhouses), a service area population with little expected growth, declining high school populations, anticipated tuition increases, and an increasingly competitive higher education marketplace. As a result, the College’s enrollment projection models all forecast a decline in credit program enrollment through 2020.

Fall Credit Headcount, Actual 2010-2015, Projected 2016-2019										
2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
3,913	4,108	4,041	4,103	3,794	3,661	3,549	3,434	3,302	3,268	3,236
Percent change, 2009-2015: -9.3%						Percent change 2015-2019: -8.8%				

Source: Institutional Research forecasting models.

Annual Credit FTE, Actual FY2010-FY2015, Projected FY2016-FY2020										
FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
2,589	2,731	2,697	2,682	2,479	2,376	2,277	2,141	2,046	2,025	2,005
Percent change, FY2010-FY2015: -8.2%						Percent change FY2015-FY2020: -15.6%				

Source: Institutional Research forecasts. Figures are total FTEs, eligible and ineligible for state funding.

**Tuition**

With relatively low growth in governmental funding support, the College has had to raise tuition rates during a period of enrollment decline in order to sustain its revenue. Over the FY2012-FY2016 period, annual tuition and fees for fulltime students increased 22.4 percent. The College anticipates that this cost to students will go up at a somewhat faster rate (24 percent) by FY2020.

Student Tuition, Actual FY2014-FY2016 and Projected FY2017-FY2020							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition rate per credit	113	118	124	132	142	149	154
Annual fulltime cost	4,128	4,308	4,524	4,812	5,172	5,424	5,604
FY2012-FY2016 change in FT cost: 22.4%				FY2016-FY2020 change: 24.2%			

The College offers a deferred tuition payment plan (FACTS) that allows students to budget tuition payments over time. There is a \$25 fee to enroll in FACTS, but the plan is interest-free. Students



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have two options to pay: by automated payment from their bank account or by charging their credit card. In recent years, about a fourth of the College's credit students have used FACTS. Since Fall 2014, students have been much more likely to charge tuition to their credit cards than opt for direct payment from their bank accounts. The share of students using credit cards in 2015 was 66 percent, an all-time high. Recognizing the increasing tuition pressure on students, the College instituted the federal student loan program.

Students Using FACTS Tuition Management Plan, Fall Terms									
	2007	2008	2009	2010	2011	2012	2013	2014	2015
Payment charged to credit card	245	259	486	472	529	554	523	551	582
Automated payment bank account	325	327	412	478	511	607	513	310	298
Total participants in payment plan	570	586	898	950	1,040	1,161	1,036	861	880
Total headcount	3,441	3,460	3,913	4,108	4,041	4,103	3,794	3,661	3,549
<b>Percent participating</b>	<b>16.6</b>	<b>16.9</b>	<b>22.9</b>	<b>23.1</b>	<b>25.7</b>	<b>28.3</b>	<b>27.3</b>	<b>23.5</b>	<b>24.8</b>

### Student Loans

Despite an improving economy, the number of students applying for and receiving federal student loans has increased, as has the average loan amount. Nonetheless, the College takes a very conservative position when counseling the use of the loan program and stresses financial literacy and future concerns for the students.

Student Loan Participation, FY2014-FY2015		
	2013-14	2014-15
Number of federal student loan recipients	344	449
Average loan amount	\$5,118	\$5,710

### Employee Salaries

While the College has a generous leave and fringe benefit program, so that overall compensation is comparatively favorable, employee salaries have *not* improved, when adjusted for inflation, since 2008. They have lagged behind salaries for county government workers, and studies have suggested that College salaries are ten percent below market levels. Data published by the Maryland Higher Education Commission show that average faculty salaries at the College rank 15<sup>th</sup> out of the 16 Maryland community colleges. As the economy has improved and unemployment rates have fallen, employee separations for reasons other than retirement have increased.

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Representative Employee Salaries, Actual Compared with Inflation								
	2008	2009	2010	2011	2012	2013	2014	2015
Housekeeper (actual)	23,867	25,147	25,147	25,147	25,147	26,191	27,424	27,693
CPI Inflation-adjusted salary	23,867	25,204	24,675	24,980	25,886	26,251	26,766	27,299
10-month faculty (actual)	50,240	52,864	52,864	52,864	52,864	53,936	55,728	56,328
CPI Inflation-adjusted salary	50,240	53,053	51,941	52,582	54,491	55,258	56,341	57,463
Director (actual)	62,949	66,547	66,547	66,547	66,547	68,015	70,212	70,968
CPI Inflation-adjusted salary	62,949	66,474	65,080	65,884	68,275	69,236	70,593	71,999

Employee Departure Rate, FY2010-FY2014 Employee Separations Because of Reasons other than Retirement					
	FY2010	FY2011	FY2012	FY2013	FY2014
Carroll Community College	2.71%	2.68%	3.40%	2.65%	6.30%
National community college median	4.86%	5.41%	5.23%	5.60%	6.08%

Source: National Community College Benchmark Project.

**Fringe Benefit Costs**

Employee health insurance costs rose by nearly a third (32.7 percent) between FY2010 and FY2015. To mitigate these costs, the College changed from fully-insured to self-funded in 2013. Several factors will continue to push costs up, including an aging workforce, proliferation of specialty drugs, and plan designs, if not modified. Under current assumptions, health insurance costs are expected to rise 34.5 percent by FY2020.

Health Insurance Costs, Actual FY2010-FY2015					
FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
2,931,282	3,312,585	3,347,642	3,205,277	3,669,264	3,888,952
<b>Percent change, FY2010-FY2015: 32.7%</b>					

Health Insurance Costs, Projected FY2016-FY2020					
FY2016	FY2017	FY2018	FY2019	FY2020	
4,007,751	4,771,683	4,878,822	4,800,659	5,228,906	
<b>Percent change FY2015-FY2020: 34.5</b>					

## Addressing Challenges and Leveraging Opportunities

### Five-Year Planning Strategy (Responds primarily to MSCHE Standards 2 and 7)

The College has monitored the trends discussed above, using ongoing enrollment projections and annual college performance indicators. To respond to these challenges, in FY2015, the new President extended the former three-year planning cycle to a five-year cycle and established institutional strategic priorities that will be used to direct yearly initiatives over the five-year planning horizon. Strategic priorities are published in *Compass 2020* ([Appendix 16](#)).

The segment below provides examples of several key initiatives (presented under each major priority area of *Compass 2020*). These initiatives are designed to address the above-mentioned challenges, leverage new opportunities, and advance the College (a detailed discussion of the Strategic Plan and of the processes used in its development is presented in detail in Section 6 of this report).

*Compass 2020* Priorities include the following:

- I. Student Achievement/Maintain Quality (relates to MSCHE Standard 8, 9, 11, 13, and 14)
- II. Enrollment Development (relates to MSCHE Standards 7, 8, and 11)
- III. County Economic Development (relates to MSCHE Standards 1, 7, and 11)
- IV. Advancing Excellence (relates to MSCHE Standards 3, 5, and 7)
- V. Effective Resource Management (relates to MSCHE Standards 2, 3, 4, and 5)

#### I. Student Achievement/Maintain Quality

The College's most important asset is the quality of instructional offerings and the degree to which students succeed in completing their goals. Several initiatives have been implemented to address student achievement and institutional quality as well as respond to mandates established under a recent Maryland law related to student completion, transfer, and career readiness. Extensive systems have been put in place to help improve student persistence, completion, and success. Several of these initiatives are discussed below as examples of the College's institutional responsiveness. In addition, Section 5 of this report discusses ongoing processes for assessing and improving the quality of academic programs and student achievement.

#### *Legislative Mandates for Improved Credit Student Success*

The Maryland General Assembly passed and the Governor signed into law major higher education legislation in 2013 to support the goal of credit student success. The College and Career Readiness and College Completion Act of 2013 (referred to hereinafter as SB740 – [Appendix 17](#)) incorporated a number of findings and practices from the educational research literature promoted by national higher education initiatives. Maryland will serve as a test case for several mandated best practices, and if they fulfill their promise, the College has the opportunity to reap some benefits. Some of these anticipated opportunities include the following:

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- Collaborating with the local public high schools

County high schools have been charged with four mandates under the law:

- Require a mathematics course for each year of high school.
- Test for college readiness in the 11<sup>th</sup> grade.
- Implement a transitional experience in 12<sup>th</sup> grade if the student is not ready.
- Encourage dual enrollment of qualifying students by applying tuition discounts paid for by public schools and community colleges.

The College has worked closely with Carroll County Public Schools (CCPS) to support efforts to comply with the law. The College signed two separate Memoranda of Understanding with CCPS that outline how CCPS will align with the processes already established for accepting students into college courses and for applying tuition discounts ([Appendix 18](#)).

- Creating plans and pathways leading to degrees by the College

The College has been charged with two mandates under the law:

- Require students to file a degree plan upon entry.
- Develop specific pathways leading to graduation.

To achieve this mandate, the College implemented Ellucian's Student Planning Module. Beginning in Fall 2015, all entering students complete a two-year degree plan that details the requirements for completing a desired pathway of study. The plan outlines courses to be taken each semester for two or more years, depending on the student's intended rate of progress. The plan can be changed or updated regularly as the student completes courses. The system can also accommodate changes in degree requirements as they are made, and it allows the College to update course scheduling based on future demand for classes.

All programs within the College, including academic disciplines, now have at least one associated degree pathway for students interested in pursuing an Area of Study. Students without a specific goal are assigned to one of seven areas of study to begin career exploration (See [Appendix 19](#)).

- Encouraging completion of the Associate's Degree

The College has been charged with four mandates under the law:

- Encourage completion of the Associate's degree prior to transfer.
- Develop incentives for completion prior to transfer.
- Dedicate financial aid assistance for transfer with degree completion.
- Agree to accept 30 credits toward degree completion through reverse transfer.

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The College implemented a number of activities designed to encourage degree completion. They include multiple methods of contacting students within 15 credits of completion, encouraging students to sign pledges to complete, and working with faculty to emphasize their role in informing students of the benefits of completing a degree.

As an example of incentives to complete, the College applied for and was awarded state funding to reach out to students who were near completion but had stopped out. Project “One Step Away” ([Appendix 20](#)) offers students who have stopped out incentives to return to college to finish their degree. Incentives include tuition assistance, help with transportation and childcare costs, books and gift cards to cover the cost of graduation applications. During the four semesters the program has been in place, over 60 students have returned and completed their degrees. The College is currently working with its Foundation to establish future funding for this effort.

The College also complies with the requirements of SB740 by accepting up to 30 credits in reverse transfer. The University System of Maryland is currently working on strategies to assist University partners in identifying potential reverse transfer candidates.

*Opportunities from the Legislative Mandate*

If the above mandates are fully implemented through 2018 and yield even some of the intended consequences, then enrollment, retention, and completion rates at the College should continue to improve. The College had a number of completion initiatives underway prior to the legislative mandate, some of which are discussed in Section 2 of this report. In addition to these initiatives, the College is actively implementing the requirements of SB740, such as the Student Degree Plans and Degree Progress Milestone Monitoring. Evaluation tools are in place to assess the effectiveness of both the institutional and legislatively-mandated initiatives ([Appendix 17](#)).

*Improvement in Retention and Completion Rates (Relates to MSCHE Standard 8: Student Admissions and Retention)*

The College’s early alert and tutoring programs work in tandem to assist students identified by faculty as needing intervention, tutoring, or counseling assistance. This retention strategy was implanted in FY12 and has produced a strong return on investment. In fact, the tutoring program has been expanded and is now supported at a cost of approximately \$200,000 annually from institutional and Foundation funding sources. Success rates of individuals referred through the system have increase steadily since program inception.

Although credit student retention rates can fluctuate, the College’s rates compare favorably to national averages published by the National Community College Benchmark Project. For example, the College’s fall-to-fall overall retention rate for the Fall 2013 cohort was 56.4 percent, compared to the national community college average of 48.9 percent. Similarly, program completion rates at the College consistently top national averages. Given these results, the College will continue to strengthen retention and completion rates as an effective enrollment management tool.

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Fall-to-fall, One-year Retention Rates, Fall 2007-Fall 2015								
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<i>First-time, Fulltime Students</i>								
Fall cohort	650	633	745	687	553	576	517	504
Retained	409	421	504	475	404	404	368	335
Retention rate	62.9%	66.5%	67.7%	69.1%	73.1%	70.1%	71.2%	66.5%
<i>First-time, Part-time Students</i>								
Fall cohort	223	187	244	258	265	279	225	192
Retained	95	90	105	116	117	130	134	102
Retention rate	42.6%	48.1%	43.0%	45.0%	44.2%	46.6%	59.6%	53.1%

Six-year Completion Rates Students Starting at Associate-level Institutions in Fall 2007 and 2008 Carroll Community College and Community Colleges Nationally						
	Overall Completion Rate		Completed at Initial Institution		Completed Bachelor's Degree	
	2007 Cohort	2008 Cohort	2007 Cohort	2008 Cohort	2007 Cohort	2008 Cohort
<i>Exclusively Full-time Attendance</i>						
Carroll CC	66.6%	70.0%	44.1%	50.6%	45.9%	48.9%
CCs Nationally	57.6%	57.0%	42.9%	42.9%	29.1%	27.6%
<i>Exclusively Part-time Attendance</i>						
Carroll CC	21.3%	19.2%	19.7%	17.7%	0.0%	3.0%
CCs Nationally	19.9%	18.8%	17.7%	16.5%	2.6%	2.3%
<i>Mix of Full-time and Part-time Attendance</i>						
Carroll CC	46.7%	49.6%	29.8%	36.1%	20.5%	19.9%
CCs Nationally	36.5%	35.9%	22.0%	21.8%	15.1%	14.3%
<i>Total Cohort—All Students</i>						
Carroll CC	51.5%	52.8%	33.9%	38.7%	27.6%	26.9%
CCs Nationally	39.9%	39.1%	26.5%	26.1%	17.2%	16.2%

Source: National Student Clearinghouse Research Center, *Student Tracker Postsecondary Completions Institutional Benchmark Reports*.

*Opportunities for Less Transitional Need and More Efficient Completion*

As discussed above, the College and Career Readiness and College Completion Act of 2013 requires high schools to assess student readiness for college-level work in reading, English, and mathematics in the 11<sup>th</sup> grade—and to provide instruction in the 12<sup>th</sup> grade as appropriate. If the intent of the requirements is met, fewer students entering the College should need transitional education. This would mean that more students would enter credit-bearing courses and begin their degree programs sooner, which, research suggests, promotes persistence and degree completion. Indeed, the College is making progress in this area—through internal efforts to communicate

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expectations, promote better preparation for college-level work, and outreach to Carroll County Public Schools—as evidenced by the following placement data:

Transitional Education Placement Rates				
Transitional Skill Area	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Reading	27.5%	24.2%	26.1%	22.6%
English	37.0%	32.3%	31.4%	29.3%
Mathematics	75.4%	75.2%	73.0%	73.6%
Total first-time students tested (100.0%)	855	742	696	751

*Improvement in Transitional Program Completion Rates*

The College has adopted a number of reforms to its transitional education program, including summer bridge courses, placement test preparation aids, and modular transitional course delivery. These best practices are intended to get students into college-level courses faster and with improved rates of success.

While the four-year transitional education program completion rate has been relatively stable for the last five cohorts studied (Fall 2006 through Fall 2010), the reforms adopted by the College are cause for optimism that these rates will go up for more recent cohorts. Getting more students through their transitional coursework—and more quickly—should increase the number of students entering degree programs sooner. Research suggests that students actively pursuing a degree goal have higher persistence and completion rates.

Transitional Education Completion Rate, Fall Cohorts						
	2005	2006	2007	2008	2009	2010
Needed transitional education	597	655	736	695	825	780
Completed all transitional	306	378	418	407	474	463
Completion rate (within 4 years)	51.3%	57.7%	56.8%	58.6%	57.5%	59.4%

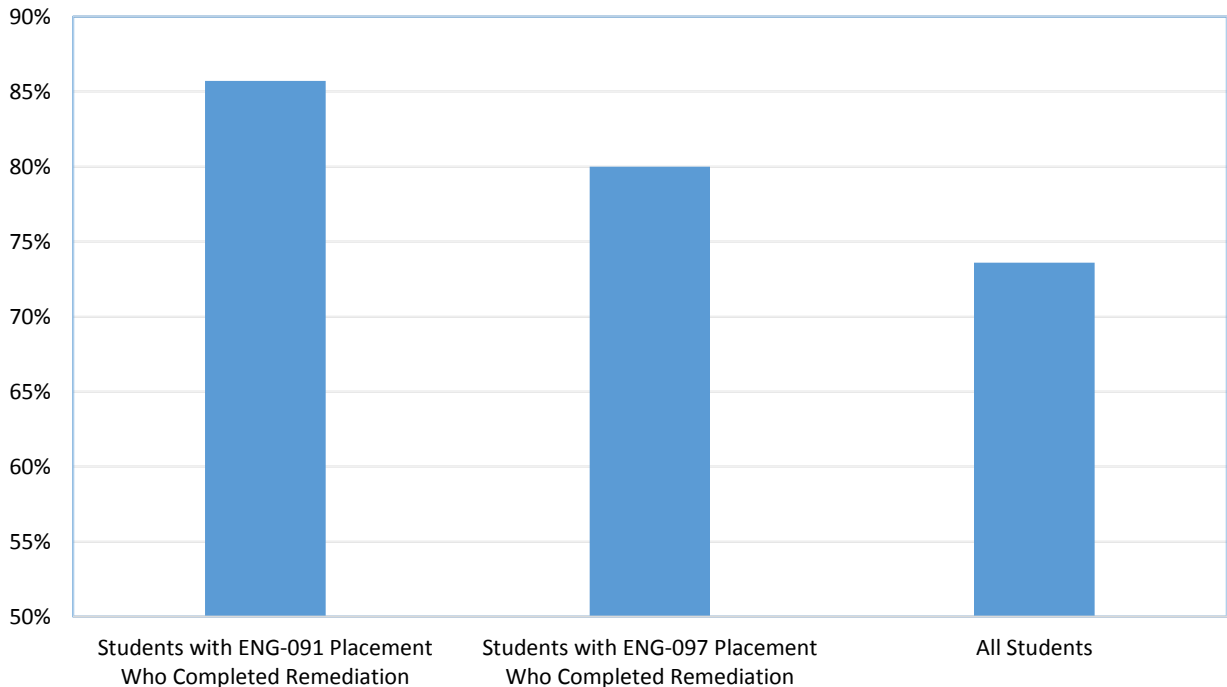
Source: Maryland Model of Community College Student Degree Progress, Four-years after Entry.

In FY2012, the College redesigned its transitional reading and English courses. Before the redesign, there were two courses in each transitional sequence, with the majority of students placing into the second one. The redesign replaced the two courses with modules: a six-module sequence for reading and a five-module sequence for English. One of the goals of the redesign was to move students more quickly through the transitional sequence so that they could begin college-level coursework. To assess the impact of the redesign, the College studied the cohort of new students who began in Fall 2011 and compared their results with students who started in Fall 2014 (after the redesign). So far, the results are promising:

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- Before the redesign, 54.10 percent of those students who placed into READ-091 (the first of two courses in transitional reading) completed remediation in this area within two semesters. However, after the redesign, 70.18 percent had completed the sequence within the same time period.
- Among students who placed into READ-099 (the second course in the sequence), students were slightly less likely (65.00 percent) to have completed the sequence within two terms. The faculty in the reading department have worked to revise communication for this cohort to increase completion rates.
- The College has observed similar results with the redesigned English curriculum. In Fall 2011, 42.50 percent of those students who placed into ENG-091 (the first of two courses in transitional English) completed remediation in this area within two semesters. After the redesign, 55.00 percent completed the sequence within the same time period.
- Just as importantly—both before and after the redesign—students who completed the transitional English sequence were more successful than the student population as a whole in their first college-level writing course, ENGL-101. Interestingly, students with lower placement test scores and more remediation were more successful than those requiring less, although the sample size is small.

ENGL-101 Pass Rates





## II. Enrollment Development (Relates to MSCHE Standards 7 and 8)

### *New Programs*

Chief among emerging opportunities is that Carroll County is expected to have a growing population in the 25-to-39 age group over the next decade. The College sees this demographic as an opportunity for increased enrollment in programs serving career changers, STEM, and healthcare studies as well as programs serving lifelong learning and adult enrichment needs. Additionally, there is a well substantiated need in the region to develop the STEM workforce because of the region's proximity to the government/defense contracting industry and the proliferation of high-tech enterprises along the Baltimore-Washington corridor. Estimates from the Maryland State Department of Commerce project that there will be more than 30,000 unfilled STEM-related jobs in the region. Many of these openings are for middle-skilled workers. In addition, the demand for credential upgrading is an important regional need.

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Responding to these opportunities, the College has initiated two new STEM-related academic programs: Cyber Security (grant supported; launched in Fall 2015) and Entertainment Technology (grant application pending; will launch in Fall 2016). The Cyber Security program has produced the following enrollments since opening in Fall 2015:

- Unduplicated headcount to date: 89 (44 credit and 45 non-credit)
- Credit FTE: 7.8
- Non-credit FTE: 20.40
- Non-credit enrollments: 151
- Industry certifications earned: 87

The College is currently evaluating additional program offerings in the areas of digital fabrication, robotics, and entrepreneurial studies to be launched over the next five years. Further, in Fall 2015, a new STEM Scholars honors program was announced for Fall 2016. Funding for the first three years of this program was underwritten by a regional foundation supporting STEM initiatives.

These programs are designed to attract new student populations within a target age range of 25 to 39—as well as new high school graduates. This opportunity also aligns with College priorities related to the county's economic development initiatives. Additionally, the College's President serves on the Carroll County Economic Development Commission (EDC) and is working with EDC and the county commissioners to help attract new employers to Carroll County. County priorities for business development include clean manufacturing, IT, and STEM/defense-related employers.

### *Adult Education Programs and Adult Personal Enrichment Opportunities*

As the county population in its late twenties and thirties grows, the opportunity for adult personal enrichment enrollments is increasingly positive. The College offers courses for young professionals looking for cultural experiences as well as courses to meet the needs of young families.

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Enrollment in Adult Personal Enrichment Courses, FY2011-FY2015					
	FY2011	FY2012	FY2013	FY2014	FY2015
Unduplicated headcount	2,237	2,127	2,141	1,800	1,825
Course enrollments	4,189	3,959	4,025	3,538	3,369
Repeat rate	31.5%	30.6%	32.8%	32.9%	33.8%

Note: The repeat rate is the percent of students enrolled in the prior fiscal year who took a course in the current fiscal year.

To capitalize on opportunities for growth in adult enrollment, the following steps will be taken in FY2017:

- Convene the Strategic Marketing Team to assist in developing a multi-year Strategic Marketing Plan.
- Present an outline of the Strategic Marketing Plan to the Planning Advisory Council (PAC) at its October 2016 meeting.
- Begin implementing the Strategic Marketing Plan in FY2017.

*Summer Youth Programs*

In addition, the College offers a comprehensive educational summer camp program for children age three to eleven (Kids@Carroll) and twelve to fifteen (Teen College). These one-week camps attract nearly 1,000 students each year, and two-fifths return the following year. The College believes an opportunity exists to expand youth enrollments over the next five years.

Enrollment in Summer Kids@Carroll and Teen College, FY2011-FY2015					
	FY2011	FY2012	FY2013	FY2014	FY2015
Unduplicated headcount	791	955	901	1,003	986
Course enrollments	1,518	1,817	1,814	1,950	1,929
Repeat rate	27.5%	42.6%	37.6%	39.3%	42.3%

Note: The Repeat Rate is the percent of students enrolled in the prior fiscal year who took a course in the current fiscal year.

**III. County Economic Development (Relates to MSCHE Standards 7 and 11)**

*Small Business Development*

As of November 1, 2015, the College was designated and funded by the Carroll County Government to be the organization to provide strategic leadership and operational oversight of the county's resources for small business start-up and growth. The initiative builds upon a long history of the College providing intensive small business training and support services for entrepreneurs.

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Carroll County Commissioner Dennis Frazier stated, “Carroll County is primarily comprised of small businesses, such as home-based businesses, Main Street proprietors, and thriving small business owners throughout our community. We recognize the significant fiscal and job-creation impact of small business development in the local economy. Each business is a unique contributor to our economic landscape, and we want to do everything we can to support their growth and success. This new initiative effectively leverages federal, state, and local resources to ensure small businesses can start-up, launch new products or services, improve operations, expand market share, and increase profits.”

The initiative fully integrates the existing small business services of the College’s Miller Center for Small Business with the Small Business Development Center of Maryland and Carroll County Economic Development, and it builds upon existing partnerships with the Chamber of Commerce and the Carroll Technology Council. In 2012, the county formed the Carroll Business Path to provide funding for marketing, outreach, and follow-up to individuals, ranging from initial business plan development to business start-up. The College’s leadership of the county’s small business development will build on the work of the Carroll Business Path.

In addition, the College provides customized employee training and business consulting services (under contract) to 80-90 businesses and organizations every year. The College believes the designation by the county government may increase this number. Projections in this area are difficult to derive and based on many factors not controlled by the College.

Number of Business Training and Services Clients, FY2011-FY2015					
	FY2011	FY2012	FY2013	FY2014	FY2015
Organizations served	88	85	79	88	88

The College’s Continuing Education and Training area (CET), under the leadership of Vice President Karen Merkle, has also provided workforce and business development services ever since the College’s founding. In recent years, approximately 4,500 individuals have enrolled in workforce development courses, generating over 7,500 enrollments.

Enrollment in Workforce Development Courses, FY2011-FY2015 Open Enrollment and Contract Training					
	FY2011	FY2012	FY2013	FY2014	FY2015
Unduplicated headcount	5,641	5,643	4,690	4,345	4,543
Course enrollments	9,421	8,803	8,221	7,647	7,503
Repeat rate	19.9%	24.6%	21.5%	20.4%	23.2%

Though the participation rate has fluctuated, the repeat rate or percent of students enrolled in the prior fiscal year who took a course in the current fiscal year has remained stable, even during a time of overall enrollment decline.

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**IV. Advancing Excellence and**  
**V. Effective Resource Management (Relates to MSCHE Standards 3 and 5)**

In Fall 2015, the College identified several strategies for addressing its financial constraints and improving the efficiency of its existing resources. For example, cost containment was reinforced college-wide, using productivity and efficiency enhancement strategies based on internal analysis and best practices. In addition, a consultant was hired to facilitate these efficiency actions in order to harvest institutional resources for College priorities. Instructional efficiency and productivity data were also analyzed, and strategies for improving productivity are now being led by Dr. Ohlemacher, Vice President of Academic and Student Affairs. Chief among the productivity elements is, of course, average class size.

*Average Class Size*

Average class sizes have fallen since 2010. Based on findings from the consultant's report, the Academic and Student Affairs area is modifying class scheduling in order to yield a higher average class size. For FY2017, the College will set a goal of \$500,000 in savings by raising its average class size to the level attained in the past and by peer institutions.

Average Class Section Size, Fall 2008-2015								
	2008	2009	2010	2011	2012	2013	2014	2015
Sections	452	493	518	543	563	526	500	490
Median size	18.0	19.0	19.5	18.0	18.0	18.0	17.0	17.0
Mean size	17.8	18.4	18.6	17.7	17.3	16.9	16.7	17.1

Note: Data reflect college-level lecture, hybrid, and online course sections. Transitional education modules, music lessons, internships, and other independent study courses are excluded. Courses at the Mount Airy College Center are excluded.

*Closing of the Mount Airy Center for Health Care Education*

Carroll Community College and neighboring community colleges in Howard and Frederick counties jointly operate a center for healthcare programs, serving citizens in each county. The center has operated for approximately four years and served over 2,000 students. However, because of mounting budget pressures and projected enrollment declines, in Fall 2015, the three colleges jointly decided to close the center as of July 30, 2016. The center's programs will be moved to each sponsor institution's campus, but students from each county will still be able to access these programs at in-county tuition rates. By taking this action, each college projects savings at over \$200,000 annually.

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*Outreach to Governmental and other Funding Entities*

The College initiated discussions with the county's legislative delegation to seek additional state aid. Specifically, a modification to the state's Small College Grant was identified as a potential sustained revenue enhancement. The Carroll County delegation sponsored a bill to improve the Small College Grant for Carroll Community College as well as three other small community colleges in Maryland. While the bill did not make it to the floor for a vote, the delegation is hopeful that introducing it again in the next legislative session will increase its chances of passage. The delegation was also helpful in supporting or opposing other bills during the FY2016 legislative session, including passing a bill for increased community college funding under Maryland's community college funding formula, which resulted in a three percent increase in state aid for 2017.

Additionally, the College met with the county commissioners in October 2015, prior to the budget development processes, in order to discuss its challenges and needs. That effort helped in the commissioners' understanding of the College's request for increased operating funds as well as supplemental funds to support salary increases. At the time of this writing, preliminary indications are that the College's request for an increase in operational funds of 2.75 percent will be supported, and a supplemental increase of \$500,000 will be granted toward salary enhancements and other needs. The College also requested that, in future years, the commissioners support the five-year Strategic Plan priorities for adding STEM programs as well as provide salary enhancements equal to those given to county employees.

*Healthcare Plan Revisions*

The College in FY2016 concluded a study of its healthcare benefits package in order to respond to the following challenges: increased costs, the requirements of the Affordable Care Act (ACA), and the need to begin setting aside funds to support post-retirement healthcare benefits. As a result of the study, the College will implement a three-to-five-year process to lower the institutional costs of its healthcare benefits programs. The goal in making this change is to maintain plan value somewhere in the "Platinum/Gold" level under the new Health Insurance Exchange and offer an attractive plan in comparison to peer institutions. This approach to lowering costs will be gradual in order to soften the impact on employees. Anticipated savings will be used to support both salary adjustments and maintain the long-term viability of the College's post-retirement healthcare benefit program.

*Data and Analytic Tools*

In the last five years, the College has made considerable investment in systems for improving student planning, monitoring degree completion, enabling early alert intervention, and enhancing admissions and retention analytics. In the next five years, the College will increase its mastery of these systems and better harness their capabilities for improving course availability, schedule development, enrollment development, and predictive analytics in order to advance advising and retention efforts.

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*Strategic Marketing*

The FY2016 Strategic Plan included an initiative to strengthen marketing to attract and retain students and promote new academic and Continuing Education programs. To accomplish this objective, the Marketing and Creative Services (MACS) team, led by Dr. Craig Clagett, Vice President of Planning, Marketing, and Assessment, implemented the FY2016 Marketing Plan ([Appendix 21](#)), which redirected several marketing efforts. For example, the plan recommended that the College stop printing and mailing credit class schedules. The resulting cost savings were allocated to search engine marketing, online advertising, social media campaigns, and a new television commercial—all undertaken by the Office for Planning, Marketing, and Assessment (PMA).

An example of the Office’s social media marketing is an award-winning hashtag campaign (#carrollccgrad15) designed to engage graduating students, their families, and their friends. The hashtag campaign can be viewed at: <http://bit.ly/carrollccgrad15story>. The Office is also considering implementing a hashtag campaign to engage new students entering the College in Fall 2016, from orientation through welcome week and beyond.

The Office also created an award-winning television commercial supporting its “What Will You Do?” campaign theme. The commercial featured students and was videotaped entirely on campus. It can be viewed at <http://www.carrollcc.edu/About-Us/Why-Carroll/>. In conjunction with the Admissions Office, the PMA Office also launched a new credit mailer to spur registration and attract new students. The mailer also introduced the new Areas of Study and academic pathways and included several “program spotlights,” such as the new Cyber Security program ([Appendix 22](#)).

To further strengthen marketing, a fulltime institutional research analyst position was eliminated, and the funds were reallocated to a new fulltime Graphic Designer position. This in turn allowed for a reallocation of responsibilities within the MACS office and the hiring in April 2016 of a new Senior Director of Marketing, who will lead the College’s revision of its comprehensive strategic marketing program.

The College’s Strategic Plan for FY2016 includes many additional strategies to assist the College in maintaining effectiveness and competitiveness. For a summary of activities and results completed in FY2016, please see [Appendix 23](#).

**Section 4 – Enrollment and Financial Trends**

The challenges associated with enrollment trends and fiscal projections were presented in Section 3 of this report. Below is a detailed presentation of enrollment projections, an analysis of governmental funding support, and a projection of enrollment and total revenue (by source) through FY2020.

**Fulltime-equivalent (FTE) Enrollment**

Total fulltime-equivalent (FTE) enrollment at the College peaked in FY2011 at 3,532. Since then, total credit and noncredit FTEs have dropped by 463 or 13.1 percent. Total FTE enrollment is projected to decline another 349 FTEs or 11.4 percent by fiscal year 2020.

Fulltime Equivalent Enrollment, Actual FY12-FY15, Projected FY16-FY20									
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Credit	2,697	2,682	2,479	2,376	2,277	2,141	2,046	2,025	2,005
Noncredit	708	704	670	693	715	715	715	715	715
Total FTEs	3,405	3,386	3,149	3,069	3,001	2,856	2,761	2,740	2,720
FY2011-FY2015 decline: -13.1%					Projected decline FY2015-FY2020 -11.4%				

Note: FTEs include enrollment eligible and ineligible for state funding. FTEs are rounded.

**Governmental Funding Support of the Operating Budget**

Governmental funding for the College’s operating budget in FY2015 was \$17,033,055, accounting for 56.2 percent of total College revenues. Carroll County provided \$9,327,614 (30.8 percent), and the state of Maryland provided \$7,705,441 (25.4 percent). The College anticipates that the county will provide annual increases averaging 2.5 percent in accord with its financial plan. Although the College is working to increase funding from governmental sources, the projection below includes no expected increases in the state’s contribution. On the other hand, the State of Maryland is currently not projecting a structural deficit until 2021 or after (Source: Maryland Association of Community Colleges).

Governmental Funding, Actual FY12-FY15, Projected FY16-FY20									
	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
County	8,479,061	8,542,026	9,059,436	9,327,614	9,544,480	9,740,170	9,980,870	10,228,800	10,484,160
State	7,183,185	7,178,416	7,467,155	7,705,441	7,705,444	7,705,444	7,705,444	7,705,444	7,705,444
Total	15,662,246	15,720,442	16,526,591	17,033,055	17,249,924	17,445,614	17,686,314	17,934,244	18,189,604

Despite tuition rate increases, total tuition and fee revenues in FY2014 and FY2015 were below FY2013 levels. Under current assumptions for enrollment and tuition, the College anticipates

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modest growth in credit student revenues and stable revenues from Continuing Education and Training (CET) through the *Compass 2020* planning horizon.

Tuition and Fee Revenue, Actual FY12-FY15, Projected FY16-FY20									
	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
<b>Credit</b>	10,211,017	10,701,698	10,345,851	10,488,173	10,705,735	10,565,075	12,095,375	12,516,162	12,982,108
<b>CET</b>	2,005,155	1,954,404	1,712,992	1,798,235	2,017,000	1,950,000	2,000,000	2,000,000	2,000,000
<b>Total</b>	12,216,172	12,656,102	12,058,843	12,286,408	12,722,735	12,515,075	14,095,375	14,516,162	14,982,108

Total revenue in FY2015 was \$30,302,348. The College anticipates modest growth in its operating budget of 11.4 percent through FY2020—an average annual increase of 2.2 percent. Transfers from the College’s fund balance will contribute to growth in FY2014-FY2017.

Total Revenue, by Source, Actual FY12-FY15, Projected FY16-FY20									
	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Gov’t	15,662,246	15,720,442	16,526,591	17,033,055	17,249,924	17,445,614	17,686,314	17,934,244	18,189,604
Tuition	12,216,172	12,656,102	12,058,843	12,286,408	12,722,735	12,515,075	14,095,375	14,516,162	14,982,108
Other	409,246	534,956	1,479,173	982,885	1,165,210	1,450,274	580,000	580,000	580,000
<b>Total</b>	28,287,664	28,911,500	30,064,607	30,302,348	31,137,869	31,410,963	32,361,689	33,030,406	33,751,712

Source: Operating Budget documents and five-year financial plan.

The College has pursued a number of strategies to meet its financial goals of sustained institutional quality, modest tuition increases, and enhanced employee salaries. To sustain quality, potential improvements in productivity and efficiency were identified through a major review of staffing, organizational structure, and operations (as discussed in Section 3 of this report). To mitigate tuition increases, the College launched an effort to amend a portion of the state funding law for community colleges to include the College in the category receiving the higher level of funds under the Small College Grant. To enhance employee salaries, the College submitted a request for additional county funding in its FY2017 budget—and asked for a future commitment to increase salaries for college employees at the same rate as salaries for county employees.

*Compass 2020*, the College’s five-year Strategic Plan, includes a number of initiatives to address the challenges and opportunities discussed in the prior two sections of this report. They will be discussed more fully in Section 6 of this report, which discusses the College’s planning and budgeting processes.



## Section 5 – Assessment of Institutional Effectiveness and Student Learning

The College is committed to ongoing assessment of its programs and services and to public documentation of institutional effectiveness in order to be accountable to stakeholders. Planning and budget decisions are based on assessment of mission-based goal fulfillment, strategic priorities, and area and unit performance. Institutional Effectiveness Measures and assessment of learning continue to be at the heart of the College's assessment process.

### Standard 7: Institutional Assessment

The College's institutional effectiveness assessment program continues to have several components, including the following:

- a state-mandated Performance Accountability Report submitted to the Maryland Higher Education Commission
- Academic and Student Affairs program reviews
- an ongoing series of Institutional Research analytical reports
- an annual Enrollment Management and Marketing Communications Report
- federal Integrated Postsecondary Education Data System (IPEDS) reporting
- participation in the National Community College Benchmark Project (NCCBP)
- program completion analyses prepared by the National Student Clearinghouse Research Center
- an Institutional Effectiveness Assessment Report

The Institutional Effectiveness Assessment Report, presented annually to the Board of Trustees and shared with the county commissioners, shows five-year trends in the values of the measures and compares them to benchmarks or target values established by the President. At its February meeting each year, the Planning Advisory Council (PAC) reviews the report and focuses on those measures that fall short of benchmark values. These measures lead to new or revised improvement strategies, and they inform strategic, area, and unit planning efforts.

In 2011, the College developed new Institutional Effectiveness Measures and a new Strategic Plan, *Compass 2015*, following the revision of the College's mission statement. The revision process began during the College's Self-Study for the 2011 Middle States reaccreditation visit. Dr. Pappalardo, who was then College President, appointed a 12-person committee to develop recommendations for revising the mission statement. After the new mission statement was adopted, the President charged PAC with two tasks: to draft the College's next multi-year Strategic Plan, *Compass 2015* ([Appendix 24](#)), and to revise the Institutional Effectiveness Measures to fit the new mission statement (See [Appendix 25](#)).

PAC appointed 10 work teams to revise the assessment measures, one team for each of the 10 goals enumerated in the new mission statement. The draft prepared by the work teams recommended that 37 measures be retained and unchanged, five be revised, eight be deleted, and 20 be added. The resulting 62 measures were endorsed by PAC in September 2012 and forwarded to the President.

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This revision in 2012 further positioned the College as a leader in institutional assessment. In fact, the College has found few other institutions that embed student learning outcomes and academic program review results into their routine stakeholder accountability measures. The outcomes incorporated into the College's Institutional Effectiveness Measures include detailed reporting of student proficiencies in seven core competencies:

- communications (written and oral)
- creativity
- critical thinking
- global awareness
- information and technology literacy
- personal development
- quantitative and scientific reasoning

Also included are program learning goals and General Education course outcomes.

Following the appointment of Dr. Ball as President in 2014, the next major review of assessment measures took place in Spring 2015. This review coincided with the development of *Compass 2020*, the College's current multi-year Strategic Plan. During the period from February through April 2015, members of PAC and other faculty and staff examined the measures and made recommended revisions. The changes were endorsed by the PAC and approved by Dr. Ball on April 28, 2015.

The changes made in 2015 included deleting two measures, creating new definitions for two others, and establishing new benchmarks for nine more. Also, at the urging of the directors of Financial Aid, Fiscal Affairs, and Institutional Research, PAC endorsed three new measures:

- participation in the College's deferred tuition payment plan
- participation in the Federal student loan program
- monitoring of the student loan default rate

Because of methodological difficulties, one existing measure was deleted: assessing the College's contribution to supporting students with need but not qualifying for Pell grants. All of the changes were accepted by the President, yielding the current set of 62 measures adopted by the Board of Trustees in December 2015 (Strategic Plan 2014, II-2, [Appendix 26](#)).

Since being established in 1999, the Institutional Effectiveness Assessment Measures have benefitted the College in many ways. They have demonstrated mission accomplishment to major stakeholders, including its Board of Trustees, the Carroll County Board of Commissioners, and the citizens of the county. The annual examination of the measures by PAC each February has led to new improvement strategies and initiatives for the following year's Strategic Plan. Discussion of the indicators has also prompted cross-functional conversations about the College's mission-critical goals.

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Another well-established aspect of institutional assessment is the cycle of establishing goals, implementing strategies to achieve them, assessing goal achievement, and then using assessment results to make improvements and inform the next planning cycle. Each June, the President announces strategic initiatives for the coming fiscal year. These initiatives fall under one of the five priorities in the College's five-year Strategic Plan, *Compass 2020*. Specific tasks under each initiative are assigned to each vice presidential area of the College. These tasks include specifying detailed outcomes, naming a responsible faculty or staff member, and setting an expected completion date. At the end of the fiscal year, the vice presidents are required to provide a status report on each task ([Appendix 23](#)).

To further increase participation across the College in the planning process, the President appoints a Strategic Initiative Coordinator for each initiative in the plan. The coordinator's responsibilities include the following:

- Meet with the Executive Team in September to gain a clear understanding of the goals of the initiative within the context of the College's strategic priorities.
- Review the individual tasks listed under the initiative to determine if additional tasks or collaborations are necessary to accomplish the initiative.
- Advocate for the initiative and monitor progress during the year and, if need, keep the vice president informed of any obstacles that could hinder the initiative.
- Report to PAC at its May meeting on the status of the initiative in order to provide recommendations for the following fiscal year.
- Submit a short written report of accomplishments and recommendations that will be included in a compilation of initiative status reports, providing an annual update on the College's progress on its *Compass 2020* strategic priorities. This compilation is presented to the President and shared with the Board of Trustees.

These two institutional assessment processes—the Institutional Effectiveness Assessment Measures and the strategic planning process and initiative/task status reporting—have served the College well, providing internal and external accountability, keeping the College focused on its mission and strategic goals, and prompting institutional renewal and improvement.

## **Improvements Results**

### **Improvement of the Data Collection Processes**

As a result of the conversations generated by its Self-Study in 2011, the College instituted a Data Governance Committee in order to establish a broad-based team to help resolve data issues and offer consistent management of data in order to support the strategic priorities for the next decade ([Appendix 27](#)).

Working with their respective vice presidents, committee representatives have developed data reports that inform decision making and guide improvement strategies. For example, the Transitional Studies program wanted to track its students upon completion of the program to determine if they continued to be successful in credit classes. The data analyst assigned to

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Academic Affairs was able to create a report, enlisting the advice and help of other committee members to resolve report issues.

Some additional examples of these data reports—and the improvements resulting from them—include the following:

- 180 annual data reports for program reviews, resulting in course curricula improvements, the planning of accelerated classes for adult learners, and improved retention [from IE Measures 1, 2, 29, 30].
- 11 Student Planning reports, resulting in implementation of best practices for improved student retention [from IE Measures 5, 27, 30] and in greater efficiencies in class scheduling
- a pay report for the Business Office, resulting in improvements in efficiency
- reporting for the Veterans Administration, resulting in improvements in service to veterans
- annual reports for PMA and the Foundation, resulting in improvements in efficiency
- OSA grant reporting, resulting in implementation of best practices for improved degree completion [from IE Measures 31, 32]
- diagnostic reports for reading and English, resulting in improved completion for courses as well as transition into credit courses [from IE Measures 26, 27]

### **Completion Rate Increases**

Because of specific tasks identified in the annual Strategic Plan and monitored through PAC reporting, several examples of improvement occurred, include the following:

- maintaining the course success rate at 78 percent
- moving above 80 percent in the fall-to-spring retention rate despite declining enrollments
- increasing associate degree completion from 34 percent to 37 percent (20 percent above the state average)
- improving pass rates for Transitional English from 69 percent to 73 percent
- improving pass rates for Transitional Reading to 70 percent

Pass rates for Transitional Mathematics, however, still need improvement to meet the benchmark, so additional strategies continue to be identified.

### **Enrollment Growth**

Because of tasks identified in the annual Strategic Plan and monitored through PAC reporting, the College has been able to do the following—despite declining county growth:

- continue to exceed its annual unduplicated headcount above the 12,000 benchmark
- continue to exceed its FTE enrollment above the 2,750 benchmark
- maintain a steady market share for full and part-time students
- achieve the highest high school graduate enrollment rate in the last five years
- increase the applicant yield rate

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- establish an Instructional Program Development Taskforce, which supports efforts in both credit and Continuing Education to develop new programs and stackable credentials for county citizens

**Standard 14: Student Learning**

One of the issues highlighted in the 2011 Self-Study was a need to “appropriately tie academic program review and learning outcomes assessment to overall institutional effectiveness” ([Self-Study Recommendation #14](#)). Since the 2011 team visit, the College has made a concerted effort to review its processes and provide additional data tools to further support the assessment process. In 2012, the Executive Team added three indicators of learning from the program review process to the Institutional Effectiveness Measures reported to PAC and the Board of Trustees. This change gives additional stakeholder access to information about student learning, with greater opportunities for feedback.

The program review process at the College has always been an integral part of learning assessment. In the five years since the Self-Study, however, the College has enhanced the program review process by implementing an annual review of every program, culminating in a comprehensive review in the fifth year. Rather than writing a report every five years, program and department chairs and directors now annually monitor key measures of performance, such as enrollment, course success, and graduation rates, as well as report on the assessment of learning outcomes. This annual review of key performance indicators is now an integral part of the ongoing culture of the College rather than an episodic activity every five years (Sample reports: [Appendix 28](#) – Accounting Annual Review, [Appendix 29](#) – Humanities Program Review, [Appendix 30](#) – Executive Summaries of Program Reviews – 2009-2015).

**Improvement Results**

The program review process, along with other forms of program-level assessment, have led to improvements such as the following:

- Through discussions in the Data Governance Committee, the College was able to create a better way to identify program goals for students enrolled at the College. As a result, data reports about graduating students are more accurate. Program chairs and directors now link successful completion of outcomes to the appropriate number of students enrolled in the program, which enables them to accurately determine if the course outcomes are being met for their graduates. These are identified and implemented through Strategic Plan 2012, III-2 ([Appendix 31](#)); Strategic Plan 2013, IV-3 ([Appendix 32](#)); Strategic Plan 2014, IV-3 ([Appendix 33](#)); Strategic Plan 2015, I-3 ([Appendix 34](#)); and Strategic Plan 2016, I-1, ([Appendix 35](#)).
- Following data discussions in the Data Governance Committee, the College invested in a Business Objects reporting system that now enables the College to link to Clearinghouse data regarding transfer to four-year institutions. This will assist programs like Accounting in tracking student progress in upper-level courses in order to give greater assurance of course quality.

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- Starting in 2014, the College began separately aggregating information about success in Distance Learning classes in annual program reviews. This change has enabled program chairs and directors to address any gaps in learning success that might be attributed specifically to the online learning environments (Identified and implemented through Strategic Plan 2014, I-1, [Appendix 33](#)).
  - Using data gathered on a common assignment, Health faculty saw a need to change the assignment to include a journal exercise to better assess General Education Learning Goal 7, Personal Development.
  - The Education program, through its review process, noted inconsistencies in the grades for a writing assignment. They met and used a norming process to improve their grading rubric.
  - The College has added several courses to the curricula to support pathways and Areas of Study. For example, the Psychology program added PSYC235, Introduction to Helping and Counseling Skills, to teach skills that could be applied to broader fields of study, such as Education or Nursing, as well as for those students who want to major in Psychology.
  - After examining enrollment data, the Business Administration program identified a problem with low enrollment in evening sections of their courses. They decided to add accelerated course programming at the request of working adults who were pursuing their degrees. They will be comparing success data in the coming year to determine what effect the acceleration might have on completion of both coursework and degrees.
  - The Reading and English transition program instituted modular programming in an effort to improve student success. Analyzing two years of data, the program saw the following improvements:
    - increase in the number of students who start the sequence upon initial enrollment (among those students who need additional skill development in reading)
    - acceleration through the program for the lowest-level students (091), with 40 percent of them now completing the sequence in one term
    - increased retention for students in the last transitional sequence (099) from one semester to the next
    - parity in graduate rates between students who complete the sequence of transitional courses and those who do not test into reading at the college level
    - acceleration through the program for the highest-level students (099), who should have been able to complete the sequence in one term but often did not
- Note: This program was nominated as a Bellwether finalist because of its work to improve results.
- Using data on student success, the Mathematics program determined that it needed to change the course materials for its transitional mathematics courses. The program is currently evaluating this decision and will be making additional suggestions for improvement as the results have not significantly increased student achievement of outcomes.
  - The Computer Graphics program added a Mac computer lab, believing it would help students better achieve successful completion of learning outcomes. In their most recent program review, they determined a further need to change some of the outcomes in CGR 270 to continue improving results.
  - The Education program, which includes Early Childhood, Elementary, Secondary, and Special Education programs, instituted a TEAM for Success program (Teacher Education



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Achievement and Matriculation) designed to support students in their completion goals. The program developed embedded advising strategies, workshops, and community and club activities, all designed to increase the connection between theory and practice. As a result, its students have a high rate of success (Strategic Plan 2014, I-1, [Appendix 33](#)). This model has been renamed the Living Classroom and was recognized as a Community College Innovation of the Year in 2013-2014 by the League for Innovation; the Education program was honored by being featured on the poster for that year's conference.

- The Education program also examined its course prerequisites for Early Childhood Education as part of its program review, resulting in a sound sequence of student preparedness in the core program courses for the AAT in Early Childhood Education/Early Childhood Special Education and for the AAS in Early Childhood Education. These courses are now in alignment with the Elementary Education degree program.
- The English program, through its 2011 portfolio evaluation, decided to develop essays across all sections that make use of the parts of an argument, emphasize the use of primary and secondary sources in support of arguments, and include reflections of writing ability so that students could become more proficient in their critical analyses. They continue to evaluate progress annually.
- As a result of the deliberations of the Instructional Strategy Team, which examined Information Literacy Skills, the library staff re-evaluated its process for teaching those skills. Librarians developed research guides for students and resources for instructors to help improve pre-assessment of skills. The effectiveness of these changes was part of the improvement noted in the re-evaluation of Learning Goal 4, Information Literacy, in the General Education Program Review report (See [Appendix 36](#)).
- The Sciences program continues to experience a high level of successful student outcomes through its continual review of curricula. One course has been redesigned to meet student needs for a non-lab course, and additional courses in Geosciences have been realigned to meet student outcomes. Several new science pathways have also been created to align AA degree recommendations in Arts and Sciences with lower-level science requirements at top transfer institutions.
- As a result of its examination of critical thinking skills, the Humanities program created a more structured measurement of student learning. Faculty members have contextualized course content so that any course in the discipline would support the improved critical thinking skills.
- The Nursing program responded to the National League for Nursing's Position Statement, which calls for "innovation in nursing education requiring a paradigm shift . . . curricula are required to be evidence-based, flexible, responsive to students' needs, collaborative, and integrated with technology" (NLN, 2003). In response, Dr. Nancy Perry led her faculty through a complete redesign of the nursing curricula, intended to strengthen the student experience and support continued student success in passing the boards. While the initial cohort was not as successful as anticipated (with an 84 percent pass rate), the courses were reviewed, and additional changes were made for improvement. The next cohort will be evaluated in June 2016.

### **Assessment Plan for General Education**

One of the keys to many of these improvements has been the three-year assessment of General Education. The General Education Assessment Plan ([Appendix 36](#) – General Education Assessment Report 2015), written in 2010, detailed the process for a systematic review of the General Education program at the College. The General Education Committee formulated this three-year plan as a way to examine General Education, using the same guidelines for review as other academic programs. The plan mapped out a review cycle that included each of the seven General Education Learning Goals and their associated competencies.

To achieve this assessment, all faculty members volunteered to take part in either a design team (one for each learning goal) or an assessment team (one for each learning goal). The following components are part of the process:

- Design teams:
  - Review and revise learning goals: definitions and elements of each learning goal were researched and agreed upon.
  - Develop rubrics: assessment rubrics for each learning goal were created (based on existing VALUE rubric models). The resulting case study was recognized in 2011 by the Association of American Colleges & Universities (AAC&U) for its efforts and is published on their website. In addition, this was published in the September-October 2014 issue of *Assessment Today* ([Appendix 37](#)).
- Development of the Assessment Plan:
  - Design the assessment cycle: using the Performance-Based Model created by Seybert and O’Hara, the Director of Learning Outcomes and Assessment developed a plan to collect student artifacts. Faculty-developed assessments were used so that additional work did not have to be done by faculty.
  - Create an assessment audit: faculty identified which learning goals were assessed as primary (i.e., the instructor measured at least one of the elements associated with a learning goal, and all sections of a course used the same assessment).
  - Collect artifacts: the LOA Director used a random selection process to identify 20 percent of the courses to provide artifacts. Two students from each course were also identified randomly to preserve the integrity of the selection process.
- Scoring teams:
  - Score the artifacts: teams worked in pairs to score the random samples of student artifacts using that goal’s rubric.
- Reporting of results:
  - Share results: the Learning Outcomes Assessment Director collected and analyzed all of the results and presented them to the General Education Committee. Results were shared annually at faculty meetings. They also became part of the Institutional Effectiveness report, which was shared at PAC and with the Board of Trustees.



### **Continuous Improvement Strategies**

Based on the scoring results, Improvement Strategy Teams (IST) were created to develop instructional methods to improve learning. ISTs were piloted for both the Information Literacy and Critical Thinking Learning Goals. The student artifact scoring process was then repeated after the College implemented the improvement strategies identified by the ISTs.

Improvements in artifact assessment were noted for both Information Literacy and Critical Thinking as a result of actions taken by faculty, which were based on the IST recommendations ([Appendix 36](#)). As additional follow up, Dr. Paul Hanstedt, a noted expert on critical thinking and engagement, was invited to campus for a faculty workshop. Faculty members are currently involved in revising critical thinking assessments and will be reporting on these results in June 2016.

With the cycle of assessment for all learning goals now complete, the General Education Committee has recommended the following:

- that the focus on the Critical Thinking Learning Goal continue through faculty meetings, outside speaker engagements, and development sessions
- that all learning goal rubrics be reviewed and revised as needed
- that the multi-year assessment process be repeated in order to validate results, since there are no national benchmarks for comparison at this time
- that a process be implemented to distinguish primary and secondary instruction and assessment
- that all programs be included in the review of learning goals

The committee also suggested that the College consistently apply its definitions for learning outcomes, course or program objectives, and course or program goals, especially on syllabi. Now that the first cycle of General Education assessment has been completed, the College will reexamine the outcomes, objectives, and goals as they appear on course syllabi and program descriptions.

The Student Affairs division also participates in the assessment of General Education Learning Goals—in two very vital ways. First, all students are introduced to the Student Planning System as they enter the College for the first time. They learn how the software works, how to register for courses, and how to plan their academic futures. Evidence of this system's success was confirmed by a 15 percent increase in priority registration for the first group of students using it (in Fall 2015).

Second, students needing transitional coursework are now required to take Developing College Readiness Skills (COL-099) during their first semester, while in transitional courses. Here, they learn study skills, learning styles, time and stress management strategies and oral presentation skills. Additionally, students create a comprehensive academic plan, using our Student Planning software, as well as create a career development plan. Academic advisors spend two class sessions with students, ensuring their comfort with the academic planning software and creation of a 4-8 semester academic plan to degree completion.

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In addition, the College applied for and was given a grant from the Maryland Higher Education Commission to begin a project titled “One Step Away ([Appendix 20](#)).” As part of an effort to reach out to students who had not completed their associate’s degree, Student Affairs staff and program faculty initially identified 186 students who met the following criteria:

- maintained a 2.0 GPA at the time they stopped out
- completed 45 credits already
- had not gone on to graduate from a four-year institution
- had stopped out from the College for at least one year

Working with faculty leaders, the OSA Steering Committee implemented a plan to encourage these students to return to the College and complete their degrees. To date, 65 have graduated, and several are currently taking courses to finish. Different types of assessments were needed to determine how best to assist this unique cohort in achieving its learning goals. In the meantime, the plan is leading to changes in the College’s processes of identifying and helping those students who are close to completion. Once the grant ends, scholarships for tuition and help with books are just two ways the College can provide incentives for completion. For example, students receive additional support from interactions with advisors as they reach the last 15 credits of their degree.

The College’s improvement process for assessment and effectiveness includes two recommendations from the Self-Study:

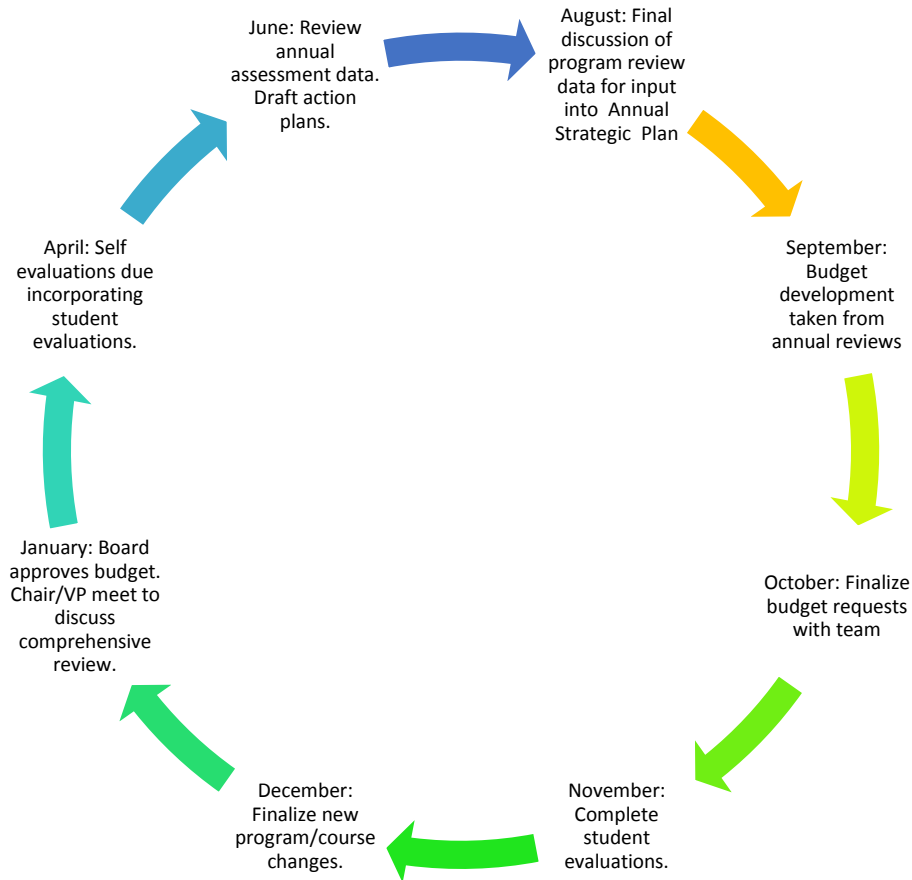
- [Recommendation #4](#): share the College’s institutional goals and planning priorities more effectively so that the College community can better understand how their individual contributions are linked to the College’s mission and goals.
- [Recommendation #13](#): improve methods to clearly communicate institutional assessment and written assessment processes so that all areas of the College see the links between assessment, strategic planning, and budget development.

Several efforts have been made to strengthen communication of results and improvements. For example, the Vice President for Academic and Student Affairs, Dr. Jan Ohlemacher, recently started a quarterly newsletter, designed to inform faculty and staff in Academic and Student Affairs about topics related to learning. Similarly, the *Today* newsletter, a college-wide quarterly publication, now includes current research findings from Institutional Research ([Appendix 38](#)). General Education assessment outcomes have been shared at fulltime faculty meetings, and faculty members are engaged in dialogue about improving the results. The College believes these efforts have resulted in continued improvement, as evidenced by its completion and retention data, which is the highest it has ever been.

In an effort to forge a stronger link between assessment results and the budget planning process, programs and departments will now begin their planning at the end of the year rather than at the beginning of the next year. To that end, the annual update of the program academic review report has been revised to include improvement goals that must be integrated into the college-wide planning cycle for the Strategic Plan and budget *before* it begins rather than after it is completed. Programs completing their comprehensive reviews in 2016 will be the first to implement these changes. This process change will provide more timely integration with existing processes for

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assessment, planning and budget development. The chart below demonstrates the cycle that has been used and improved over the past five years.



To create a college-wide perspective of learning success among all programs, the Vice President of Academic and Student Affairs instituted an Assessment Day in June 2015 to bring all faculty together to discuss the impact of data from Institutional Effectiveness Measures, especially data appropriate to academic and student affairs. This meeting helped faculty and staff to connect their individual strategic goals to the larger collaborative goal of making improvements to learning. Using the expertise of a consultant, who provided broad data analysis as a framework for discussion, programs and departments met and considered corrective actions to improve program efficiencies and effectiveness for the coming year. In June 2016, they will meet again to assess the impact of these strategies and continue their improvement plans.

As stated earlier, measuring institutional effectiveness and assessing learning outcomes continue to drive the College's improvement strategies. They are essential elements of its planning, budgeting, and assessment. The College is committed to using results in making planning and budget decisions, which ultimately lead to goal fulfillment, accomplishment of strategic priorities, and improved area and unit performance. Moreover, performance results are regularly

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communicated to stakeholders through institutional effectiveness reports, Strategic Plan yearly outcomes reports, program reviews, and other processes.

## Section 6 - Strategic Planning and Budgeting

When the College's Planning Advisory Council (PAC) was established in 1999, a set of seven planning principles was adopted to guide its activities:

- (1) planning is guided by institutional mission and vision
- (2) planning is informed by data
- (3) employees have the opportunity to participate in planning
- (4) budgeting reflects College priorities
- (5) area and office plans advance the College's strategic priorities
- (6) institutional effectiveness is assessed
- (7) assessment results are used for improvement

At its final meeting each academic year, members of PAC evaluate college-wide planning against these seven principles.

Strategic planning at the College is coordinated by the Vice President for Planning, Marketing, and Assessment, Dr. Craig Clagett, and is accomplished through PAC. PAC consists of 32 members representing all areas of the College, including a student representative. Twenty members are permanent because of the nature of their positions. Since its inception, 45 faculty members have served on PAC.

PAC also serves as the College's Budget Committee. Requests for budget increases beyond inflation and volume increases must be justified by the priorities in *Compass* or anticipated improvements in institutional effectiveness as measured by the PAC-developed and Board-approved assessment measures.

While the mission and institutional goals describe the fundamental purposes of the College, institutional planning and advancement require a future vision of the College and a roadmap to get there, specifying the College's priorities over a multi-year horizon. The multi-year plan is needed to accommodate major projects that will take more than a year to complete—and to allow for funding strategies to support them. Examples include the introduction of new academic programs such as nursing and engineering, construction of a new building, completion of a major gifts fundraising campaign, and implementation of a comprehensive outcomes assessment program.

To accomplish the multi-year priorities in *Compass*, the College community needs direction in determining what to focus on in a given year. This direction is provided by the President's Annual Strategic Initiatives for the coming fiscal year. After discussion and approval by the Board of Trustees, the initiatives are shared college-wide in May. Each initiative supports a *Compass* strategic priority. Together, the *Compass* priorities and the Annual Strategic Initiatives comprise the framework for the College's annually updated Strategic Plan.

This framework is distributed in June to each vice president and to the Executive Director of Institutional Advancement. As each area conducts its annual review of performance data, planning

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and goal-setting processes, it is asked to consider tasks it will contribute to further each strategic initiative in the coming year. Annual plans for each area—Academic and Student Affairs, Administration, Continuing Education and Training, Institutional Advancement and College Foundation, Planning, Marketing, and Assessment, and the President’s Office—begin with these tasks, which support the College’s Strategic Plan as well as address performance indicators. Area and unit plans also include operational goals pertinent to improvement in each area. (See sample template [Appendix 39](#).)

In August, the area, department, and office tasks supporting the strategic initiatives are incorporated into the College’s Strategic Plan for the Fiscal Year. Each task is listed under the appropriate annual strategic initiative, and each includes an intended outcome or success measure, the person responsible for the task, and an expected completion date. This preliminary version of the Strategic Plan for the Fiscal Year is reviewed by coordinators appointed for each initiative by the President and Executive Team to ensure that the tasks will collectively accomplish the initiatives.

The Strategic Plan for the Fiscal Year is brought to the PAC at its first meeting in September. The vice presidents and other designated individuals discuss their annual unit goals and tasks and how they will support the initiatives in the Strategic Plan. After discussing and adopting any amendments, PAC votes to endorse the Strategic Plan for the Fiscal Year. The plan becomes effective once approved by the President.

*Compass 2015*

Planning at the College is founded upon its mission and guided by multi-year strategic priorities, collectively known as *Compass*. The College’s first *Compass* was created in 2000. The next set of *Compass* strategic priorities was announced in 2005, and they guided College planning through fiscal year 2012. As discussed in Section 5 of this report, the former President charged the PAC with developing recommendations for *Compass 2015* ([Appendix 24](#)) following the revision of the College’s mission statement in 2012. The *Compass 2015* priorities guided the College over the three-year period FY2013 through FY2015.

During February, March, and April 2012, PAC hosted a number of environmental scanning presentations to gather information about the College, Carroll County, and the surrounding region, plus pertinent national and global issues ([Appendix 40](#)). After a situation analysis describing several aspects of the College’s current status and performance, presentations were heard on the College’s financial outlook, technology trends on and off campus, regional occupational demand, and instructional programming trends. An employee survey was conducted to elicit comments and suggestions for College priorities moving forward.

At the May 2012 meeting of the Planning Advisory Council preliminary statements of campus priorities for the next three years were captured in a draft that was reviewed by the President and Executive Team and then shared with the faculty. Further review and revision yielded a set of five priorities for the FY2013-FY2015 period. Strategic priorities for FY2013-FY2015 included (1) Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion; (2) Respond to community and student needs

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through innovation and resourcefulness in instruction, programs, and services; (3) Collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the College's mission; (4) Invest in the College's employees, technology, and decision support systems in continuous improvement efforts to further the College's excellence; and (5) Develop resource management strategies to respond to anticipated levels of governmental and student revenues. Each year, an annual Strategic Plan was adopted that contained specific annual initiatives to advance the Compass 2015 priorities. (Appendices [32](#), [33](#), [34](#))

### **Institutional Effectiveness Assessment**

The College assesses progress on its mission and strategic priorities on a regular schedule to monitor its performance and provide accountability to its stakeholders. The College's mission statement is affirmed every four years in a report to the Maryland Higher Education Commission. The report is reviewed by PAC, approved by the President, and submitted by the Board of Trustees, as required by law.

For each of the ten mission goals, the College has identified quantitative methods for assessment. Institutional Effectiveness Measures were initially developed by PAC and approved by the President and Board in 1999. They were revised in 2003, 2008, 2012, and again in 2015. The Board of Trustees reviews a report on the measures every December. PAC reviews the measures each February to identify areas needing improvement strategies. The report is posted to the College website for ready access by the community, and it is shared with the county commissioners each spring.

After reviewing national, state, and peer college data, examining the College's data trends, and holding discussions with PAC and selected faculty and staff, the President establishes benchmarks or target values for each assessment measure. The College's performance is measured against these benchmarks.

The President announces the College's Annual Strategic Initiatives for the next fiscal year in late May or early June, following approval by the Board of Trustees. The initiatives guide area and office planning for the coming year, and they specify the tasks necessary to make progress on the priorities in *Compass*. The initiatives and their associated tasks, listed under the appropriate *Compass* priorities, comprise the College's annually updated Strategic Plan.

Reporters appointed by the President provide updates on the status of Strategic Plan initiatives at the May meeting of PAC. Vice presidents or their designees provide status reports on each task supporting the initiatives in the College's Strategic Plan at the end of April. The Institutional Effectiveness Assessment Measures also provide information on the impact of strategic plan initiatives. ([Appendix 23](#))

***Compass 2020***

*Compass 2015* guided institutional planning and activities through June 30, 2015. Dr. Ball, who became President in 2014, decided that the next multi-year Strategic Plan would serve the College through June 30, 2020. This new five-year plan would become *Compass 2020*.

At its April 2015 meeting, PAC discussed planning parameters and principles for *Compass 2020*. Asserting the College's priorities for FY2016-FY2020, *Compass 2020* was given the theme of "Aligning Resources with Priorities." To that end, departmental and office operational plans will be clearly linked to the *Compass* priorities.

PAC recommended that *Compass 2020* identify four or five broad "Compass Strategic Priorities" to advance the College's mission and achieve its vision for the five-year planning horizon. PAC urged that it specify priority credit and Continuing Education instructional programs and incorporate the facility, financial, marketing, staffing, and technological resources necessary to support them. This was seen as essential for the preparation of a five-year College budget plan.

PAC recommended continuing the practice of annually identifying those strategic initiatives within each *Compass* priority that have clearly-stated objectives and desired outcomes, that name the staff responsible, and that state a target completion date. Initiatives may take more than one year to complete, but target dates for interim steps can be identified. PAC also recommended continuing the practice of updating the Strategic Plan every year. Completed initiatives should be removed; ongoing initiatives should be updated. Status reports should be given at the May meeting of PAC, following current practice. Dr. Ball accepted PAC's recommendations.

Having adopted a timeline and process, PAC went on to discuss the College's vision. With the President's concurrence, PAC recommended that *Compass 2020* reflect four guiding principles:

- (1) maintain and enhance the quality of instruction, programs, and services
- (2) focus on the student and meeting community needs
- (3) attract and retain a superior workforce with competitive compensation
- (4) shepherd resources wisely and operate efficiently

Much of the planning process should be driven by first determining which credit and Continuing Education instructional programs to introduce or emphasize over the next five years. Programs that should be favored are those that will attract new student populations to the College, utilize existing resources to the fullest extent possible, have a positive return on investment, and add value to the community.

Given the current and anticipated financial outlook for the College, with constrained governmental support and declining enrollment, a key component of *Compass 2020* is a five-year financial plan. Executive Vice President of Administration Alan Schuman outlined several steps in the development of this budget plan. The College will analyze the cost implications of new and expanded credit and Continuing Education programs, and it will commit to improving its return on investment in programs and operations by developing a model for analyzing cost efficiency in programs, courses, and operations—and then implementing methods for improving cost



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efficiency. These efficiency initiatives will include all areas of the College, including administrative services.

With employee compensation accounting for 78 percent of College expenditures, the budget plan will reflect the results of a staffing analysis to identify areas impacted by changing student enrollment patterns. The College's organizational structure will be reviewed, including all classifications of employee, to ensure that the structure supports the Strategic Plan. Each position that becomes vacant will be evaluated for its relative importance in meeting the priorities in the Strategic Plan. Positions may be reallocated as appropriate.

The resulting Five-Year Budget Plan will include staffing and expenditure assumptions, governmental funding assumptions, and the likely consequences for tuition and fees.

With the process and principles in place, the College began developing *Compass 2020*. As discussed earlier, Institutional Research completed an environmental scan and updated the College's enrollment projections, and employees provided their suggestions for College priorities for the next five years. All of this information was reviewed by PAC at its May 2015 meeting. Dr. Ball also presented his vision for the College and shared his ideas for strategic initiatives moving forward. PAC discussion then moved toward consensus on the priorities for *Compass 2020*. Dr. Ball discussed the priorities and proposed initiatives with the Board of Trustees in May and received their approval.

At its next meeting in June 2015, PAC heard status reports on the initiatives in the FY2015 Strategic Plan. This discussion led to deliberations on *Compass 2020* priorities and the FY2016 initiatives that would fall under each proposed priority. At the conclusion of the meeting, Dr. Ball received the support of PAC for the initiatives. On June 3, 2015, Dr. Ball shared the *Compass 2020* priorities and FY2016 Strategic Initiatives with the College community at a college-wide meeting.

### ***Compass 2020* Priorities**

*Compass 2020* specified five strategic priorities for the five-year period FY2016-FY2020:

I. Student Achievement (Relates to MSCHE Standards 8,9,11, and 13)

- Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.

II. Enrollment Development

- Respond to community and student needs through innovation and resourcefulness in instructional programming, course delivery and scheduling, student services, and effective communications.

III. County Economic Development

- Support Carroll County business and workforce development through career and professional education, contract training and consulting services, and partnerships with local businesses and economic development agencies.

IV. Advancing Excellence

- Invest in the College's employees, technology, and decision support systems to further the College's excellence.

V. Resource Management

- Implement resource management strategies to respond to anticipated levels of governmental support and fund the College's priorities.

**FY2016 Strategic Initiatives Supporting *Compass 2020***

**Student Achievement:** Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.

- I-1: Analyze correlates of student success and adopt best practices to support student degree, program, and credential completion.
- I-2: Implement the Areas of Study, Academic Pathways, and Student Planning initiative to promote recruitment and retention.
- I-3: Complete the restructuring of Transitional Education and assess its impact on student outcomes and program completion.

**Enrollment Development:** Respond to community and student needs through innovation and resourcefulness in instructional programming, course delivery and scheduling, student services, and effective communications.

- II-1: Identify current programs for enhanced development and new instructional programs to launch over the next five years.
- II-2: Enhance course delivery and scheduling to increase opportunities for adult learners, and promote operational efficiencies.
- II-3: Implement the credit Cyber Security program, and build multiple on-ramps for students with earned industry certifications.
- II-4: Attract students—and advance their degree progress—through credit for prior learning, including earned industry credentials.
- II-5: Strengthen marketing to attract and retain students, and promote new academic and continuing education programs.

**County Economic Development:** Support Carroll County business and workforce development through career and professional education, contract training and consulting services, and partnerships with local businesses and economic development agencies.

- III-1: Support county economic development through customized training, business consulting services, and community partnerships.
- III-2: Design, implement, and assess the effectiveness of career pathways incorporating Adult Education, noncredit career education, and degree-credit programs.

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- III-3: Enhance non-degree career training program opportunities, including apprenticeships, continuing education certificates, and middle-skills job preparation, and market effectively to attract new student populations to the College.

**Advancing Excellence:** Invest in the College's employees, technology, and decision support systems to further the College's excellence.

- IV-1: Evaluate the College's financial resources and organizational structure to support implementation of a competitive employee compensation and benefits program.
- IV-2: Implement a program to enhance the effectiveness of adjunct faculty teaching and organizational engagement.
- IV-3: Implement business intelligence and data governance to support outcomes assessment and data-based decision making across campus at all levels.
- IV-4: Assess the College's programs and scheduling, and implement strategies to promote efficiencies and return on investment while enhancing outcomes.

**Resource Management:** Implement resource management strategies to respond to anticipated levels of governmental support and fund the College's priorities.

- V-1: Identify revenue and expenditure implications of enrollment assumptions and departmental and program plans, and prepare and maintain a five-year strategic financial plan.
- V-2: Analyze staffing and anticipated retirements across all functions, and prepare and maintain a strategic human resources plan in response to enrollment and revenue assumptions and the College's strategic priorities.
- V-3: Update, monitor, and maintain the College's five-year Technology Master Plan through June 30, 2020.
- V-4: Support the Carroll Community College Foundation in attracting and shepherding donors to further contributions to the College.

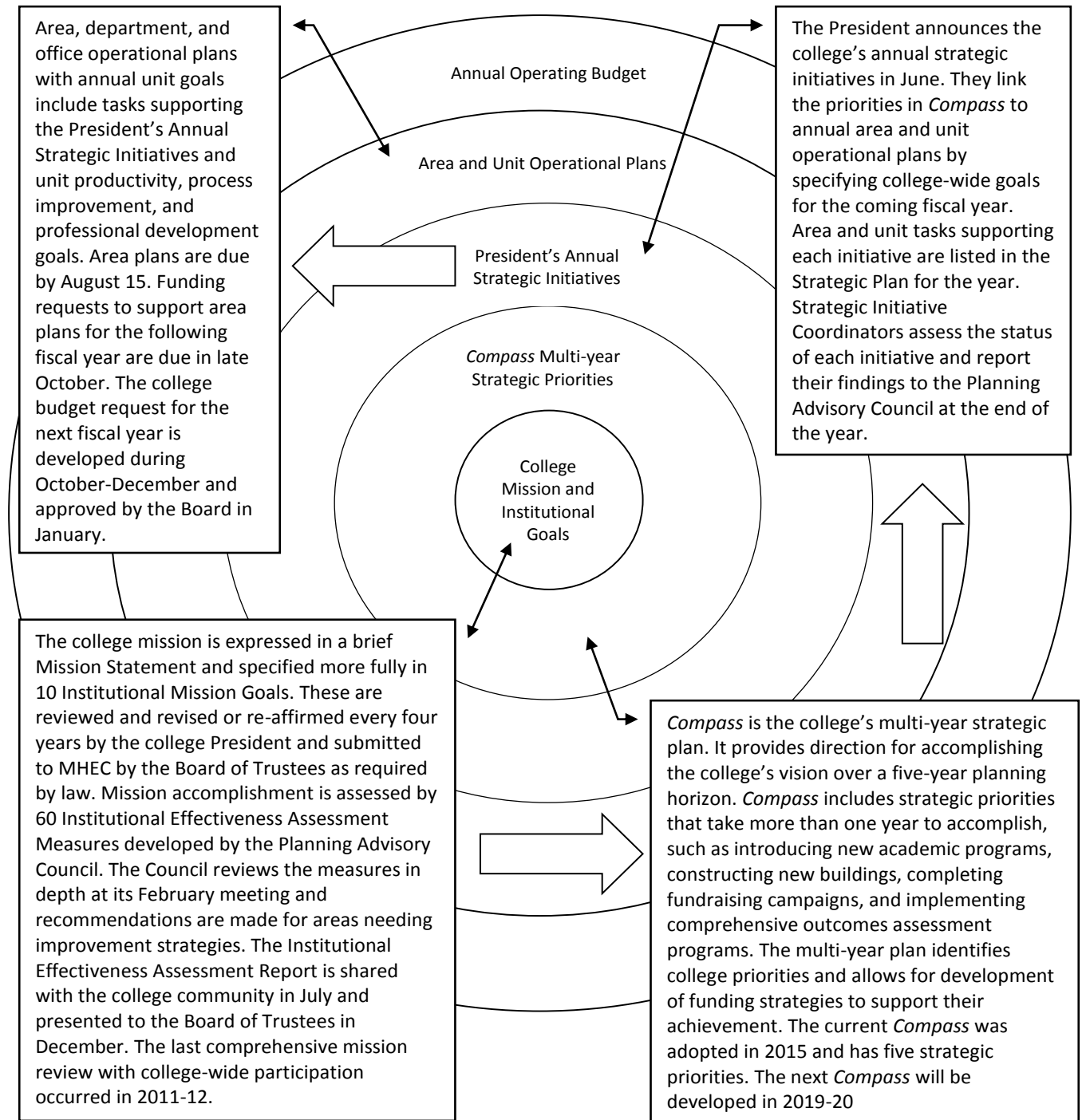
### **Dissemination of the Strategic Plan**

After announcing the *Compass 2020* priorities and FY2016 Strategic Initiatives at the college-wide meeting, the President emailed them to all employees. They were also published in the Fall Convocation issue of *Today*, the College's newsletter.

The Planning, Marketing, and Assessment area created the template for the College's FY2016 Strategic Plan, incorporating the *Compass 2020* priorities and the President's FY2016 Strategic Initiatives. This template was used by all areas of the College in developing their operational plans for the year. This ensures the integration of college-wide goals into departmental and office goals, and it is a very tangible and effective method of disseminating *Compass* priorities and the President's annual initiatives throughout the institution.

## Carroll Community College

# Planning and Budgeting Process



### **Budget Development: Aligning Resources with Priorities**

The College's budget is tightly linked to its strategic planning process. The Planning Advisory Council (PAC) also serves as the College's Budget Committee. At the same September meeting, where it endorses the Strategic Plan, PAC hears a presentation on the preliminary revenue and expenditure assumptions for next year's operating budget. This presentation, given by the Executive Vice-President of Administration, begins the formal budget development process.

Using their own area planning processes, each vice president identifies new funding needs for consideration by PAC. Each request must present appropriate data and/or performance rationale to justify:

- how it supports a Strategic Plan priority
- how it advances a mission goal of the College
- how it is needed to meet increased demand, inflation, or return on investment

Preference is given to those proposals that are associated with a *Compass* priority or specific strategic initiative.

At its first meeting in November, PAC reviews all funding requests submitted by the vice presidents. Representatives supporting each proposal present their justifications. PAC members ask questions, and at the end of the presentations, they offer their initial opinions on funding preferences. The President, in conjunction with the Executive Team, incorporates PAC's recommendations into the preliminary balanced budget request. PAC reviews this draft request at its second meeting in November, and after any amendments, the budget proposal is presented to the College Senate and the Student Government Organization for comment. The request is then reviewed by PAC again in December, when it votes to endorse the request. The President then presents the budget request to the Board of Trustees at its December meeting for review and consideration. The Board votes on the budget request at its January meeting. Once approved by the Board, the President then submits the request to the county government.

The College's planning structure and process support the integration of planning and budgeting. Budget requests are justified in terms of Strategic Plan priorities and initiatives. The same group that develops and endorses the Strategic Plan also develops and endorses the budget. PAC reviews all budget requests and discusses the operating budget multiple times during its development. The final budget document ranks new monies by *Compass* priority.

An analysis of College expenditures from FY2010 to FY2015 identified \$3.6 million in monies targeted to College priorities such as the Nursing Program, tutoring and other program completion efforts, technology upgrades, the Mount Airy College Center for Health Care Education, the Student Loan Program, the Engineering Program, and employee salary and health insurance. Cost containment in all other discretionary spending accounts produced a net savings of \$331,185, a 9.1 percent reduction in these other accounts. In this manner, the College assures new resources are allocated in support of Strategic Plan priorities.

## **Section 7 - Conclusion**

In the five years since the 2011 Decennial visit, Carroll Community College continues to comply with all MSCHE standards. Major changes include a transition of leadership under a new president, enhanced efforts to comply with increasing federal and state mandates, and a major revision of the College's mission, goals and strategic plan. Challenges include enrollment declines based on changing demographics in Carroll County and resulting revenue pressures. As the College anticipates meeting new MSCHE standards and reporting processes, opportunities will include continuous improvement of strategic planning, budgeting, assessment, and cost containment practices to address challenges and support priorities for institutional advancement.

## Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

### A. General Information

	Data on File (2014-15)	IP Data (2015-16)		
<b>Institution Name</b>	Carroll Community College	Carroll Community College		
<b>IPEDS ID</b>	405872	405872		
<b>OPE ID</b>	03100700	03100700		
<b>Address</b>	1601 Washington Road Westminster, MD 21157 6913	1601 Washington Road Westminster, MD 21157 6913		
<b>Telephone</b>	410 386 8000	410 386 8000		
<b>Fax</b>	410 876 8855	410 876 8855		
<b>Website</b>	www.carrollcc.edu	www.carrollcc.edu		
<b>Student Achievement Website*</b>	www.carrollcc.edu/about/heoa/default.asp	www.carrollcc.edu/about/heoa/default.asp		
<b>Control</b>	Public	Public		
<b>Affiliation Type</b>	Government-Local	Government-Local		
<b>Affiliated Organization:</b>	Carroll County Commissioners Office	Carroll County Commissioners Office		
<b>2010 Carnegie Classification</b>	Associate's - Public Suburban-serving Single Campus	Associate's - Public Suburban-serving Single Campus		
<b>Calendar</b>	Semester	Semester		
<b>Degree Granting Authority Type</b>	State/State Office	State/State Office		
<b>Degree Granting Authority State or Country</b>	Maryland	Maryland		
<b>Licensed to Operate in</b>	MD	MD		
<b>Related Entities</b>				
<b>Name, State, Country</b>	none	none		
<b>Approved Degree or Certificate Levels</b>				
Indicate the number of programs of study that your institution currently offers within each approved degree or certificate level. The degree levels reported here should be the degrees or certificates currently offered by the institution and approved within the scope of accreditation. The degree or certificate levels reported in the IP must match the institution's approved degree or certificate levels. Please ensure these are accurate as changes to degree or certificate levels fall under MSCHE Substantive Change policy.				
<b>Substantive change (prior approval) is required to add degree/certificate levels. Please see instructions for more detail.</b>				
	Data on File (2014-15)		IP Data (2015-16)	
	Approved	Number of Programs	Approved	Number of Programs
<b>Postsecondary Award/Cert/Diploma (&lt; 1 year)</b>	no	0	no	0
<b>Postsecondary Award/Cert/Diploma (&gt;=1 year, &lt; 2 years)</b>	yes	8	yes	8
<b>Associate's</b>	yes	25	yes	24
<b>Postsecondary Award/Cert/Diploma (&gt;= 2 years, &lt; 4 years)</b>	no	0	no	0
<b>Bachelor's</b>	no	0	no	0
<b>Postbaccalaureate Award/Cert/Diploma</b>	no	0	no	0
<b>Master's</b>	no	0	no	0
<b>Post-Master's Award/Cert/Diploma</b>	no	0	no	0
<b>Doctor's - Professional Practice</b>	no	0	no	0
<b>Doctor's - Research/Scholarship</b>	no	0	no	0
<b>Doctor's - Other</b>	no	0	no	0
<b>Initial Accreditation</b>	1996		1996	
<b>Last Reaffirmed</b>	2011		2011	
<b>Next Self-Study Visit</b>	2020-21		2020-21	
<b>Next Periodic Review Report (PRR)</b>	June 2016		June 2016	
<b>MSCHE Staff Liaison</b>	Dr. Heather F. Perfetti		Dr. Heather F. Perfetti	

## Notes

## Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

### B. Key Contacts

Key Contact	Data on File (2014-15)	IP Data (2015-16)
<b>Chief Executive Officer</b>	Dr. James D. Ball <i>President</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8188 Fax: 410 876 8855 Email: jball@carrollcc.edu	Dr. James D. Ball <i>President</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8188 Fax: 410 386 8181 Email: jball@carrollcc.edu
<b>Chief Academic Officer</b>	Dr. Janet Ohlemacher <i>Vice President of Academic &amp; Student Affairs</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8195 Fax: none Email: johlemacher@carrollcc.edu	Dr. Janet Ohlemacher <i>Vice President of Academic &amp; Student Affairs</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8195 Fax: 410 386 8181 Email: johlemacher@carrollcc.edu
<b>Chief Financial Officer</b>	Mr. Alan M. Schuman <i>Executive Vice President for Administration</i> 1601 Washington Road Westminster, MD 21157-6913  Phone: 410 386 8495 Fax: none Email: aschuman@carrollcc.edu	Mr. Alan M. Schuman <i>Executive Vice President for Administration</i> 1601 Washington Road Westminster, MD 21157-6913  Phone: 410 386 8495 Fax: 410 386 8497 Email: aschuman@carrollcc.edu
<b>Chief Information Technology Officer</b>	Ms. Patti Davis <i>Director of Network and Technology Services</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8066 Fax: none Email: pdavis@carrollcc.edu	Ms. Patti Davis <i>Director of Information Technology Services</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8066 Fax: none Email: pdavis@carrollcc.edu
<b>Accreditation Liaison Officer</b>	Dr. Michael J. Kiphart <i>Chief Compliance and Integrity Officer</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8217 Fax: 410 386 8415 Email: MKiphart@carrollcc.edu	Dr. Michael J. Kiphart <i>Chief Compliance and Integrity Officer</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8217 Fax: 410 386 8415 Email: MKiphart@carrollcc.edu
<b>Coordinator of Distance Education</b>	Dr. Susan C. Biro <i>Interim Dean Learning Technologies and Support Services</i> 7615 Ridge Road Marriottsville, MD 21104  Phone: 201 290 6532 Fax: none Email: susan.biro@gmail.com	Mr. Alan Bogage <i>Senior Director of Library, Media, and Distance Services</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8339 Fax: none Email: abogage@carrollcc.edu
<b>Coordinator of Outcomes Assessment</b>	Dr. Janet Ohlemacher <i>Vice President of Academic &amp; Student Affairs</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8195 Fax: none Email: johlemacher@carrollcc.edu	Dr. Janet Ohlemacher <i>Vice President of Academic &amp; Student Affairs</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8195 Fax: 410 386 8181 Email: johlemacher@carrollcc.edu
<b>Coordinator of Institutional Research Functions</b>	Ms. Janet Nickels <i>Director of Institutional Research</i> 1601 Washington Road	Ms. Janet Nickels <i>Director of Institutional Research</i> 1601 Washington Road Page 58



	Westminster, MD 21157-6913 Phone: 410 386 8229 Fax: 410 386 8566 Email: jnickels@carrollcc.edu	Westminster, MD 21157-6913 Phone: 410 386 8229 Fax: 410 386 8566 Email: jnickels@carrollcc.edu
<b>Chair: Self-Study Steering Committee</b>	Dr. Michael J. Kiphart <i>Chief Compliance and Integrity Officer</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8217 Fax: 410 386 8415 Email: MKiphart@carrollcc.edu	Dr. Michael J. Kiphart <i>Chief Compliance and Integrity Officer</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8217 Fax: 410 386 8415 Email: MKiphart@carrollcc.edu
<b>Co-Chair: Self-Study Steering Committee</b>	Mr. Robert Brown <i>Dean of STEM, Nursing and Allied Health</i> 1601 Washington Road Westminster, MD 21157-6913  Phone: 410 386 8224 Fax: 410 376 8855 Email: rbrown@carrollcc.edu	Mr. Robert Brown <i>Division Chair, Business &amp; Technology</i> 1601 Washington Road Westminster, MD 21157-6913  Phone: 410 386 8224 Fax: none Email: rbrown@carrollcc.edu
<b>Person in the President's Office To Whom MSCHE Invoices Should be Sent</b>	Ms. Marianne Anderson <i>Executive Associate II</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8182 Fax: none Email: manderson@carrollcc.edu	Ms. Marianne Anderson <i>Executive Associate II</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8182 Fax: 410 386 8181 Email: manderson@carrollcc.edu
<b>Person Who Should Receive a Copy of MSCHE Invoices (Optional)</b>	none	none
<b>Person Completing IP Financials</b>	Mr. Timothy A. League <i>Director of Fiscal Affairs</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8052 Fax: 410 876 8855 Email: tleague@carrollcc.edu	Mr. Timothy A. League <i>Director of Fiscal Affairs</i> 1601 Washington Road Westminster, MD 211576913  Phone: 410 386 8052 Fax: 410 386 8497 Email: tleague@carrollcc.edu
<b>Person Completing IP (Key User)</b>	Ms. Janet Nickels <i>Director of Institutional Research</i> 1601 Washington Road Westminster, MD 21157-6913  Phone: 410 386 8229 Fax: 410 386 8566 Email: jnickels@carrollcc.edu	Ms. Janet Nickels <i>Director of Institutional Research</i> 1601 Washington Road Westminster, MD 21157-6913  Phone: 410 386 8229 Fax: 410 386 8566 Email: jnickels@carrollcc.edu

**Click here to indicate that you have reviewed and updated the entire list of Key Contacts above.**  
(Required to "Lock Down" the IP data)

## Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

### C. Student Achievement

#### 1. Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2014, and June 30, 2015. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Please see the instructions for specific inclusions and exclusions.

Awards	Data on File (2013-14)	IP Data (July 1, 2014 - June 30, 2015)
Postsecondary Certificate (less than 1 year)	0	0
Postsecondary Certificate (>= 1 year, < 2 years)	38	23
Associate's	656	622
Carroll Community College		Page 59

Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	0	0
Postbaccalaureate Certificate	0	0
Master's	0	0
Post-Master's Certificate	0	0
Doctor's - Professional Practice	0	0
Doctor's - Research/Scholarship	0	0
Doctor's - Other	0	0

## Screening Question

Did your institution report Outcome Measures to IPEDS in the most recent survey?	no	yes
--	----	-----

## 2. Outcome Measures

The Outcome Measures component collects award and enrollment data from degree-granting institutions on four undergraduate cohorts at two points in time: six-year and eight-year.

The four cohorts of degree/certificate-seeking undergraduates are:

- Full-time, first-time
- Part-time, first-time
- Full-time, non-first-time
- Part-time, non-first-time

All reporting institutions will report on an entering cohort year: 2007

Award Status at Six Years. IP Data (2015-16)					
	2007 cohort	Exclusions to 2007 cohort (through August 31, 2013)	Adjusted 2007 cohort	Awarded by your institution (through August 31, 2013)	Percent of adjusted cohort who received an award from your institution by August 31, 2013
First-time entering					
Full-time	650	0	650	219	34
Part-time	223	0	223	32	14
Non-first-time entering					
Full-time	92	0	92	32	35
Part-time	188	0	188	28	15

Award and Enrollment Status at Eight Years. IP Data (2015-16)										
	2007 cohort	Exclusions to 2007 cohort (through August 31, 2015)	Adjusted 2007 Cohort	Awarded by your institution (through August 31, 2015)	Students who did not receive an award from your institution by August 31, 2015				Percent of adjusted cohort who received an award from your institution by August 31, 2015	Percent of adjusted cohort who are still enrolled (at institution or another institution)
					Number still enrolled at your institution	Number who subsequently enrolled at another institution	Number of students whose subsequent enrollment status is unknown	Total number who did not receive an award from your institution		
First-time entering										
Full-time	650	0	650	246	20	166	218	404	38	29
Part-time	223	0	223	43	13	58	109	180	19	32
Non-first-time entering										
Full-time	92	0	92	34	0	37	21	58	37	40
Part-time	188	0	188	30	4	71	83	158	16	40

## Notes

## Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

### D. Enrollment (Unduplicated)

#### 1. Fall Enrollment

	Data on File (fall 2014)		IP Data (fall 2015)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	15545	0	14706	0
Minimum credit load to be considered a full time student per semester	12	0	12	0
Full-Time Head Count	1352	0	1297	0
Part-Time Head Count	2309	0	2252	0

#### 2. Credit Enrollment (fall 2015)

	Data on File (fall 2014)	IP Data (fall 2015)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	3487	3165
Number of Students not matriculated, enrolled in credit-bearing courses	174	384

#### 3. Non-Credit Enrollment (Prior Year)

	Data on File (2013-14)	IP Data (July 1, 2014 - June 30, 2015)
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	4345	4543
Number of Students in non-credit avocational continuing education courses	2728	2877

#### Notes

## Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

### E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

#### Part 1. Distance Education

**Substantive change (prior approval) is required to offer Distance Education Programs.**

Screening Question	Data on File (2013-14)	IP Data (July 1, 2014 - June 30, 2015)
Did your institution, in the most recent prior year (July 1, 2014 - June 30, 2015), offer distance education courses, as defined in the Instructions?	Yes	Yes

Provide: (a) the unduplicated headcount of all students in the most recent prior year (July 1, 2014 - June 30, 2015) who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.

Provide an explanation in the Notes text box if this reporting year's total is greater than the prior year and you have significant growth in distance

learning enrollment.

	Data on File (2013-14)	IP Data (July 1, 2014 - June 30, 2015)
<b>Headcount</b>	1649	1899
<b>Total Registrations</b>	3614	3751

## Programs

**Programs.** Report the number of degree or certificate programs offered during the previous year (July 1, 2014 - June 30, 2015) for which students could meet at least 50% of their requirements for any of the programs by taking distance education courses.

**Substantive change (prior approval) is required to offer Distance Education Programs.**

	Data on File (2013-14)	IP Data (July 1, 2014 - June 30, 2015)
<b>Programs</b>	4	4

## Part 2. Correspondence Education

Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not Distance education.

**Substantive change (prior approval) is required to offer Correspondence Education Programs.**

	Data on File (2013-14)	IP Data (July 1, 2014 - June 30, 2015)
<b>Screening Question</b>		
<b>Did your institution, in the most recent prior year (July 1, 2014 - June 30, 2015), offer Correspondence education courses?</b>	No	No

## Notes

# Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

## F. Other Regional, National, and Specialized Accreditation

### 1. Accreditors Recognized by the U.S. Department of Education

Please list any other accrediting organizations that accredit your institution or its programs.

Data on File (2014-15)	IP Data (2015-16)
<b>Accreditors Recognized by U.S. Secretary of Education</b>	<b>Accreditors Recognized by U.S. Secretary of Education</b>
<ul style="list-style-type: none"> <li>American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education</li> </ul>	<ul style="list-style-type: none"> <li>American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education</li> </ul>

### 2. Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.

Please separate each accreditor by semi-colon (;).

The Associate Degree Registered Nursing program has been approved by the Maryland Board of Nursing. The Certificate Practical Nursing Program has been approved by the Maryland Board of Nursing.

## Notes

Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

## Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

### G. Instructional Personnel (Fall)

	Data on File (fall 2014)		IP Data (fall 2015)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
<b>Total Faculty</b>	77	188	79	184

#### Notes

## Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

### H. Other Geographical Locations

#### H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2016-17 or 2017-18.

Note:

Your institution's next Self-Study Visit is scheduled for 2020-21.

## Middle States Commission on Higher Education Institutional Profile 2015-16

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#### H-2. Branch Campuses

The Commission defines a "Branch Campus" as a domestic or international location of an institution that is geographically apart, independent of the primary/main campus of the institution, and at which the institution offers at least 50% of the requirements of an educational program. The branch campus is considered independent of the main campus if it is permanent in nature; offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

**Substantive change (prior approval) is required to add, close, relocate or reclassify Branch Campuses. Please see instructions for more detail.**

Data on File (2014-15)	IP Data (2015-16)
No Branch Campuses.	No Branch Campuses.

## Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

#### H-3. Additional Locations

The Commission defines an "Additional Location" as a domestic or international location, other than a branch campus or an other instructional site, that is geographically apart from the primary/main campus and at which the institution offers at least 50% of the requirements of an educational program. Additional locations may include sites and locations utilized for limited, rather than ongoing provision of programs. If a location does not meet the 50 percent or more rule, it should be treated as an "Other Instructional Site."

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**Substantive change (prior approval) is required to add, close, relocate or reclassify Additional Locations. Please see instructions for more detail.**

	<b>Data on File (2014-15)</b>	<b>IP Data (2015-16)</b>
<b>Name</b>	Mt. Airy College Center for Health Care Education	Mt. Airy College Center for Health Care Education
<b>IPEDS ID</b>	none	none
<b>OPE ID</b>	none	none
<b>Street Address, City, State, Postal</b>	1902 Back Acre Cicle Mount Airy, MD 21771	1902 Back Acre Cicle Mount Airy, MD 21771
<b>Status</b>	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
<b>Postsecondary Certificate (&lt; 1 year)</b>	0	0
<b>Postsecondary Certificate (&gt;=1 year, &lt; 2 years)</b>	1	1
<b>Associate's</b>	1	1
<b>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</b>	0	0
<b>Bachelor's</b>	0	0
<b>Postbaccalaureate</b>	0	0
<b>Master's</b>	0	0
<b>Post-Master's</b>	0	0
<b>Doctor's - Professional Practice</b>	0	0
<b>Doctor's: Research/Scholarship</b>	0	0
<b>Doctor's: Other</b>	0	0
Full-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	35	2
Part-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	195	228
<b>Notes</b>		
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. <b>Please do not exceed 500 characters.</b>		
Students may attend classes at this location and main campus. Therefore, the headcount is duplicated across instructional locations.		

## Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

### H-4. Other Instructional Sites

MSCHE defines an "Other Instructional Site" as any off-campus site, other than those meeting the definition of a Branch Campus or an Additional Location, at which the institution offers one or more courses for credit. Sites designated as Other Instructional Site do not require substantive change approval (except to reclassify them to a Branch Campus or Additional Location).

Do not report a site as an Other Instructional Site if 50% or more of a program can be completed at the site.

<b>Data on File (2014-15)</b>	<b>IP Data (2015-16)</b>
No Other Instructional Sites.	

## Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

## I. Financial Information (Part 1)

Report the same Operating and Non-Operating expenses on the Institutional Profile that your institution reports to IPEDS (Integrated Postsecondary Higher Education Data Systems). The IPEDS Part and Line numbers are noted for each data element listed. \* denotes a required field.

Verify the Fiscal Year Begin and Fiscal Year End dates. The default dates displayed represent the most recent fiscal year for which you would have audited financial statements.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

**Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

**Enter negative numbers using a minus sign.** For example, enter -100,000, not (100,000).

**Complete every field for which you have financial data.** Shaded information cannot be modified online.

	Data on File Fiscal Year Ending 2014	IP Data Fiscal Year Ending 2015
<b>Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below.</b> FASB (Financial Accounting Standards Board) GASB (Governmental Accounting Standards Board)	GASB	GASB
Note: For Private and International institutions, the value is automatically set to FASB. FASB is the closest equivalent to the standard used by International institutions.		
<b>Is your institution's Auditor's report on financial statements Unqualified or Qualified? (Click on the '? Instructions' link for assistance.)</b>		Unqualified
<b>Fiscal Year Begin</b>	7/1/2013	7/1/2014
<b>Fiscal Year End</b>	6/30/2014	6/30/2015
<b>Does your institution allocate Operation &amp; Maintenance of Plant expense?</b>	No	No
<b>Does your institution allocate Depreciation Expense?</b>	No	No
	<b>IPEDS Part-Line</b>	<b>Data on File Fiscal Year Ending 2014</b>
		<b>IP Data Fiscal Year Ending 2015</b>
		<b>Expenses</b>
<b>Instruction</b>	<b>C-01</b>	\$15,537,627
<b>Research</b>	<b>C-02</b>	\$0
<b>Public Services</b>	<b>C-03</b>	\$0
<b>Academic Support</b>	<b>C-05</b>	\$4,463,649
<b>Student Services</b>	<b>C-06</b>	\$3,963,091
<b>Institutional Support</b>	<b>C-07</b>	\$6,281,769
<b>Operation and Maintenance of Plant</b>	<b>C-Col 4</b>	\$3,693,833
<b>Scholarships and Fellowships</b>	<b>C-10</b>	\$56,445
<b>Auxiliary Enterprises</b>	<b>C-11</b>	\$0
<b>Hospital Services</b>	<b>C-12</b>	\$0
<b>Independent Operations</b>	<b>C-13</b>	\$0
<b>Other Expenses</b>	<b>C-14</b>	\$0
<b>Depreciation Expense*</b>	<b>C-Col 5</b>	\$398,320
<b>Total Expenses</b>		\$34,394,734
		\$37,228,805
<b>Total Expenses from IPEDS Report</b>	<b>C-19</b>	\$37,228,805

### Notes

Other expenditures includes other operating expenses and certain fringe benefits paid by the State of Maryland.

## Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

## I. Financial Information (Part 2)

**REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).**

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for

each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution's audited financial statements and/or supporting documents.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

**Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

**Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.**

Shaded information cannot be modified online.

	IPEDS Part-Line	Data on File Fiscal Year Ending 2014	IP Data Fiscal Year Ending 2015
<b>SECTION 2A -- Data from IPEDS</b>			
Depreciable Capital Assets, net	A-31	\$1,344,825	\$1,561,205
Total Assets	A-06	\$9,288,886	\$10,112,976
Long-Term Debt (Current Portion)	A-07	\$0	\$0
Long-Term Debt (Non-Current)	A-10	\$0	\$0
Unrestricted Net Assets	A-17	(\$10,829,668)	(\$13,440,787)
Restricted Net Assets (Expendable)	A-15	\$0	\$0
Restricted Net Assets (Non-Expendable)	A-16	\$0	\$0
Invested in Capital Assets, net of related debt	A-14	\$1,344,825	\$1,561,205
Change in Net Assets	D-03	(\$2,667,304)	(\$2,394,739)
Net Assets (Beginning of Year)	D-04	(\$6,817,539)	(\$9,484,843)
Adjustment to Net Assets (Beginning of Year)	D-05	\$0	\$0
Net Assets (End of Year)	D-06	(\$9,484,843)	(\$11,879,582)
Discounts/Allowances (Applied to Tuition & Fees)	E-08	(\$2,429,480)	\$2,482,453
Tuition and Fees Revenue (Net of Discounts/Allowances)	B-01	\$9,946,119	\$10,059,850
Depreciation Expense	C-Col 5	\$398,320	\$352,474
<b>SECTION 2B -- Data from Audited Financial Statements and Supporting Documents</b>			
Total Operating Revenue		\$10,844,807	\$10,836,940
Total Operating Expense		\$36,820,142	\$37,228,805
Operating Income/Loss		(\$25,975,335)	(\$26,391,865)
Deposits Held by Bond Trustees		\$0	\$0
Principal Payments on Long Term Debt		\$0	\$0
Interest Expense on Long Term Debt		\$0	\$0

## Notes

Other expenditures includes other operating expenses and certain fringe benefits paid by the State of Maryland.

**Click here to indicate that Mr. Alan M. Schuman has reviewed and approved the data on the "Financial Information (Part 1)" and "Financial Information (Part 2)" pages.**

(Required to "Lock Down" the IP data)

## Middle States Commission on Higher Education Institutional Profile 2015-16

[9154] Carroll Community College

### K. Required Attachments

Please upload the required attachments listed below as soon as all of the items are available but no later than **April 15, 2016**. **NOTE: Each file name needs to include the institution name** (can be abbreviated), **key words for each file** (examples in italics below) **and the fiscal year ending date.**

- A copy of the institution's fiscal year 2015 Audited Financial Statements [*AFS*]. If the institution's Management Letter is included in the AFS file, please use the label [*AFS-Mgmt*].
- A copy of the institution's fiscal year 2015 Management Letter [*Mgmt*]. If the institution does not have a management letter, please put a Note on the Financial Information (Part 1) page.

Carroll Community College

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- A copy of the Finance section of the institution's IPEDS submission [**IPEDS**] for fiscal year 2015 (if you submit annual financial data to IPEDS).
- A copy of the institution's current Catalog [**Catalog**], PDF format preferred. If the catalog is not available in an digital/electronic that can be uploaded, please upload a Word document with the link(s).

<b>File Type</b>	<b>Example File Name</b>
Audited Financial Statements	InstitutionName-AFS 6-30-15
Management Letter	InstitutionName-Mgmt 6-30-15
IPEDS Submission	InstitutionName-IPEDS 6-30-15
Catalog	InstitutionName-Catalog

## Upload Files

To upload electronic versions of the documents listed above do the following: **(Note: documents can only be uploaded one at a time.)**

1. Click on the **Add File** link below to display the **Select File to Upload** popup window.
2. Click on the **Browse** button to display the **File Upload** popup.
3. Locate the file to be uploaded in the **File Upload** popup window.
4. Double click on the file or single click on the file and then click on the Open button.
5. The **Select File to Upload** popup window will become the active window and the full pathname of the selected file will be displayed in the textbox.
6. Click on the **Upload** button to upload the selected file to the MSCHE server.
7. The **Select File to Upload** popup window will display a message once the file has been successfully loaded.
8. Close the popup window and repeat steps 1 to 7 to upload another file.
9. The selected file will be listed in the table below after it has been successfully uploaded.

## Uploaded Files

<b>File Name</b>	<b>File Type</b>	<b>File Size</b>	<b>Last Updated</b>
Carroll Community College - 2015-16 Catalog.pdf	Adobe Acrobat Document	5215.09 KB	4/5/2016 9:46:18 AM
Carroll Community College AFS-Mgmt FY2015.pdf	Adobe Acrobat Document	348.06 KB	4/5/2016 12:21:02 PM
Carroll Community College FY15 IPEDS Finance.pdf	Adobe Acrobat Document	178.36 KB	4/5/2016 9:48:06 AM

**If you are not able to upload the required attachments, please contact:**

Mr. Tze Joe  
Information Technology Coordinator  
tjoe@msche.org

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## Appendix 1

### Standard 1: Mission and Goals

*The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.*

**College Self-Study Recommendation 1: Conduct and complete the formal review of the College mission statement as planned in 2011-2012 through a process that involves all constituents.**

During the College's Self-Study for the Middle States reaccreditation visit in April 2011, Dr. Pappalardo, who was then College President, determined that a college-wide review of the College's mission was warranted. Dr. Pappalardo appointed a committee to develop recommendations for revising it. The 12-person committee represented all areas of the College and included the chair of the Board of Trustees. The committee was charged with bringing a recommendation to the Planning Advisory Council (PAC) in November 2011.

The committee met with the faculty, the staff in Administrative Services and Continuing Education and Training, the College Senate, and the Student Government Organization while developing its recommendation. The President emailed a draft recommendation to all College employees in October, with an invitation to provide comments and suggestions to the committee by November 11th. The committee met on November 14th to finalize its recommendation and presented it to PAC in an open meeting on November 21, 2011. With one amendment, PAC unanimously endorsed the proposal and forwarded it to the President. The President presented the new mission statement to the Board of Trustees, and it was unanimously approved by the Board on February 15, 2012.

After adopting the new mission statement, the President charged PAC to serve as the steering committee for the College's next multi-year Strategic Plan, *Compass 2015*. The College has now updated the Strategic Plan into *Compass 2020* ([Appendix 16](#)).

**College Self-Study Recommendation 2: Assess how the College communicates its overall mission, long-term institutional goals, five-year strategic priorities, and annual strategic initiatives so that constituents have a clear and intrinsic understanding of these goals and their relationships to one another.**

All fulltime employees received a print copy of *Compass* when it was published in FY2006. Every year thereafter, *Compass* priorities were published in the College Catalog and included in the recruiting viewbook, posted on the College website, and shared in the *Today* newsletter.

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Every year, Dr. Pappalardo announced her Annual Strategic Initiatives to further the *Compass* priorities at the May college-wide meeting. Each vice president conducted area-planning processes to develop annual area tasks to support these initiatives. These area tasks were included under each strategic initiative in the College's Fiscal Year Strategic Plan, which was emailed college-wide to all employees and distributed in print form to all fulltime employees. Likewise, Dr. Ball has highlighted the College's *Compass 2020* priorities, Annual Strategic Initiatives, and environmental scanning and assessment findings in his formal remarks at college-wide meetings every year ([Appendix 16](#)).

The effectiveness of these efforts to ensure that all employees are informed about the College's mission, *Compass* priorities, Annual Strategic Initiatives, and institutional assessment results was assessed by new questions added to the college-wide employee survey administered in Spring 2011, 2013, and 2015. In all three surveys, employees indicated a strong awareness and understanding of the College's mission and planning processes. On a five-point scale, employee mean responses ranged from 4.21 to 4.39 for understanding the College's mission, from 3.74-4.04 for understanding *Compass* priorities, from 3.76-3.96 for understanding strategic initiatives, and from 3.79-4.01 for Institutional Effectiveness Measures ([Appendix 41](#)). Findings from the surveys were reviewed by PAC, and further action plans were developed as appropriate.

## Appendix 2

### Standard 2: Planning, Resource Allocation, and Institutional Renewal

*An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.*

The Middle States Commission on Higher Education's Evaluation Team indicated that the College meets this standard. The Evaluation Team also commended the College for its Planning Advisory Council Orientation Manual ([Appendix 42](#)), which provides an excellent blueprint for the College's planning process.

**College Self-Study Recommendation 3: Complete a comprehensive environmental scan and SWOT analysis, and conduct a thorough review of institutional, area, program, and departmental assessment findings, prior to development of the next multi-year *Compass* Strategic Plan in 2011-2012.**

Dr. Pappalardo decided that the next *Compass* would be a three-year plan through FY2015. Institutional Research conducted environmental scanning during 2012. *Compass 2015* priorities were developed by the Planning Advisory Council (PAC). This process was replicated in 2015 under Dr. Ball's leadership to create *Compass 2020*, the College's current five-year Strategic Plan.

**College Self-Study Recommendation 4: Share the College's institutional goals and planning priorities more effectively so that the College community can better understand how their individual contributions are linked to attainment of the College's mission and goals.**

Environmental scanning findings, PAC deliberations, *Compass* priorities, and the President's Annual Strategic Initiatives are published in the *Today* newsletter, distributed to all employees, posted online, and placed in literature racks across campus. In addition, the PAC portal site makes detailed meeting minutes, planning documents, and presentations to PAC available to all employees ([Appendix 43](#)). Dr. Ball has also highlighted environmental scanning information, *Compass* priorities, and his Annual Strategic Initiatives in his college-wide addresses. Finally, College goals and planning data are much more prominent in committee deliberations.

Findings from employee surveys in 2011, 2013, and 2015 have found strong majorities familiar with the College's mission, priorities, and strategic initiatives. For example, for all respondents in 2015, including adjunct faculty, 90 percent were familiar with the College's mission, 79 percent knew the *Compass* priorities, and 72 percent indicated that they understood how the President's Annual Strategic Initiatives tie the priorities in *Compass* to the goals of individual offices and departments.

Following this assessment of employee awareness—and after environmental scanning and deliberation by the PAC—the College created new strategic directions for the next five-year

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planning in *Compass 2020* ([Appendix 16](#)) Released to the College at the June 3, 2015 college-wide meeting, these strategic directions include the following:

I. Student Achievement

- Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.

II. Enrollment Development

- Respond to community and student needs through innovation and resourcefulness in instructional programming, course delivery and scheduling, student services, and effective communications.

III. County Economic Development

- Support Carroll County business and workforce development through career and professional education, contract training and consulting services, and partnerships with local businesses and economic development agencies.

IV. Advancing Excellence

- Invest in the College’s employees, technology, and decision support systems to further the College’s excellence.

V. Resource Management

- Implement resource management strategies to respond to anticipated levels of governmental support and fund the College’s priorities.

Strategic Initiatives for FY2016 were developed in support of the *Compass 2020* document. They include the following:

<b>Carroll Community College Strategic Initiatives for FY2016</b>		
<b>Advancing the Priorities in <i>Compass 2020</i></b>		
No.	Initiative Title	FY2016 Strategic Initiatives
I-1	Program Completion	Analyze correlates of success and adopt best practices to support student degree, program, and credential completion.
I-2	Areas of Study, Pathways, and Student Academic Planning	Implement the Areas of Study, Academic Pathways, and Student Planning initiative to promote recruitment and retention.
I-3	Transitional Education Redesign	Complete the restructuring of Transitional Education and assess its impact on student outcomes and program completion.

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II-1	Five-year Academic and CET Instructional Programming Plan	Identify current programs for enhanced development and new instructional programs to launch over the next five years.
II-2	Course Delivery and Scheduling to Accommodate Adult Learners	Enhance course delivery and scheduling to increase opportunities for adult learners and promote operational efficiencies.
II-3	Cyber Security Program	Implement the credit Cyber Security program and build multiple on-ramps for students with earned industry certifications.
II-4	Credit for Prior Learning	Attract students, and advance their degree progress through credit for prior learning including earned industry credentials.
II-5	Strategic Marketing Plan	Strengthen marketing to attract and retain students, and promote new academic and continuing education programs.
III-1	Business Training and Services	Support economic development through customized training, business consulting services, and community partnerships.
III-2	Career Pathways and Educational Transitions	Design, implement, and assess the effectiveness of career pathways incorporating Adult Education, noncredit career education, and degree-credit programs.
III-3	Apprenticeships, Certificates, and Middle-Skills Job Preparation	Enhance non-degree career training program opportunities and market effectively to attract new student populations to campus.
IV-1	Employee Compensation	Evaluate the College's financial resources and organizational structure to support implementation of a competitive employee compensation and benefits program.
IV-2	Adjunct Faculty Development	Implement a program to enhance the effectiveness of adjunct faculty teaching and organizational engagement.
IV-3	Business Intelligence	Implement business intelligence and data governance to support outcomes assessment and data-based decision making across campus at all levels.
IV-4	Instructional Portfolio and Scheduling Analysis	Assess the College's programs and scheduling, and implement strategies to promote efficiencies and return on investment while enhancing outcomes.
IV-5	Compliance and Re-accreditation	Complete the College's <i>Periodic Review Report</i> to Middle States and ensure compliance with all federal and state regulations.
V-1	Five-year Financial Plan	Identify revenue and expenditure implications of enrollment assumptions and departmental and program plans, and prepare a five-year strategic financial plan through June 30, 2020.



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V-2	Workforce Planning	Analyze staffing and anticipated retirements across all functions in response to enrollment and revenue assumptions and <i>Compass 2020</i> strategic priorities.
V-3	Technology Master Plan	Update the College's Technology Master Plan through June 30, 2020.
V-4	Fundraising	Support the Carroll Community College Foundation in attracting and shepherding donors to further contributions to the College.

Area plans and goals will continue to be designed to support *Compass 2020* and the President's Strategic Initiatives for the coming year and then be linked to specific initiatives. The budget cycle will begin again in the fall as items needing specific funding will be identified and evaluated for potential, given available resources. The College is moving forward with a full implementation of the *Compass 2020* plan and will then complete the assessment loop to evaluate the College's completion of the plan.

## Appendix 3

### Standard 3: Institutional Resources

*The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.*

There have been no major changes to the College's institutional resources since the Self-Study was completed. However, a new area of focus since then has been the opening of the Mount Airy College Center for Health Care Education. As members of the Mid-Maryland Allied Health Care Education Consortium, Carroll, Frederick, and Howard Community Colleges collaborated to open the Mount Airy College Center for Health Care Education in 2012 to bring healthcare education to more students in one centralized location. Programs at this facility served more than 2,000 students in over 10 programs during the center's nearly four years of operation.

The plan for the Mount Airy College Center was developed during the recent economic downturn when community colleges were balancing increased enrollments with reduced capacity on main campuses. The three colleges collaborated on this new venture to bring healthcare education to students in a centralized location. During the intervening years, the national economy has rebounded, and community colleges across the country have experienced a leveling off in enrollment. State and county budget support for Maryland community colleges has not kept pace. This has led to budget challenges for the partner community colleges.

After much planning and consideration, the three partner community colleges at the Mount Airy College Center have decided that it would be more fiscally prudent to focus services on their main campuses. Academic programs and operations will return to the main campuses after the Spring 2016 semester, and the center will close. All students currently served by the Mount Airy College Center will continue to receive academic and student services on their respective main campuses. The partnership institutions have submitted substantive change requests to close the Mt. Airy College Center for Health Care Education by May 31, 2016. The Carroll Community College Substantive Change request is presented in [Appendix 44](#) with the MSCHE response in [Appendix 45](#).

**College Self-Study Recommendation 5: Address the expanded funding, staffing, and training needs resulting from advances and developments in all technology applications and programs.**

The College has an annual process to review technology requirements, determine funding needs, and update the College's Technology Master Plan. The College continues to receive periodic funding from the local government to support technology initiatives. It also continues to include in its annual capital budget request to the local government a request for annual funds so that planning is better facilitated. To date, only periodic funding has been supported. The College currently has \$700,000 in its capital reserve account for technology expenses. If no further funds

can be identified, the College will reassess its technology priorities and revise the Technology Master Plan accordingly.

**College Self-Study Recommendation 6: Address the unfunded post-retirement healthcare liability.**

Effective January 1, 2011, the College implemented a revised post-retirement healthcare benefit that reduced the benefit for all employees who retired after the effective date. The action of January 1, 2011 resulted in an annual reduction of over \$2 million to the College's post-retirement healthcare liability. The College is currently funding this obligation on a pay-as-you-go basis. A trust fund has been established, but no deposits have been placed in the account to date. The College continues to have ongoing conversations with the county government related to the future funding of this liability.

**College Self-Study Recommendation 7: Examine possible efficiencies that would result from a consolidation of technology staffing and resources.**

The Technology Advisory Group (TAG) brings together representatives from each area to coordinate and discuss campus-wide and departmental technology needs and concerns. TAG reviewed the benefits and challenges associated with consolidating technology staffing and resources and determined that the current decentralized structure was working.

However, areas were identified where possible efficiencies could be realized. IT worked with both Learning Technology and Continuing Education and Training to address some of these areas and has implemented strategies to increase efficiency. Specifically, servers were moved from stand-alone onto virtual servers in the main data center, thereby sharing physical servers and storage; licenses were consolidated for quantity discount; and backup was centralized.

Nonetheless, there are still areas that need to be reviewed. Specifically, IT will be recommending that it centrally patch servers (security and operating system updates) to assure consistency college-wide. Additionally, IT will be revisiting the concept of a centralized approach to staffing to determine if combining the resources would provide additional layers and a larger pool for more cross training.

### **Financial Condition**

The College's overall financial condition remains stable. The College consistently manages its financial resources consistent with its institutional goals. Recently, the College's enrollment has experienced a small but steady decline. Its operating budget and strategies reflect this reality. State and local funds have remained stable.

The College maintains an undesignated fund balance as of the end of June 2015 of \$2,929,651. However, the College's FY 15 balance sheet indicates a significant deficit in net assets, as it did in 2011 because of significant future liabilities for Other Post-Employment Benefits (OPEB). The College budgets for the current OPEB commitments as part of the annual operating budget.

## **Facilities**

There have been no new building construction projects since the 2011 report. Numerous small renovation projects have been undertaken to better utilize existing facilities and modernize resources. The College updated its Facility Master Plan 2010-2020 in March of 2010. At its March 2015 meeting, the Board of Trustees approved its Facility Master Plan 2015-2025 ([Appendix 46](#)).

## **Technology**

The College continues to make optimal use of technology to promote student learning and increase the efficiency and effectiveness of College operations.

To support an optimal learning environment and experience for students and faculty, the College offers the following: wireless internet throughout the campus; 45 technology labs, including a mobile lab for off-campus instruction; tablet and laptop carts; smart classroom technology in all classrooms, including a computer, projector, and laptop connection; wireless projections systems for both Apple and Windows; an online learning management system for all credit classes; extensive online library and research resources; virtual classroom web conferencing; a new website with responsive design; and social media platforms to broadcast information and interact with students and the community, using popular communication technologies.

The College's five-year Technology Master Plan was for the period FY2010-FY2015 ([Appendix 47](#)). The Technology Advisory Group (TAG) assesses the plan's progress and revises its objectives each year for presidential approval. The process is underway to review the current plan and develop the Technology Master Plan for FY2016-FY2020 based on *Compass 2020*, the Strategic Plan for FY2016-FY2020.

The College implemented Ellucian's Student Planning module, which is integrated with the student information system, thereby leveraging current degree, communication, and planning modules. The web-based solution empowers students to create academic plans. It gives the student ownership of his or her academic plan in order to progress more confidently to a degree. The solution also helps improve the quality of interaction between student and advisors, and it enables the College to map future course offerings more effectively.

The College is also launching a newly designed website. The website is a vital marketing tool and plays a key role in recruitment and retention of students. It is the public face of the College, visited over two million times annually. The mobile-friendly site offers responsive design and is built on a new content management system that is integrated with the College's student information system.

In addition, a web portal was developed for faculty and staff to create an enterprise work environment and collaboration system, bringing together people, systems, and information across the College. A student section of the portal will be developed and delivered by the first half of FY17. The portal provides the following benefits: single point of access for everyone across the institution; an interface tailored to the needs of each type of user (faculty, staff, and ultimately students); single sign-on access to approved applications; collaboration using Colleague data to

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create user, audience, and team sites; an upgraded student registration experience; a complete picture of what's ahead for a user's day, including calendars, announcements, and to-do items; an interactive online community that today's students are demanding, including access with mobile applications; and leveraging tools that the College already has licensed (i.e., SharePoint, LMS systems).

The College also implemented a Business Intelligence strategy and roadmap, including a formal data governance structure, to ensure data quality, consistency and standardization, and a central mechanism for communicating data-related initiatives across the College ([Appendix 27](#)). Business intelligence and data governance are the foundation for outcomes assessment and data-based decision making across at the College. The College has a five-year map that is assessed and updated annually based upon strategic objectives.

In addition, a Voice-Over IP (VOIP) phone system was installed at the College. The College also partners with the county government to share SIP circuits and a redundant backup data center. The sharing of resources through a fiber network has resulted in telecommunications cost savings and effectively utilizes resources.

Connectivity to a county fiber network allows the College to connect to a 1GB redundant internet connection. The fiber network also provides connectivity through a statewide government intranet to other College, county, and state locations, including the College's Mt. Airy Center, building HVAC systems, and security camera system. The sharing of resources through a fiber network has resulted in cost savings for internet services while providing greater bandwidth to students, faculty, and staff. Additionally, the effective use of resources avoids additional costs for leased data circuits linked to locations outside of the College.

### **Strategies to Support the Strategic Plan for FY2016-FY2020**

These strategies include the following:

- Create a five-year plan guiding college-wide, functional, and unit planning through June 30, 2020. Operational plans will be clearly linked to *Compass* Priorities.
- Identify 4 to 5 "*Compass* Strategic Priorities" to advance the College's mission and achieve its vision.
- Specify priority credit and Continuing Education programs, and incorporate the facility, financial, marketing, staffing, and technological resources necessary to support them (this is necessary for budget planning purposes).
- Include under each *Compass* Priority specific Strategic Initiatives that have clearly stated objectives and desired outcomes, name the staff responsible, and state a target completion date. Initiatives may take more than one year to complete. Target dates for interim steps may be identified

### **Aligning Resources with Priorities**

The following items describe *how* priorities and strategies (such as some of those above) will be aligned with available resources:

- Specify priority credit and Continuing Education programs, and incorporate the facility, financial, marketing, staffing, and technological resources necessary to support them.
  - Analyze the cost implications of new and expanded credit and Continuing Education programs.
  - Improve the College's return on investment in programs and course offerings.
- Develop a model for analyzing cost efficiency in programs and courses.
  - Develop a data dashboard for monitoring return on investment.
  - Implement methods for improving cost efficiencies of programs and courses.
  - Identify areas that would be most impacted by changing enrollment.
- Develop a five-year strategic staffing plan to prioritize needs and hiring/replacement strategies based on enrollment analysis and departmental needs.
  - Review the current organizational structure to include all classification of employees to assure that the structure supports the Strategic Plan.
  - Evaluate each position that becomes vacant for its relative priority in meeting the Strategic Plan.
  - Reallocate positions as appropriate.
- Develop a Five-year Planning Budget including the following:
  - expenditure assumptions
  - governmental funding assumptions
  - tuition assumptions

## Appendix 4

### Standard 4: Leadership and Governance

*The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.*

**College Self-Study Recommendation 8: Discuss the ramifications of experience-based eligibility requirements for serving on the Academic Council, and design a formal orientation process for both new members and presidents of the Academic Council to enable better understanding of roles and responsibilities.**

Academic Council has implemented a formal training process using a PowerPoint presentation to train new members. This PowerPoint focuses on the purpose of the organization, Council representation, the proposal process, the role of the reviewers, the duties and rules of the Council, and the nuances of voting on a proposal.

Once new members are voted onto Academic Council, the Council secretary emails them the PowerPoint, along with a copy of the Charter for the Governance System of Carroll Community College. This charter, which also includes information on the College's other governing body, the Senate, outlines both organizations' functions, membership, elections, member duties, meeting information, and amendment process.

These two documents help new members become acclimated with the how the Council operates. However, there is currently no training given to newly elected Academic Council presidents or vice presidents. Council members must sit on the committee for a year before they can run for office, thus relying on observation rather than education to guide their service in potential future leadership roles.

**College Self-Study Recommendation 9: Request that the Student Government Organization consider establishing an annual review and self-assessment process.**

The Student Government Organization (SGO) has a Goal Setting Retreat each October, once the full Executive Board has been installed. During the remainder of the school year, data is gathered about progress in completing SGO goals. A mid-year check-in is done in January. The SGO prepares a final assessment report of its goals in June. Individual self-assessment is done through leadership reports by members of the Executive Board at each weekly meeting. The final assessment report is used at the Goal Setting Retreat in the subsequent year to help guide the goal setting process.

The April 2011 summary of information on the SGO's process is accurate and up to date ([Appendix 15](#)).

## Appendix 5

### Standard 5: Administration

*The institution's administrative structure and services facilitate learning and research-scholarship, foster quality improvement, and support the institution's organization and governance.*

#### **College Self-Study Recommendation 10: Evaluate the effectiveness of the recent administrative reorganization.**

The College has conducted surveys of its employees in 1999, 2002, 2005, 2007, 2009, 2011, 2013, and 2015. In July 2011, Institutional Research issued an Employee Survey Findings report that presented highlights from the Spring 2011 survey and compared findings to the survey completed in Spring 2009 ([Appendix 48](#)). The report focused on mean ratings calculated on items with a five-point scale, with missing cases and “no basis to judge” responses excluded.

A total of 501 employees were invited to participate in the survey. At the time of the analysis, 295 employees had responded for a response rate of 59 percent. The response rate to the 2009 survey was 41 percent.

Examining the highest and lowest mean ratings in Spring 2011, employees in 2011 gave their lowest ratings to the following:

- items related to their pay, which were the relation of pay to job performance and salary received in current position
- the College's intranet (Iweb)

For the most part, employees expressed great satisfaction with the College and its leadership, campus, and work climate. Those areas with at least ten percent employee dissatisfaction in 2011 included position satisfaction, pay, and opportunities for advancement; leadership involving employees in decision making that affected them personally; campus items such as parking, the café, and the Iweb; and the work climate.

Employee ratings of the overall performance of the College's Executive Team yielded a mean rating of 4.17 on a 5-point rating scale. Respondents agreed that the Executive Team provided effective institutional leadership, shared the information needed to do their job, and showed confidence in employees to do excellent work. However, nearly a fifth of the respondents expressed disagreement with the statement “college leadership involves you in decisions that affect you personally.”

There were no specific questions asked on the 2011 survey that related to the reorganization. ([Appendix 49](#)).

In the Spring 2013 survey, the overall score for College leadership (the Executive Team, which includes the President and vice presidents) had declined from the Spring 2011 score of 4.17 to 3.96



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in Spring 2013. The areas with a decline included the following: shows confidence in campus personnel to do excellent work, encourages creative and innovative ideas, builds a climate of trust and openness, shares information you need to do your job, involves you in decisions that affect you personally, and provides effective institutional leadership ([Appendix 50](#)).

Employees continued to give low ratings to areas related to salary in current positions, opportunities for advancement/promotion, and relation of pay to job performance.

In the Spring 2015 results, there is continued dissatisfaction with salary received in present positions, and the overall rating of the Executive Team continued to decline from the Spring 2013 survey to 3.83 ([Appendix 51](#)).

In July 2014, the College saw a change in leadership with a new President and a new Vice President of Academic and Student Affairs. A review of institutional needs, resources and operational priorities was conducted by area vice presidents and in the summer of 2015, Academic and Student Affairs and Continuing Education units reorganized with a goals of flattening the organizational structure, developing broader input from department leaders, and creating stronger ties between credit and non-credit units of the college. Under the new structure, three dean positions in Academic and Student Affairs were eliminated, and a new management level of divisional chairs and senior directors was instituted. Under the President, a new Office of Compliance and Integrity was established under the direction of a new Chief Compliance Officer, to monitor and meet ever-emerging compliance mandates. ([Appendix 52](#)).

## Appendix 6

### Standard 6: Integrity

*In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.*

#### **College Self-Study Recommendation 11: Assess the design, function, and use of the Iweb as the main vehicle for internal communication.**

The College made the decision to replace the Iweb with an employee portal. Work on the portal began in January 2012; it went live on January 24, 2014. Eventually, it will have approximately 100 sites, including departmental, committee, and team sites. As of September 2015, fifty were up and functioning. (IT priority shifted to completing a major redesign of the College's website, which delayed portal implementation.)

The purpose of the portal is to provide a framework for integrating information, people, and processes across the College by delivering a standardized, scalable, and collaborative environment to enhance the teaching and learning process and advance the productivity needs of faculty and staff. Specific goals of the portal include the following:

- Provide a single point of access through a single sign-on (SSO) to web-provided services such as Blackboard and WebAdvisor.
- Provide a document and content-management collaborative tool that enables constituents to share information.
- Ensure consistent College-branded sites.
- Create a one-stop self-service mechanism to conduct College business.
- Target specific constituencies and audiences.
- Reduce the need for email as the primary college-wide communication mechanism.
- Leverage SharePoint functionality to improve business processes, workflows, and communications.
- Increase use of College intranet sites by providing a user-friendly, streamlined process to access a central information repository.
- Leverage SharePoint functionality to reengineer business processes.

#### **College Self-Study Recommendation 12: Expand public access, via the website, to information regarding the Board of Trustees, College governance bodies, and Student Government Organization so that all stakeholders can be well informed.**

In the Fall of 2010, Board of Trustees information was placed on the College's website, <http://www.carrollcc.edu/About-Us/Leadership/Board-of-Trustees/>, and is kept current. The Student Government Organization also shares information on the College's web site <http://www.carrollcc.edu/Student-Life/Student-Government/>. A web presence is also being developed for sharing College governance information. These developments will be part of the

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Web Standards Committee's charge (see recommendation 11 above), which is to assess and improve the Iweb as the central communication hub for the College.

The College also routinely updates its web page on the Board of Trustees as changes in membership and updates occur. The web page lists each member and contains an explanation of the roles and responsibilities of the Board. In addition, a link to the bylaws is included. In an effort to expand the public visibility of the Board, the College issues press releases about new members and has created an abbreviated document that answers questions for the press about Board roles and responsibilities. The full listing of the members of the Board is included in several publications that are provided electronically on the website, including the College Catalog and the *Today* newsletter.

On the employee portal, there is a link to the same information about the Board of Trustees. In addition, College governance information, such as PAC meeting information and College planning processes, is posted on the portal.

The public website also contains information about Student Government elections and the roles and responsibilities of the Student Government Organization. Applications for new members and returning members can be found on the Student Government Organization page of the public website.

## Appendix 7

### Standard 7: Institutional Assessment

*The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.*

The College's Institutional Effectiveness Measures and its assessment of student learning continue to be at the heart of its assessment process. The Institutional Effectiveness Measures are reviewed annually by the Planning Advisory Council (PAC), which assigns coordinators to write a report on them for the Board of Directors. The report includes progress as well as suggestions for improvement. Suggestions are then incorporated into annual planning, and results are reported in the following year.

The College has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals as well as its compliance with accreditation standards. The College's Self-Study included three recommendations pertaining to Standard 7:

**College Self-Study Recommendation 13: Improve methods to clearly communicate institutional assessment and written assessment processes so that all areas of the College see the links between assessment, strategic planning, and budget development.**

In response to this recommendation, the Vice President for Planning, Marketing, and Assessment delivered presentations on the Institutional Effectiveness Measures and how they are linked to the strategic planning process. These presentations appeared to be an effective tool to improve employee understanding of the evaluation and planning process. The 2011 Employee Survey showed the highest ratings to date on every measure related to understanding the College's assessment, goals, planning, and budget process ([Appendix 48](#)).

Additional communication strategies include a portal site for PAC that contains meeting minutes for all employees to access, inclusion of PAC's activities and decisions in the *Today* newsletter (a quarterly publication for constituents within and without the College), and bi-annual college-wide meetings, which include assessment information and connect budget planning with strategic goals.

The consensus among the four vice presidents is that even more can be done to improve communication. A goal added to the Data Governance Committee for 2015-16 is to create an assessment portal page that houses assessments from all areas of the College. In addition, posting minutes from all types of meetings (Executive Team, Board of Trustees, and committees) would increase transparency and help connect assessment and planning processes for everyone.

While the College is in the process of replacing the Iweb with the portal, key institutional accountability reports are now posted to PAC's portal site. Academic Council has also instituted new online submission for course/program changes on its portal site.

Portal site development continues, but the resignation of the key person responsible for it caused a slowdown in progress. For example, while most of the General Education documents are still

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housed on the J drive (internal network), which can be accessed by any College employee, a portal site created for the General Education Committee would greatly increase ease of access. There is also some concern about accessibility by adjunct faculty because of the fact that portal access is currently limited by security concerns.

The College continues to look for ways to increase communication of program assessment results. Once the portal sites have been established, alerts can be sent to faculty and staff to let them know that results are available.

**College Self-Study Recommendation 14: Appropriately tie academic program review and learning outcomes assessment to overall institutional effectiveness.**

During the annual review process, faculty and program directors receive data on enrollment, course success, and the number of graduates. Rather than evaluating trends every five years, the annual review has allowed faculty to monitor trends and make adjustments in a timelier manner.

The College plans to expand the annual program review processes to make tighter connections between enrollment, course success, and graduation rates with budget and other resource requests. However, the College remains challenged with sharing data on an institutional level. Very few reports are available electronically to internal constituencies. However, the Data Governance Committee and the Learning Outcomes Committee have established expanded sharing of reporting data and strategies as one of their FY 2016 goals.

**Suggestion from the MSCHE Review Team: The College should consider a more focused approach to the selection of benchmarks so that the assessment process is most effective for the campus community.**

After interviewing the vice presidents from all areas of the College, the overwhelming consensus is that the College does have a focused approach in selecting the benchmarks used in assessment. As stated in the Institutional Effectiveness Assessment documents ([Appendix 26](#)), benchmarks selected by the President are comprised of “national, state, and peer college data, examination of the College’s data trends, and discussion with the Planning Advisory Council,” which includes selected faculty and staff. Every two or three years or when a major change takes place, the benchmarks are revised.

For example, in 2013, the benchmark for FTE enrollment was increased to 3,000 based on a study of the five-year trend data. The benchmark for contract training student headcount was decreased to 3,200, based on a similar study. The benchmark for teaching by fulltime faculty was also decreased because the five-year trend indicated a more realistic approach to the balance that the College was trying to achieve. ([Appendix 25](#)).

While the consensus is that all benchmarks are selected with care, the College realizes that improvement can be made in communicating the selection process. Besides the general statement in the institutional effectiveness documents, a separate document could be created to explain how and why each benchmark is selected or revised. With such a document, the entire College

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community would be more informed about the focused approach to benchmark selection that the College truly has.

## Appendix 8

### Standard 8: Student Admissions and Retention

*The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.*

**College Self-Study Recommendation 15: Examine the transcript evaluation process to determine what policy and procedural changes to the language and procedures will better serve transfer students at the institution.**

Transcripts are evaluated as early as possible to assist students in selecting appropriate courses (in the order in which they are received and within ten business days). Official transcripts are evaluated for all possible transfer courses, and these courses are loaded into Datatel as soon as all official transcripts for a student have been received.

In order to improve the response to students seeking information and feedback regarding their transcript status or additional needs, students who apply in person are given the necessary information by the Admissions Office staff or when they meet with an academic advisor. On the College's website, students can also find detailed information under "Steps to Apply" (2nd step - "Request Transcripts"), where they are provided the information needed to help them meet transcript requirements or obtain credits from transfer institutions or other sources. This information includes high school transcript requirements, transcripts for completed coursework from all previous colleges, credit for AP coursework, and materials from the College Board.

Students are also informed in a personalized evaluation email about which transcripts have been evaluated and for which program. They can also see on WebAdvisor which transcripts have arrived. When the receipt of transcripts is marked in Colleague, CRI is also marked so that the information will be available to students on WebAdvisor. Students are notified through College (Catalog) policy and by advisors that they may need to provide syllabi from previous institutions to facilitate transcript evaluation or establish course equivalencies.

There is currently no formal process in place to follow up with a student who submits an unofficial transcript, but in many cases, there is no need for a student to do so. Unofficial transcripts can be used for advising purposes. The official one is necessary only if or when students want their prior coursework officially transferred to the College.

The College also seeks to maximize the ways in which military veterans may benefit from previous credits and other qualifying experience. Veterans' transcripts are sent directly from the Joint Services Transcript (JST) website. It is free, and transcripts are sent electronically. For example, veterans receive credit for PHED-101 Lifetime Fitness and Wellness (3 credits) for completing basic training, and any other equivalent courses are awarded. Many veterans also receive credit for FN-100 Personal Finance. For coursework that is not equivalent to the College's courses, elective credit is awarded based on the ACE recommendations listed after each course. For instance, credit for PHED-101 can be awarded based on a veteran's DD214 discharge form. For the Air Force, transcripts are ordered from the Community College of the Air force and then

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evaluated in a similar manner to the JST transcripts, except there are no ACE recommendations. If there are equivalent courses, those are added, and elective credit is awarded for all other courses with a passing grade.

Further analysis of the entire transcript process has been conducted as part of the implementation of the College's new website, Student Planning software, and institutional reorganization. It remains an ongoing area of emphasis to reassess and streamline the optimal delivery of credit and associated services to students.

**College Self-Study Recommendation 16: Implement the Diversity/World View Strategic Improvement Plan.**

Since the inception of the Diversity/World View initiative, diversity awareness and understanding have been woven into the fabric of the College through events and activities offered to faculty, staff, and students. Implementation of the initiative has been comprehensive, sustained, and integral to all areas of the College. The most recent report is included as [Appendix 53](#).

Four distinct diversity areas of focus have been identified: curriculum, student diversity, employee diversity, and community outreach. Early on, a Diversity Committee and a steering group organized a variety of events and activities on campus.

The following timeline describes the implementation of this initiative:

*2011-2012*

The Committee verified and assessed the extent to which “diversity certified” courses met the required emphasis for diversity and global awareness. For students, the Committee presented numerous workshops and service and cultural activities. Dr. Richard Bucher, noted author and expert in diversity and higher education, was engaged by the College to assist with employee discussions regarding diversity issues and, in particular, micro-aggression. “Train the Trainer” sessions were held to prepare for these diversity roundtables.

Outreach included website information, student handbook information, and partnering with the community's annual Martin Luther King Day celebration.

*2013*

Within the curriculum area, a goal was set that students would demonstrate attitudes, knowledge, and behaviors exemplifying cultural competence and recognition of the interdependence of humanity across the global community. Within the employee arena, a goal was set that faculty and staff would be able to promote the institutional value of Diversity/World View. Within the student development and community outreach areas, a goal was set that students and the community would identify the College as an institution that values, promotes, and prepares students for living in an increasingly diverse and global community.



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A measure of success is Institutional Effectiveness Indicator 46, which states the percentage of students agreeing that the College provides the education, resources, training, and personnel necessary to support its commitment to diversity, as evidenced from the College's student satisfaction surveys. The 2013 Student Satisfaction survey indicated that 97 percent of the College's students agree that the College does so ([Appendix 26](#)).

Another measure of success is Institutional Effectiveness Indicator 48, which gauges the percentage of employees agreeing that the College provides the education, resources, training, and personnel necessary to support its commitment to diversity, based on employee satisfaction surveys conducted by Institutional Research. The 2013 employee survey indicated that 94 percent of the College's employees agree that the College does so ([Appendix 26](#)).

### *2014*

Within the curriculum area, a goal was set that activities would support the General Education assessment process and ensure that the intended learning outcomes are being measured and improved. A goal for employee development was that the Committee would work with faculty and staff to expand activities designed to build cultural awareness.

A measure of success in that area was found with Institutional Effectiveness Indicator 49, which gauged the percentage of employees agreeing that the College creates an atmosphere of inclusion for all members of the College community, based on employee satisfaction surveys. The result was 94 percent.

In addition, Institutional Effectiveness Indicator 47 showed that 96.9 percent of students agreed that the College creates an atmosphere of inclusion for all members of the College community, based on student satisfaction surveys.

Enhanced effort was also made to expand the student recruiting efforts of the College to ensure that the College reaches underrepresented groups, especially in terms of race and first-generation students from rural areas.

### *2015*

A continued goal for students was that they demonstrate attitudes, knowledge, and behaviors exemplifying cultural competence and recognition of the interdependence of humanity across the global community. In the curriculum area, the College continued to assess Diversity/World View-designated courses to determine the extent to which relevant outcomes were being met.

In addition, the College continued to organize diversity-related events, including service-learning opportunities, workshops, panel discussions, and a poverty simulation exercise specifically targeted towards students.

In the employee development area, diversity continued to be an institutional goal during recruitment, interviewing, and new employee orientation. To that end, the racial-ethnic composition of all fulltime and part-time employees was measured. The current percentage of non-

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whites within the service area population is 8.3 percent. As of November 1, 2014, 8.1 percent of the College's fulltime and part-time employees was non-white.

*Summary*

The College's Diversity/World View Committee has put forth a robust plan that continues to present activities that raise awareness and competence in diversity, along with developing, assessing, and improving desired goals. The Committee represents major constituencies across campus and is the recommending body to the President and Executive Team. It recommends objectives, strategies, and benchmarks to meet Diversity/World View long-range goals and to assist the College in staff development, awareness, and other activities that further Diversity/World View plan goals.

In addition, the College monitors the ethnic and racial diversity of students and employees as well as student academic progress by racial-ethnic groups through periodic reports to the Maryland Higher Education Commission. This plan outlines goals and initiatives in the following areas: curriculum, learning environment, student achievement, employee development, and code of integrity, which are evident in the College's mission statement and General Education Learning Goals. Continuing progress is evident in the results from institutional effectiveness indicators. These sustained efforts will assure that students and staff are equipped to interact, work, and succeed in the twenty-first century and that the College's student body and staffing reflect the racial and cultural diversity of both the local and global community.

**College Self-Study Recommendation 17: Increase emphasis on enrollment management and develop retention strategies through the Student Persistence and Achievement Committee.**

Shortly after this recommendation was made, the College decided to disband the Student Persistence and Achievement Committee in light of new statewide initiatives that emerged from the College Readiness and Completion Agenda. As a result, the College created multiple taskforce committees to focus all attention on getting students through their degree programs seamlessly. The main components of this effort include the following:

- reducing the amount of credits to the 60-credit mark, except in special circumstances where statewide agreements require more—an example being AAT programs for teacher education and ASE programs for engineering
- hiring a Coordinator of Student Retention (this position resides in the Advising and Transfer Center and has helped implement Retention Alert, a system that allows for communication and intervention between faculty, academic advisors, and students in order to streamline intervention strategies that foster student success)
- working with the Student Government Organization to help fund additional tutors in the Academic Center to provide free tutoring for students in all classes, equal to one hour per week per class
- increasing the frequency of outreach and interventions by academic advisors through College Success courses and instructors in order to provide support for students by assisting them in meeting graduation goals and degree completion

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- creating new reporting tools and reports that enable data-driven decision-making and tracking of students through degree completion
- requiring at-risk and probation students to meet with academic advisors
- implementing milestone advising beginning in Fall 2015 for all new students to ensure that they meet with their advisors at strategic credit intervals (15, 30, and 45 credits earned), thereby keeping them on track toward graduation and transfer goals
- implementing a Student Planning module in Ellucian in Fall 2015 to assist students with long-term planning through their entire degree program, start-to-finish, which also allows the College to know when students will need particular courses

In addition, the College is now working toward a more comprehensive enrollment management structure using the Web Intelligence business data system. Reports are currently being created to improve decision making and predictive analytics for recruitment and enrollment—from the front-end prospect to the enrolled student. In addition, Planning, Marketing, and Assessment and Student Affairs are working much more closely together to develop appropriate marketing and communications plans as well as advertising strategies.

## Appendix 9

### Standard 9: Student Support Services

*The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.*

**College Self-Study Recommendation 18: Focus the Student Affairs outcomes assessment program on addressing a few key priorities that impact all Student Affairs operations, placing greater emphasis in functional area assessments on larger operational effectiveness.**

Student Affairs reviewed key functional priorities and is in the process of revising outcomes for the new four-year Student Affairs assessment plan.

In collaboration with the IT Department, Student Affairs has been working to streamline efficiencies in order to bring students in the door. There are multiple areas that the division has decided to focus on:

- Provide assistance in streamlining the student registration process. The Advising and Records Offices piloted the Ellucian's Student Planning software during the Spring 2015 priority registration period, when all new students for both Summer 2015 and Fall 2015 terms used it to register and plan their degree paths.
- Redesign advertising and marketing for all degree and transfer options in line with the new Areas of Study pathways, helping new students select courses within their areas of interest from the very first point of application and registration.
- Implement Milestone Advising as part of the Areas of Study program.
- Work with Admissions, IT, and ASR (a consulting company) to develop reporting tools that will assist with predictive analytics and tracking of prospective students through enrollment. For example, a second report, or yield report, can be created to assist in predicting the effectiveness of recruitment events.
- Create a project priority list, which will help streamline many processes related to managing new student information and those systems directly associated with it. These include systems related to application entry—i.e., getting students into the system and set up to apply, test, and register, all within the same day. Already, Student Affairs has re-prioritized its efforts, determining to revisit currently incomplete projects and processes (especially those that impact the primary goal of getting students in the door), as well as completing previous and existing projects before beginning any new projects.

Once these goals are finalized, Student Affairs intends to re-write its outcomes to better support the College's Strategic Plan initiatives.

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**College Self-Study Recommendation 19: Examine the FTE staff/FTE student ratio in Student Affairs against national benchmarks to determine if staffing levels are appropriate, in light of increasing credit and noncredit enrollments.**

Enrollments have decreased since the MSCHE decennial visit. This particular recommendation was not undertaken and does not seem relevant at this time.

## Appendix 10

### Standard 10: Faculty

*The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.*

#### **College Self-Study Recommendation 20: Explore creative means to provide funding support for continuing faculty development.**

The College has provided continuing faculty development, using multiple funding sources to provide on-campus educational opportunities as well as participation at national, regional, and local conferences.

The College has used money from a donation made by Penguin Random House, a county business partner, and the Carroll Community College Foundation to fund outside speakers for faculty development sessions each year. In addition, an annual on-campus Summer Institute has been created and takes place in June of each year, providing a full week of faculty development sessions. The Summer Institute provides training opportunities along three tracks: Master Teacher, Adult Learner, and Instructional Technology. Recent offerings have included campus-wide diversity training with Dr. Richard D. Bucher, Professor of Sociology at Baltimore City Community College, and a critical thinking workshop with Dr. Paul Hanstedt, Professor of English at Roanoke College.

Faculty members are also encouraged to attend and present at Maryland regional conferences, including the Association of Faculties for Advancement of Community College Teaching (AFACCT). The College has budgeted funds for all faculty who are able to attend, and it hosted the conference in January of 2015. In addition, the College provides funding for adjunct faculty to attend the annual Maryland Consortium for Adjunct Faculty Professional Development (MCAPD) held in October of each year.

Grant funding has also enabled faculty development. For example, it allowed all nursing faculty to attend a national nursing faculty development conference. It also helped faculty and staff in the Cyber Security and Entertainment Technology Programs to take advantage of professional development opportunities. Likewise, the grant for the new Entertainment Technology Program includes funding for faculty travel to, and attendance at, the U.S. Institute of Theatre Technology Conference and the Kennedy Center American College Theatre Festival.

The Vice President for Academic and Student Affairs is currently reviewing how funding for faculty travel and training is budgeted and administered in an effort to maximize the effective use of funds.

## Appendix 11

### Standard 11 – Educational Offering

*The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.*

**College Self-Study Recommendation 21: Identify and develop new middle-skill-targeted credit and noncredit programs responsive to Maryland's "Skills2Compete" initiative, and develop supplemental funding to support expansion.**

The College has added several new credit and non-credit programs and certificates since 2010 to address former Governor O'Malley's Middle Skills Challenge, which sought to increase training and education efforts to prepare the workforce for an expected surge in jobs requiring certification beyond a high school diploma but less than a bachelor's degree.

New academic programs offered since 2010 include the Associate of Applied Science-EMS Paramedic and a Certificate in Certified Bookkeeping. An Associate of Applied Science in Entertainment Technology is also currently under development. In addition, the College has submitted a Networking Certificate to the Maryland Higher Education Commission with plans to submit an Associate of Applied Science degree in Cyber Security in Spring 2016. The College is also modifying the requirements of the Associate of Applied Sciences-Technical and Professional Studies degree through the Maryland Higher Education Commission.

The following non-credit career training programs were also added: Medical Assistant, Medical Billing, Medical Coding for the Physician's Office, Medical Transcription Editor, Canine Training and Management, Floral Design, Paralegal, and Digital and Social Media Specialist.

Through partnerships with the Community College of Baltimore County, Owings Mills Campus, the College also began offering the following non-credit hospitality training programs: Hotel Front Desk/Guest Services, Bartending and Mixology, Casino Dealer, and Food Service Manager.

In 2014, the College was awarded \$875,000 over three years as part of the TAACCCT grant to create a Cyber Security program with various on ramps and off ramps, allowing students to earn credit for prior credentials. The program includes non-credit training for Computer Support Technicians, including industry certifications for Comp TIA's A+, Network + and Security +, as well as a pathway to a credit Cyber Security Certificate and an AAS Degree in Cyber Security. Programs were first offered in the non-credit area in April 2015 and were offered in the academic area in Fall 2015. Additional wrap-around certifications will be added over the coming years.

**College Self-Study Recommendation 22: Develop formal assessment and improvement strategies to assure that students clearly understand the link between stated course objectives and program intended learning outcomes, and systematically engage in activities to examine their personal development and progress to educational goals.**

The College has systematically reviewed all course objectives, program learning outcomes, and General Education Learning Goals. Each course abstract appearing on the College's website provides links from course learning objectives to program and General Education goals. Students are able to investigate programs and courses on the College's website and track course-specific learning objectives to broader program and General Education goals. In addition, all course syllabi appear on the College's learning management system, Blackboard, and include course-specific learning objectives as well as program and General Education links. [Appendix 54](#) is a representative syllabus and screen shot from the College's website.

Areas of Study descriptions also appear on the College's website and provide additional links to program goals and General Education Learning Goals. The Areas of Study model requires incoming students to choose an academic or career pathway. Incoming students meet with Academic advisors prior to registering to create a term-by-term plan based on their Areas of Study ([Appendix 19](#)). Beginning in Fall 2015, students will meet with advisors at 15, 30, and 45 credits to affirm that they are on target with their plan and prepared to register. Academic Success coaches, embedded in the Areas of Study, will mentor students.

The Self-Study also recommended that the College's articulation agreements be shown in a more consistent manner on the website to assist students with self-advising. To that end, a well-designed Transfer Agreements web page listing the College's articulation agreements now exists on the College's redesigned website under Student Resources (<http://www.carrollcc.edu/Student-Services/Student-Resources/Transfer-from-Carroll/Transfer-Agreements/> - [Appendix 55](#)). The agreements are kept up to date by the coordinator of transfer advising. A link is also provided to ARTSYS, which is a computerized information system that helps students transfer from Maryland community colleges to the University of Maryland System institutions and other participating institutions.

The College's annual program review process also provides an opportunity for reviewers to examine published course objectives and learning goals.



## Appendix 12

### Standard 12 – General Education

*The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.*

**College Self-Study Recommendation 23: Examine existing courses designated as General Education to ensure that they have the same level of expected skills and knowledge as per the Academic Council's criteria for newly proposed General Education courses; examination will take place as part of each program's five-year periodic review.**

An audit of all General Education courses was completed in FY2011 that identified which learning goals were currently being assessed and/or taught. This audit was used in subsequent plans to identify courses that could align with the assessment of General Education through the collection and analysis of student artifacts.

**College Self-Study Recommendation 24: Establish a plan for formulating and implementing recommendations for curricular improvement resulting from the General Education Committee's review of General Education Program assessment data.**

The General Education Assessment Plan ([Appendix 36](#)), written in 2010, detailed the process for a systematic review of the College's General Education program. The General Education Committee formulated this five-year plan as a way to examine General Education as a distinct program, using the same guidelines for review as other academic programs. The plan mapped out a five-year review cycle for each of the seven General Education Learning Goals. Teams of faculty and staff were created around each General Education Learning Goal. These teams put together definitions, rubrics, and the process for collecting, norming, and scoring student artifacts.

The following steps were taken to assess learning:

- Revise learning goals: definitions and elements of each learning goal were researched and agreed upon.
- Create rubrics: assessment rubrics for each learning goal were created (roughly based on existing VALUE rubric models).
- Design assessment: using the Performance-Based Model (Seybert and O'Hara), an assessment design was developed based on student artifacts.
- Audit assessment: an audit was performed by faculty that identified which learning goals were assessed as primary—i.e., the instructor measured at least one of the elements associated with a learning goal and required it in all sections of a course.
- Collect and score artifacts: a schedule for collecting and scoring artifacts was developed. Teams were created for each General Education Learning Goal and were charged with scoring random samples of student artifacts using that goal's rubric.

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- Collect and report data: results for each learning goal were shared with faculty and included in the Planning Advisory Council's Institutional Effectiveness Report ([Appendix 26](#)).
- Develop continuous improvement strategies: based on scoring results, Improvement Strategy Teams (IST) were created to develop possible instructional methods to improve learning. ISTs were piloted for the Information Literacy and Critical Thinking Learning Goals.
- Re-assess learning goals: for Information Literacy and Critical Thinking, the student artifact scoring process was repeated after the improvement strategies identified by the IST were implemented.

Improvements in artifacts assessment were noted for both Information Literacy and Critical Thinking as a result of actions taken by faculty based on the IST recommendations ([Appendix 36](#)). As additional follow up, Dr. Paul Hanstedt, a noted expert on critical thinking and engagement, was invited to campus for a faculty meeting and workshop.

With the cycle of assessment for all learning goals now complete, the General Education Committee has recommended the following:

- that the focus on the Critical Thinking Learning Goal continue through faculty meetings
- that outside speaker be engaged and development sessions be held
- that all learning goal rubrics be reviewed and revised as needed
- that the multi-year assessment process be repeated
- that a process be implemented to distinguish primary and secondary instruction and assessment
- that all programs be included in the review of learning goals

**College Self-Study Recommendation 25: Expand assessment efforts to include all courses within majors and programs once the General Education Program Assessment Plan is well defined and fully developed.**

The College will continue to develop faculty skills in accord with the General Education Learning Goals for tasks such as formulating assignments, measuring outcomes, and assessing the success and appropriateness of assignments. In October 2015, faculty met to review assignments that incorporate critical thinking for the purpose of improving them based on Dr. Hanstedt's presentation. Faculty will follow up this work in Spring 2016 with additional meetings to review improvements in learning. As faculty practice and implement the assessment cycle, the College expects continued growth on this standard.

The College stresses assessment in General Education outcomes in all programs, recognizing that a particular learning goal may not be applicable to all programs. All departments have participated in the assessment audit and artifact collection and scoring process. In addition, all academic departments must complete an annual assessment report that identifies assessment work done by each department.

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It was also suggested that the College should consistently apply its definitions for learning outcomes, course or program objectives, and course or program goals, especially on syllabi. Now that the first cycle of the extensive assessment work on General Education Learning Goals has been completed, the College will reexamine the outcomes, objectives, and goals as they appear on course syllabi and program descriptions.

## Appendix 13

### Standard 13: Related Educational Activities

*The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.*

**College Self-Study Recommendation 26: Assess the effectiveness of lower-level transitional English, reading, and mathematics courses in preparing students for the next level of course work.**

#### *English and Reading*

After completing its 2010 Program Review, the Transitional English and Reading department determined that it would be in the best interest of students to find a way to accelerate them through the transitional sequence and increase their pass rates on first attempts. It was also determined that the passing grade for both transitional English and reading should be raised from 70 to 75 percent to ensure that students moving from one level to the next would be better prepared for the rigor they would encounter in future courses. Consequently, both transitional reading and English programs have been redesigned, replacing the two-level sequence with a sequence of 1-credit modules. The new structure allows students to work on individualized programs, set the pace for their learning (between 45 and 50 percent completing the sequence in one semester), and reduce their overall cost. Assessment of the redesigned program is underway (Appendices 56 and 57).

#### *Mathematics*

In Fall 2013, MAT 097 and 099 were redesigned. The redesign was expanded to 50 percent of MAT 097 and 099 courses in Fall 2014. Initial assessment results from this pilot program were comparable to those from traditional MAT sections. The redesigned model is computer based, with support from instructors and tutors, and is self-paced. Assessment of the program is ongoing. In addition, other improvements have been realized, such as adopting a new comprehensive textbook and the Hawkes Learning system to provide better support to students in all sections of MAT-097 and MAT-099. The department is also working with the high schools to align transitional math courses with College and Career Readiness Standards for Algebra 1, Geometry, and Algebra 2. A similar collaboration with the high schools for English and reading is also in progress.

**College Self-Study Recommendation 27: Evaluate all developmental [transitional] lab programs for their effectiveness.**

The department found that independent labs for reading and English had little effect on students' overall progress in transitional courses. Consequently, labs were eliminated, and the types of review work assigned to labs were incorporated into class work. The lab hour was incorporated into class, changing the classes from 3 credit hours to 4.

The traditional math labs for MAT 091 and 097 have also been incorporated into the class structure. In MAT 099, software used for labs is assigned for homework.

**College Self-Study Recommendation 28: Review the progress and success rates of the transitional English students in English 101 and consider raising the passing grade for students in ENG 091, ENG 096, and READ 091 to 75 percent.**

In the redesign models for English and reading, diagnostic testing identifies specific needs and gaps in learning. The diagnostic tests are used to create individualized learning paths for each student, so students work only on those skills actually needed. In reading, diagnostic scores determine which and how many modules the student actually needs. Students may be required to take as few as two modules or as many as six, depending on diagnostic results. Both transitional reading and English classes are now pass/fail, with the passing grade set at 75 percent for each objective within a module, thus insuring greater mastery of each skill within the course sequence.

The changes have now been in effect long enough to begin an assessment of how students perform in their English 101 classes. The department is in the process of gathering data from the Fall 2014 cohort of students in transitional English to evaluate their progress in English 101.

**College Self-Study Recommendation 29: Examine ways to assess the effectiveness of certificate programs in meeting student and workforce needs.**

The academic area is fully engaged in meeting the Gainful Employment requirements of credit Certificate programs and in reporting to the US Department of Education (<http://www.ed.gov/category/keyword/Gainful-Employment>). This specific recommendation was intended to challenge the Continuing Education and Training (CET) area to examine the effectiveness of its certificate programs. In 2012-2013, CET developed a process to determine successful completers of workforce-related courses and certificate programs (Appendix 58). This process included faculty development to establish appropriate formal and informal leaning assessments, a grading scheme, and the ability to transcript completion of multi-course programs. This process is also part of a statewide effort to report CET program completers and a movement toward establishing a new CET workforce credential in the state. The College played a key role in leading this effort.

The College has compiled important data on the employment status of program completers by submitting CET certificate programs to the Maryland Higher Education Commission for placement on the list of approved Workforce Investment and Opportunity Act programs. In addition, the College's ongoing interaction with the local Business and Employment Resource Center, veteran's organizations, the Economic Development Office, and other business-related organizations provides ongoing dialogue about local employment and training needs. In fact, CET has a team of individuals who meet with local businesses to determine their training needs. These conversations often result in customized training programs to meet particular employer needs as well as training programs offered to the community that will prepare people for jobs in the region. The development of new certificate programs also requires that a needs assessment is conducted and that content experts, often professionals working in the field, are part of the development process.

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The FY2015 completer data from the CET program will begin to inform the College on the success of workforce training programs ([Appendix 59](#)). In the future, as automated contact management systems become available to the CET area, more intensive student surveying and employment tracking may become feasible.

**College Self-Study Recommendation 30: Examine the feasibility of obtaining information on the performance of Carroll students on qualifying exams given by outside certifying organizations.**

There has been no significant change in the availability of test scores from outside agencies beyond those provided to the College at the time of the Self-Study. This particular recommendation was directed to the CET area, which provides training leading to many state and industry licenses and certifications.

Some progress has been made in receiving more frequent notifications of successful diploma earners in the Adult Education program from the Maryland Department of Labor, Licensing, and Regulation. Consideration was given to surveying students, asking them to voluntarily report their test scores. However, the workload required to obtain a high percentage of participation makes this goal unrealistic at this time. There appears to be no solution in sight for this concern, which is shared by all Maryland community colleges.

**College Self-Study Recommendation 31: Explore ways to make credit for prior learning a more viable option for students.**

Significant progress is currently being made in this area. A Credit for Prior Learning Task Force was formed in Spring 2015, and it has drafted recommendations ([Appendix 60](#)). Key among them is to build on the current published guidelines and create an expanded plan that will include portfolio assessment, life experience credit, as well as other options. Also recommended are strategies to increase faculty, staff, and student awareness of these opportunities, to include CET staff in planning, and to streamline procedures.

Currently, two initiatives are underway to provide credit for prior credentials earned. The first will provide credit for prior industry certifications earned in the new Cyber Security Program. A particular emphasis will be placed on students who have taken non-credit course work and passed the industry examinations for four certification levels in the program. Students may receive up to twelve credits for industry credentials earned and thereby accelerate their certificate or degree completion.

The second initiative, which will be launched in January 2016, will award credit for completers of Maryland-approved apprenticeship programs. Particular emphasis will be on outreach to previous Carroll Community College students who have successfully completed non-credit apprenticeship programs. Successful apprenticeship program completers will be eligible for 24 elective credits toward an Associate of Arts, Arts, and Sciences degree.

**College Self-Study Recommendation 32: Determine the most efficient way to collect data for noncredit student satisfaction surveys.**

Student satisfaction surveys are consistently administered in every course and evaluated by staff for instructional quality. CET is now using a new scanning software called Remark and is storing data for comparative analysis. The CET staff will use the data captured by Remark software to inform decision-making.

**College Self-Study Recommendation 33: Establish a procedure to ensure that all Continuing Education and Training (CET) noncredit faculty are observed in the classroom on a regular basis.**

During FY2011, CET staff created a plan for systematically evaluating all adjunct faculty ([Appendix 61](#)). A schedule was established that requires certain percentages of all faculty to be evaluated within each CET unit. However, because of a high rate of staff turnover, the plan was inconsistently implemented.

In the Fall 2015, CET directors reestablished the initiative to consistently evaluate adjunct faculty. The current plan includes observations of all new faculty within their first 90 days of service. Returning faculty members are observed on a rotating basis. Faculty with less than satisfactory evaluations are informed, and areas of improvement are discussed. These faculty are then put at the top of the priority list for observations during the following semester.

**College Self-Study Recommendation 34: Require mandatory orientation and self-assessment for students enrolling in their first online course at the College.**

Following discussion on campus and examination of best practices statewide, the College decided not to implement mandatory orientation for all students enrolling in their first online course. Instead, the Distance Learning Office re-established voluntary onsite orientations that are offered in fall, spring, and summer semesters. All registered online students are invited by email to attend one of two onsite sessions for a demonstration of the learning management system and to learn about strategies for success. Additionally, the College continues to offer a free online orientation that is available to all registered distance students throughout the semester (<http://www.carrollcc.edu/student-services/distance-learning/online-self-assessment/> - [Appendix 62](#)).

In April 2013, Academic Council approved a proposal that changed the registration policy for distance courses so that students must have a GPA of 2.0 or higher in order to register for a distance course. Additionally, the proposal stipulated that students on academic probation (those with a GPA below 2.0) who wish to enroll in a distance course must complete an online readiness assessment and gain approval from their advisor in order to enroll in the distance course. This policy appeared in the 2014-2015 College Catalog and was implemented in the Fall 2014 semester.

Early experiences with probationary students using the Online Readiness Assessment indicate a favorable impact in a number of areas: on the number of students on academic probation who gain approval to register for this format, their completion rates, their grades earned, and their

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withdrawal rate. At this time, there are no plans to modify the assessment tool. However, Academic Advising is exploring the problem of students enrolling in more than one distance course rather than the stated goal of only one distance course per approval.

**College Self-Study Recommendation 35: Expand partnerships with MarylandOnline (MOL) and peer institutions in the use of interactive video synchronous course offerings.**

College representatives in the MOL consortium continue to participate in conversations with peer institutions about interactive video. However, many institutions have dropped this capability because of high expense. The College has used this technology to offer courses at the Mount Airy College Center in partnership with Wor-Wic Community College and with some affinity groups. A longer-term commitment to the technology and center is being evaluated as utilization continues to decrease.

**College Self-Study Recommendation 36: Consider expanding help desk support to 24/7 given projected increases in the use of service.**

Expanding help desk support for Blackboard, the learning management system at the College, is not financially feasible. Currently, the College provides Blackboard email support and an extensive student resources help site. There is continued support for hiring an additional part-time web/learning technology technician to augment current help desk coverage. However, this issue will remain a focus of ongoing evaluation as the College anticipates launching a student portal and student email in the next three years.

**College Self-Study Recommendation 37: Review the process by which contracts are awarded to streamline and quicken the process.**

The Office of Risk Management reviews contracts within two to three days of receiving them. However, contracts often need to be reviewed by the county attorney, which may add time to the review process. Though negotiations with outside agencies may take longer than ten days, the process is much faster now than in 2011.

The Director of Risk Management has created templates for those departments who have the most contracts, including Student Life, CET, and the Child Development Center. As a result, College departments that engage in contractual relationships with third parties better understand the importance of the Office of Risk Management in reviewing all contracts. In fact, more resources have been allocated to the Office of Risk Management in order to streamline the review process.



## Appendix 14

### Standard 14: Assessment of Student Learning

*Assessment of student learning demonstrates that, at graduation or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.*

#### **College Self-Study Recommendation 38: Improve ease of access to assessment documents and research results on the Iweb.**

With the advent of the College portal, the Iweb is being discontinued, and the information stored there is being migrated to the portal, which all faculty and staff can access. For example, old assessment sites are being moved to the portal, and new ones are being created there.

#### **College Self-Study Recommendation 39: Develop additional methods for sharing ongoing institutional effectiveness data with faculty so that they can better utilize data in planning, and align outcomes data with requests for new fiscal and other resources.**

In the five years since the Self-Study, the College has enhanced the program review process by implementing an annual review. Program and department managers monitor key measures of performance, such as enrollment, course success, and graduation rates, and they report on their assessment of learning outcomes. This annual review is now an integral part of the ongoing culture of the College rather than an episodic activity every five years. In addition, in 2012, three indicators of learning derived from the program review process were added to the Institutional Effectiveness Measures reported to the Planning Advisory Council (PAC) and the Board of Trustees (Indicators 15, 35, and 36 in [Appendix 26](#)).

The College is endeavoring to make a tighter connection between assessment results and the budget planning process. Beginning this year, the comprehensive report will include improvement goals that will be integrated into the five-year Strategic Plan and budget.

#### **College Self-Study Recommendation 40: Clarify how student assessment results are linked to academic and institutional planning and budgeting processes, for better alignment of strategic initiatives.**

Every academic program has now completed its comprehensive program review. In June 2014, the Vice President of Academic and Student Affairs held a half-day meeting on assessment with all faculty, designed to highlight specific elements of institutional effectiveness data. Using the input of a consultant, who provided broad data analysis as a framework for assessment, programs and departments met and considered corrective actions to improve program efficiencies and effectiveness. Going forward, the College plans to use consultants to help identify appropriate benchmark goals for enrollment, retention, and completion. With the consultants' assistance, the College plans to develop a process so that each program can determine what is achievable.

**College Self-Study Recommendation 41: Design an instructional development plan so all faculty, including adjuncts, have the knowledge necessary to actively participate in assessment analyses.**

In 2013, the Instructional Quality Committee began to develop a series of tracks for professional development and make them available to all faculty, both fulltime and adjunct. The first track focused on the needs of the adult learner. The second track focused on expanding teaching methodology by using electronic tools and resources. The College supported these efforts by organizing a weeklong Summer Institute with half-day sessions highlighting these tracks ([Appendix 63](#)).

The Instructional Quality Committee is currently working on plans to add an assessment track for the 2016 Institute. It continues to struggle with ways to include adjunct faculty, especially given the regulations of the Affordable Care Act that require benefits for anyone working more than 29 hours a week. To address this challenge, the Vice President of Academic and Student Affairs created an Adjunct Faculty Task Force in 2014, and it recommended that the College tie additional adjunct salary to completion of a designated amount of professional development ([Appendix 64](#)). The current budget discussions will include that proposal.

**Suggestion from the MSCHE Review Team: Develop faculty and college-wide collegial communication mechanisms to serve as vehicles for dissemination and discussion of academic assessment outcomes.**

The Vice President of Academic and Student Affairs recently started a quarterly newsletter designed to strengthen communication to all faculty and staff in Student Affairs. In addition, the *Today* newsletter, a college-wide publication, now includes current findings from Institutional Research.

General Education assessment outcomes are also shared at fulltime faculty meetings and at the Summer Institute assessment day. These meetings allow faculty to discuss results and suggest ideas for improvement. The College is also looking for ways to communicate assessment outcomes to adjunct faculty. For example, highlights from program reviews could be included in the quarterly newsletters.

Finally, the reports written by the Data Governance Committee provide information that informs decision making and directs improvement strategies. As such examples indicate, since the 2011 team visit, the College has made a concerted effort to find new ways to communicate outcomes and improve results.

## Appendix 15

### Status of Actions Responding to Self Study Recommendations

March 31, 2011

The Self Study Report completed by the College for its reaccreditation visit in April 2011 included 41 recommendations developed by the Self-Study workgroups. Each recommendation addressed a challenge identified by the workgroups during the Self-Study research, and often suggested an institutional response. The College is already responding to these recommendations; the table below provides a brief summary as of March 31, 2011.

Summary of Self-Study Recommendations and Action to Date		
	Self-Study Recommendation	Status as of April 2011
1.	Conduct and complete the formal review of the College mission statement as planned in 2011-2012, through a process that involves all constituents.	The president appointed a Mission and Institutional Goals Review Committee in April 2011. The committee will begin deliberations in September and report initial recommendations to the Planning Advisory Council on November 21, 2011.
2.	Assess how the College communicates its overall mission, long-term institutional goals, five-year strategic priorities, and annual strategic initiatives so that constituents have a clear and intrinsic understanding of these goals and their relationships to one another.	All full-time employees received a print copy of <i>Compass</i> when it was published in FY2006. <i>Compass</i> priorities were published in the college catalog and included in the college's primary recruiting viewbook, posted on the college website, and shared in the <i>Today</i> newsletter each year. The president announced her annual strategic initiatives to further the <i>Compass</i> priorities at the May collegewide meeting each year. Each vice president annually conducted area planning processes to develop annual area tasks to support achievement of the president's strategic initiatives. These area tasks were included under each strategic initiative in the college's Fiscal Year <i>Strategic Plan</i> , which was emailed collegewide to all employees and distributed in print form to all full-time employees. The effectiveness of these

		efforts to communicate the college's mission, goals, priorities and annual initiatives will be assessed by new questions added to the collegewide employee survey to be administered in spring 2011. Findings from the survey will be reviewed by the Planning Advisory Council and further action plans developed as appropriate.
3.	Complete a comprehensive environmental scan and SWOT analysis, and conduct a thorough review of institutional, area, program, and departmental assessment findings, prior to development of the next multi-year <i>Compass</i> strategic plan in 2011-2012.	This will be accomplished in 2012. Institutional Research routinely presents an environmental scan summary at the June meeting of the Planning Advisory Council. A much more comprehensive process will be undertaken in 2012 to support development of <i>Compass: Charting the Course to 2017</i> .
4.	Share the College's institutional goals and planning priorities more effectively so that the college community can better understand how their individual contributions are linked to attainment of the College's mission and goals.	<i>Compass</i> priorities were published in the college catalog and included in the college's primary recruiting viewbook, posted on the college website, and shared in the <i>Today</i> newsletter. The president announced her annual strategic initiatives to further the <i>Compass</i> priorities at the May collegewide meeting. Each VP conducted area planning processes to develop annual area tasks to support achievement of the president's strategic initiatives. These area tasks were included under each strategic initiative in the college's <i>FY2011 Strategic Plan</i> , which was emailed collegewide to all employees and distributed in print form to all full-time employees. The VP for Planning, Marketing, and Assessment made presentations on the college's planning processes to Administrative Services (2/17), Continuing Education and Training (3/9), Academic Affairs Management Team (3/24), and Student Affairs (3/30). Questions assessing the college community's understanding of the college's goals and priorities will be included in the spring 2011 employee survey and reviewed by the Planning Advisory Council at its June meeting.
5.	Address the expanded funding, staffing, and training needs resulting from advances and developments in all technology applications and programs.	Training needs are identified as part of the annual Technology Master Plan update process. Some funds are included in the Technology Master Plan. Additional funds are needed in the college's operating

		budget but have been slowed down due to the current budget constraints. The college may access more dedicated staff development funds from private fundraising sources to support IT training. If no further funds can be identified the college will reassess its technology priorities and revise the Technology Master Plan accordingly.
6.	Address the unfunded post-retirement health care liability.	The College, effective January 1, 2011, implemented a revised post retirement health care benefit which reduced the college's benefit for all that retires after the effective date. This action will reduce the college's long term liability. The college continues to have discussions with the County Government related to the future funding of this liability.
7.	Examine possible efficiencies that would result from a consolidation of technology staffing and resources.	Several conversations have taken place with the IT support teams and to date the consensus is that decentralized support for the two instructional areas is working efficiently and effectively. Administrative Services is exploring the desirability of tasking the Technology Advisory Group (TAG) Leadership to explore this issue and present the pros and cons of consolidation of resources.
8.	Discuss the ramifications of experience-based eligibility requirements for serving on the Academic Council and design a formal orientation process for both new members and presidents of the Academic Council to enable better understanding of roles and responsibilities.	Experience based requirements for members will be discussed during 2011. A formal training process has been implemented and completed by all members of Academic Council. This formal training will be used for all future Council members.
9.	Request that the Student Government Organization consider establishing an annual review and self-assessment process.	The Student Government has a Goal Setting Retreat each October, once the full executive board has been installed. During the remainder of the school year, data are gathered about the progress toward the completion of all goals. A mid-year check-in is done in January. The SGO prepares a final assessment report of the goals in June. Individual self-assessment is done through leadership reports by members of the executive board at each weekly meeting. The final assessment report is used at the Goal Setting Retreat in the subsequent year to help guide the goal setting process.

10.	Evaluate the effectiveness of the recent administrative reorganization.	A follow-up survey will be distributed in early April to determine perceptions regarding effectiveness of the current organizational structure and identify any developing needs of supervisors and staff.
11.	Assess the design, function, and use of the iweb as the main vehicle for internal communication.	The college introduced a refreshed version of <a href="http://iweb.carrollcc.edu">iweb.carrollcc.edu</a> , the college intranet web site, on June 1, 2010 to enhance the functionality of the site. Information provided there has been reviewed and some departments are updating materials and assuring all associated links are operational. The Web Standards Committee will be tasked to complete the assessment and make a recommendation regarding improvements to the iweb as the main vehicle for internal communication.
12.	Expand public access, via the website, to information regarding the Board of Trustees, College governance bodies, and Student Government Organization so all stakeholders can be well-informed.	In the Fall of 2010 Board of Trustees information was placed on the college's website, <a href="http://www.carrollcc.edu/about/board/default.asp">http://www.carrollcc.edu/about/board/default.asp</a> , and is kept current. The Student Government Organization also has a location sharing information on the college's web site <a href="http://www.carrollcc.edu/studentlife/sgo/default.asp">http://www.carrollcc.edu/studentlife/sgo/default.asp</a> Information is being developed to support a web presence for college governance information. This activity will be part of the Web Standards Committee charge (see 11 above) to assess and improve the iweb as the central communication hub for the college.
13.	Improve methods to clearly communicate institutional assessment and unit assessment processes so all areas of the College see the links between assessment, strategic planning, and budget development.	The <i>FY2010 Institutional Effectiveness Assessment Report</i> was emailed collegewide to all employees, posted to the college website, and distributed in print copy to all full-time employees. The VP for Planning, Marketing, and Assessment made presentations on strategic planning and institutional effectiveness assessment to Administrative Services (2/17 and 3/17), Continuing Education and Training (3/9), Academic Affairs Management Team (3/24), and Student Affairs (3/30).
14.	Appropriately tie academic program review and learning outcomes assessment to overall institutional effectiveness.	The current institutional effectiveness indicators include seven measures, with appropriate benchmarks, relating directly

		<p>to student learning. However, associated with the Mission, Institutional Goals, and Institutional Effectiveness Assessment revision process to be completed in FY2012, indicators dedicated to student learning outcomes and program outcomes will be revised and aligned with the new mission and institutional goals. We anticipate the development of a new effectiveness indicator relating aggregated program learning goals performance. Toward that end, the Director of Learning Outcomes Assessment and Instructional Development has compiled an aggregated report of outcomes data for all program learning goals for FY2011. These data will be used to establish the benchmark for the new indicator. All program heads and faculty will be involved in establishing the college-aggregated benchmark.</p>
15.	<p>Examine the transcript evaluation process to determine what policy and procedural changes to the language and procedures will better serve transfer students at the institution.</p>	<ul style="list-style-type: none"> <li>• Transcripts are evaluated as early as possible to assist students in selecting appropriate courses.</li> <li>• Official transcripts are evaluated for all possible transfer courses and these courses loaded into Datatel as soon as all official transcripts for a student have been received.</li> <li>• We note that students would benefit from feedback about which transcripts have arrived and are planning to make this information readily available to students on-line via WebAdvisor.</li> <li>• Because we are seeing a wider variety of transcripts and cannot always locate the needed course information via TES (the online catalog resource), a note has been added to catalog policies regarding transfer evaluation to indicate that students may be required to provide syllabi to facilitate faculty evaluation and the establishment course equivalencies.</li> <li>• Response to be developed in FY2012 on further analysis of the entire transcript evaluation process.</li> </ul>
16.	<p>Implement the Diversity/World View Strategic Improvement Plan.</p>	<p>For FY2011, the Diversity Committee was reorganized into smaller working groups led by a Steering Team, chaired by</p>

		Dean Steve Geppi. Groups are implementing initiatives as established in the plan as approved by the Board of Trustees in FY2010. A progress report was developed and distributed to the Executive Team in February (available to the Visiting team in the MSCHE resource room). Future reports will be provided to Planning Advisory Council.
17.	Increase emphasis on enrollment management and develop retention strategies through the Student Persistence and Achievement Committee.	The Student Persistence and Achievement Committee has been named and charged. The first meeting of the Committee was held March 10, 2011. Full report and plan to be developed FY2012.
18.	Focus the student affairs outcomes assessment program on addressing a few key priorities that impact all student affairs operations, and place greater emphasis in functional area assessments on operational effectiveness.	Student Affairs reviewed and revised key functional priorities and are in the process of revising and approving outcomes for the revised four-year student affairs assessment plan.
19.	Examine the FTE staff/FTE student ratio in student affairs against national benchmarks to determine if staffing levels are appropriate, in light of increasing credit and noncredit enrollments.	Response to be developed in FY2012.
20.	Explore creative means to provide funding support for continuing faculty development.	The most effective means to raise funds for this initiative is through person-to-person relationship building. The Foundation continually looks for opportunities with private and family foundations where the giving priority aligns with the needs of the college, and initiates cultivation plans. These efforts may not materialize in the short term. The President does have funds managed by the Foundation in accounts such as the President's Society and the Founder's Endowment that are at her discretion to disburse consistent with the priorities of the college. The President provides direction as to the critical needs of the college for private funding and the Foundation pursues opportunities to meet those needs, including faculty development.
21.	Identify and develop new middle-skill-targeted credit and noncredit programs responsive to Maryland's "Skills2Compete" initiative, and develop supplemental funding to support expansion.	CET will be developing new training programs in cyber security, health informatics, health care, and energy and construction trades over the next two years. The college is participating in a Department of Labor grant application for supplemental funding for the Mt. Airy



		Health Care Education Center to open in 2012, and will seek other grant funding as it becomes available.
22.	Develop formal assessment and improvement strategies to assure that students clearly understand the linkage between stated course objectives and program intended learning outcomes, and systematically engage in activities to examine their personal development and progress to educational goals.	Linkages between stated course objectives and program intended learning outcomes are listed on the college's website and on corresponding syllabi. Syllabi are also available through Blackboard course sites. The Learning Outcomes Committee is charged in FY2012 to develop a process and assessment strategies for engaging students more purposefully in understanding linkages between course and program learning goals.
23.	Examine existing courses designated as General Education to ensure that they have the same level of expected skills and knowledge as per the Academic Council's criteria for newly-proposed General Education courses; examination to take place as part of each program's five-year periodic review.	Initial action taken was an audit of all General Education courses whereby faculty indicated which learning goals they were assessing and could provide an artifact of student work as a demonstration thereof and compiled on assessment form E. Subsequent follow up is planned for FY2012.
24.	Establish a plan for formulating and implementing recommendations for curricular improvement resulting from the General Education Committee's review of General Education Program assessment data.	A plan will be formulated after the initial assessment occurs in June 2011. At this time the results will help to determine the most appropriate action to take.
25.	Expand assessment efforts to include all courses within majors and programs once the General Education Program Assessment Plan is well defined and fully developed.	This initiative will begin after the full cycle of assessment for General Education courses, which will be complete in 2014. One exception will be the assessment of non-Gen Ed diversity world view courses, which will be assessed along side of the diversity Gen Ed courses.
26.	Assess the effectiveness of lower-level transitional English, reading, and mathematics courses in preparing students for the next level of course work.	Program reviews have been completed for all transitional courses. The two groups have identified areas that need addressing and are in the process of developing actions plans to make appropriate changes.
27.	Evaluate all developmental lab programs for their effectiveness.	Evaluation was included as part of the program review for Developmental English and Reading. Beginning in Fall 2011, separate labs for READ 101 and ENG 096 will be eliminated. Work traditionally reserved for lab will be incorporated into class which should provide greater continuity. The value of labs for the lower level courses is under review.

28.	Review the progress and success rates of transitional students in English 101 and consider raising the passing grade for students in ENG091, ENG096, and READ091 to 75 percent.	The progress and success rates have been evaluated and will require additional in-depth study to determine which strategies prove successful. Several strategies have been implemented to address this recommendation and have shown promise. Continuous review strategies are being applied to each strategy and refinement is underway. Preliminary results indicate the new strategies in combination have enabled us to reach current benchmarks, where we had been missing them in the past.
29.	Examine ways to assess the effectiveness of certificate programs in meeting student and workplace needs.	In FY2012-13, CET will explore the use of follow-up surveys to students completing CET Certificate training programs asking if the student became employed, achieved career advancement or met a personal /professional goal as a result of the training. CET will convene additional occupational focus groups to develop new CET Certificates and to re-examine relevancy of existing ones.
30.	Examine the feasibility of obtaining information on the performance of Carroll students on qualifying exams given by outside certifying organizations.	This remains a statewide issue and options will be explored in FY2012.
31.	Explore ways to make credit for prior learning a more viable option for students.	Response to be developed in FY2012.
32.	Determine the most efficient way to collect data for noncredit student satisfaction surveys.	CET is piloting scanning software to compile the student course evaluations for the BTG contract and open enrollment courses. Once this procedure has proven to be efficient, BTG support staff will train staff in the other units. It is anticipated that all units will be functional with the scanner for Fall 2011 evaluations.
33.	Establish a procedure to ensure that all Continuing Education and Training noncredit faculty are observed in the classroom on a regular basis.	This is being addressed within a 3-year special initiative under "Quality Instruction." By the end of FY2011, all CET faculty new in 2011 will be observed in the classroom as will 25-50% of returning faculty. By end of FY 2012, all returning faculty and all new in FY2012 faculty will be observed. There are some exceptions by units. Program managers post name and date of faculty observations in unit files on the L drive; comments are filed in faculty files. Senior Directors are charged with overseeing this initiative for their respective unit.

34.	Require mandatory orientation and self-assessment for students enrolling in their first online course at the College.	Student self-assessment and computer skills assessments are posted on the college's distance learning web page. Student Blackboard orientation and Student Blackboard Resources modules have been developed and are accessible on Blackboard. The Advising Office promotes online student orientation in first advising sessions. Mandatory orientation components will be developed after the Distance Learning Committee studies feasibility for this in FY2012.
35.	Expand partnerships with Maryland Online (MOL) and peer institutions in the use of interactive video synchronous course offerings.	College representatives actively participate on the MOL Board. Exploratory conversations with peer institutions regarding use of interactive video are taking place via Maryland Online Consortium meetings; although, many institutions are dropping this capability due to expense. This technology will be needed in the Mt. Airy Center, when it comes to fruition.
36.	Consider expanding help desk support to 24/7 given projected increases in the use of service.	The college currently has student lab and Blackboard help desk support during normal hours of operation, day and evening. Expansion to 24/7 coverage is not currently financially feasible. However, students can access Blackboard FAQs on the college's main web site ( <a href="http://www.carrollcc.edu/blackboard/faq/default.asp">http://www.carrollcc.edu/blackboard/faq/default.asp</a> ) and general computer lab information ( <a href="http://www.carrollcc.edu/campus/complabs/default.asp">http://www.carrollcc.edu/campus/complabs/default.asp</a> ). Additionally, students can find information about using Blackboard in the Student Bb Resources course which is accessible via a menu tab in Blackboard.
37.	Review the process by which contracts are awarded to streamline and quicken the process.	The college reviews all contracts to assure that each appropriately protects the college, students and partnering agency. The Office of Risk Management seeks to turn around each contract initial review, including review by the College Attorney and insurance agent, when appropriate, within the agreed-upon ten business day time frame, with a documented success rate of 98.4% as of fall 2010. Extended time typically occurs when negotiations to finalize the contract are required between the partnering agency and the college.

		<p>New legal requirements also require more extensive review and approval by the County Attorney. Since the writing of the Self Study Report, much has been done to streamline the contracting process. Program areas have been given templates for particular programs—for example, the Vet Tech program has its own template. Contracts submitted on templates to the risk manager are now only reviewed to ensure insurance, liability, and indemnification language are up to date. A few contracts, such as with online program contracts from third party vendors, must be negotiated to equitably assign liability.</p>
38.	<p>Improve ease of access to assessment documents and research results on the iweb.</p>	<p>With the last iweb refresh, on June 1, 2010, the site was enhanced with improved search functionality on a newly updated Google Search Appliance by indexing web pages, MS Office documents, and Adobe Acrobat PDFs. Future plans include improving ease of access to assessment documents and research results by transitioning online document repositories from simple file-and-directory based structures to a managed document repository based on MS SharePoint, allowing documents to be given longer and more descriptive titles, grouping into collections for easy access, and tracking changes across various versions of documents. The files will be indexed and searchable by keyword, date, author, and a variety of other information.</p>
39.	<p>Develop additional methods for sharing ongoing institutional effectiveness data with faculty so they can better utilize data in planning and align outcomes data with requests for new fiscal and other resources.</p>	<p>Several initiatives are currently underway to address this need. Foremost, the college hired a consulting firm to assist in enhancing our capabilities to develop appropriate query strategies to gather needed academic analytics data via our new Datatel Web Intelligence system. Using the Web Intelligence system, reports can be readily developed and distributed regarding key performance analytics. All unit heads and program faculty will eventually have the ability to conduct inquiries regarding almost any facet of student performance, faculty productivity or other instructional data needs. Additionally, in FY2012 the</p>

		college will ask the Web Standards Committee to develop core data reporting on the college's iweb.
40.	Clarify how student assessment results are linked to academic and institutional planning and budgeting processes, for better alignment of strategic initiatives.	The Vice President for Planning, Marketing and Assessment has met with all constituent groups in the college to provide greater clarity as to how the college conducts planning, assessment and budgeting processes. Within college planning assessment and resource allocation processes, departmental needs, based on program review and faculty evaluation processes, are identified and placed in the Academic Plan. Items needing additional resources are identified at that time. Department heads develop new resource requests using this information as justification for their needs, which tend to be additional personnel. To provide a clearer and more transparent process for informing the campus about student learning progress and academic program needs, the Vice President of Academic and Student Affairs charged the Deans with developing this process as the college revises our mission, goals and planning processes. This activity has been placed in the Academic Plan for FY2012.
41.	Design an instructional development plan so all faculty, including adjuncts, have the knowledge necessary to actively participate in assessment analyses.	<p>The college revamped the Faculty Development Committee and formed what is now called the Instructional Quality (IQ) Team. The IQ Team has begun the process of determining an instructional quality and faculty development plan;</p> <p>The Director of Learning Outcomes Assessment and Instructional Development is in the process of designing modules so adjuncts will be able to access information for professional development;</p> <p>Faculty formed a student evaluation of instruction committee to explore revisions to current course and faculty evaluation processes. Results are due by May 2011.</p>

# **COMPASS 2020**

## **STUDENT ACHIEVEMENT**

- I. Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.**

## **ENROLLMENT DEVELOPMENT**

- II. Respond to community and student needs through innovation and resourcefulness in instructional programming, course delivery and scheduling, student services, and effective communications.**

## **COUNTY ECONOMIC DEVELOPMENT**

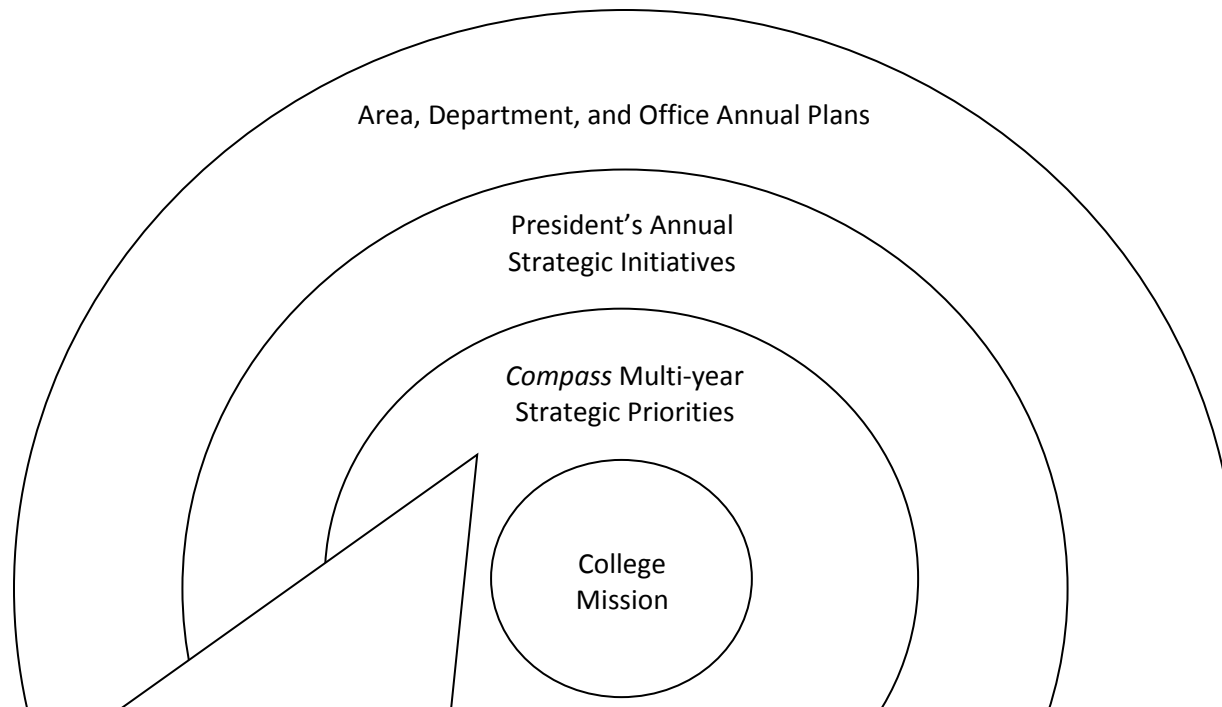
- III. Support Carroll County business and workforce development through career and professional education, contract training and consulting services, and partnerships with local businesses and economic development agencies.**

## **ADVANCING EXCELLENCE**

- IV. Invest in the college's employees, technology, and decision support systems to further the college's excellence.**

## **RESOURCE MANAGEMENT**

- V. Implement resource management strategies to respond to anticipated levels of governmental support and fund the college's priorities.**



# COMPASS 2020 PRIORITIES

**FIVE STRATEGIC PRIORITIES  
GUIDING COLLEGE PLANNING  
DURING FISCAL YEARS  
2016 THROUGH 2020**

**ANNOUNCED BY THE  
PRESIDENT  
JUNE 3, 2015**

## **Student Achievement**

Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.

## **Enrollment Development**

Respond to community and student needs through innovation and resourcefulness in instructional programming, course delivery and scheduling, student services, and effective communications..

## **County Economic Development**

Support Carroll County business and workforce development through career and professional education, contract training and consulting services, and partnerships with local businesses and economic development agencies.

## **Advancing Excellence**

Invest in the college's employees, technology, and decision-support systems to further the college's excellence.

## **Resource Management**

Implement resource management strategies to respond to anticipated levels of governmental support and fund the college's priorities.

## Appendix 17

**Chapter 533**

(Senate Bill 740)

AN ACT concerning

**College and Career Readiness and College Completion Act of 2013**

FOR the purpose of requiring the State ~~Department~~ Board of Education to establish certain ~~mathematics course curriculum and graduation requirements for certain students; requiring students to enroll in a college preparation curriculum except in a certain circumstance;~~ requiring the State Department of Education to make a certain assessment of ~~all students in the 11th grade~~ certain students by a certain school year; requiring the Department, in collaboration with ~~a certain association~~ certain local school systems and certain community colleges, to develop and implement certain courses for the 12th grade by a certain school year; providing that the implementation of certain courses must include a certain assessment and may not preclude or replace certain requirements; requiring certain students to enroll in a mathematics course in each year of high school; requiring the Department to adopt certain regulations; stating certain goals of the State; stating a certain duty of the Maryland Higher Education Commission; requiring the Commission, in collaboration with certain institutions of higher education, to develop and implement ~~a certain course numbering system and~~ certain credit transfer agreements by certain dates and certain incentives for certain students to obtain certain degrees under certain circumstances; requiring the Commission, in collaboration with certain institutions of higher education, to create a certain statewide communication campaign to identify certain individuals; requiring the Commission to develop and implement a certain incentive plan for certain individuals and certain institutions of higher education; requiring the Commission to submit ~~a certain report by a certain date~~ certain reports by certain dates; requiring certain students to file a degree plan with certain institutions of higher education by a certain time; requiring a degree plan to be developed in consultation with a student's certain academic advisor and to follow a certain pathway to a degree; requiring certain institutions of higher education to develop and implement a certain block scheduling pathway system with certain benchmarks for certain students; ~~requiring certain institutions of higher education to consider implementing certain block scheduling;~~ requiring certain institutions of higher education to provide certain financial assistance to certain students; beginning on a certain date, establishing a standard number of credits required for certain degrees at certain institutions of higher education except under certain circumstances; authorizing the ~~Commission~~ governing board of a public institution of higher education, in consultation with the Commission, to establish additional exceptions to the standard number of credits required for certain degrees; clarifying eligibility for a certain grant program for certain



students; ~~beginning on or before a certain date,~~ prohibiting certain institutions of higher education from charging dually enrolled students tuition; requiring each county board of education to provide a certain amount of funding to certain institutions of higher education for dually enrolled students; *requiring a county board to pay a certain amount for a certain number of courses for a certain dually enrolled student under certain circumstances;* authorizing county boards to charge a ~~student activities~~ fee to dually enrolled students not to exceed a certain amount; requiring a county board to consider certain information when setting fees; requiring the county board to waive a certain fee for certain students; *requiring certain county boards to offer make certain students aware of the opportunity to dually enroll under certain circumstances;* *requiring the Maryland Longitudinal Data System Center to submit a certain annual report;* requiring the Governor's P-20 Leadership Council of Maryland to monitor implementation of certain college strategies; requiring the Council to submit certain reports by certain dates; requiring the Department to develop, in consultation with certain institutions of higher education, a certain plan to improve college and career counseling; requiring the Department to *conduct a certain study and to* submit ~~a certain report by a certain date~~ *certain reports by certain dates;* requiring the Commission to submit certain data to the Department of Legislative Services *and to submit certain reports* by certain dates; *requiring the Segmental Advisory Council to submit a certain report by a certain date;* *expressing a certain legislative intent;* defining certain terms; and generally relating to college *and career* readiness and college completion in the State.

BY repealing and reenacting, without amendments,

Article – Education

Section 1-101(a), (d), (f), and (l), 10-101(a), (c), (h), and (m), and 24-801(a)

Annotated Code of Maryland

(2008 Replacement Volume and 2012 Supplement)

BY adding to

Article – Education

Section 7-205.1, 11-105(b)(9), 11-209, 15-113 through 15-116, 18-14A-04, ~~18-14A-05, 24-703.1,~~ and 24-801(m)

Annotated Code of Maryland

(2008 Replacement Volume and 2012 Supplement)

BY repealing and reenacting, with amendments,

Article – Education

Section 10-205, 11-207, 18-14A-01 through 18-14A-04, and 24-801(i)

Annotated Code of Maryland

(2008 Replacement Volume and 2012 Supplement)

Preamble

WHEREAS, The United States is one of the most well-educated countries in the world with 42% of adults age 25 to 64 years having attained a postsecondary degree; and

WHEREAS, Many countries have surpassed the United States in the percentage of young adults with a postsecondary degree; and

WHEREAS, By 2018, two-thirds of all jobs in Maryland will require some postsecondary education; and

WHEREAS, Governor Martin O'Malley has set the goal that at least 55% of Maryland's adults aged 25 to 64 years will hold at least an associate's degree by 2025; and

WHEREAS, Nearly two-thirds of high school graduates who enroll in a community college and one-quarter of high school graduates who enroll in a four-year institution require remediation; now, therefore,

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

### Article – Education

1–101.

(a) In this article, unless the context requires otherwise, the following words have the meanings indicated.

(d) “County board” means the board of education of a county and includes the Baltimore City Board of School Commissioners.

(f) “Department” means the State Department of Education.

(l) “State Board” means the State Board of Education.

**7–205.1.**

**(A) THE STATE BOARD SHALL ESTABLISH HIGH SCHOOL CURRICULUM AND GRADUATION REQUIREMENTS FOR ALL PUBLIC SCHOOLS IN ACCORDANCE WITH THIS SECTION.**

~~**(B) ALL STUDENTS SHALL ENROLL IN A COLLEGE PREPARATION CURRICULUM IN HIGH SCHOOL UNLESS A PARENT OF A STUDENT CHOOSES TO ENROLL THE STUDENT IN A NONCOLLEGE PREPARATION CURRICULUM.**~~

~~(C)~~ (B) (1) BEGINNING WITH THE ~~2014-2015~~ 2015-2016 SCHOOL YEAR, ALL STUDENTS SHALL BE ASSESSED ~~IN THE~~ USING ACCEPTABLE COLLEGE PLACEMENT CUT SCORES NO LATER THAN 11TH GRADE TO DETERMINE WHETHER THE STUDENT IS READY FOR COLLEGE-LEVEL CREDIT-BEARING COURSE WORK *IN ENGLISH LANGUAGE ARTS, LITERACY, AND MATHEMATICS.*

(2) (I) ~~THE~~ SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, THE DEPARTMENT, IN COLLABORATION WITH LOCAL SCHOOL SYSTEMS AND PUBLIC COMMUNITY COLLEGES, SHALL DEVELOP AND IMPLEMENT, BY THE ~~2015-2016~~ 2016-2017 SCHOOL YEAR, TRANSITION COURSES OR OTHER INSTRUCTIONAL OPPORTUNITIES TO BE DELIVERED IN THE 12TH GRADE TO STUDENTS WHO HAVE NOT ACHIEVED COLLEGE AND CAREER READINESS BY THE END OF THE 11TH GRADE.

(II) THE IMPLEMENTATION OF TRANSITION COURSES OR OTHER INSTRUCTIONAL OPPORTUNITIES REQUIRED UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH:

1. SHALL INCLUDE AN ASSESSMENT OR REASSESSMENT OF THE STUDENT AFTER COMPLETION OF THE COURSE; AND

2. MAY NOT PRECLUDE OR REPLACE ENROLLMENT IN A COURSE OTHERWISE REQUIRED FOR GRADUATION FROM HIGH SCHOOL.

~~(D)~~ (C) (1) ~~EACH~~ BEGINNING WITH THE 9TH GRADE CLASS OF 2014, AND SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION AND SUBSECTION ~~(D)~~ (E) OF THIS SECTION, EACH STUDENT SHALL ~~COMPLETE~~ ENROLL IN A MATHEMATICS COURSE IN EACH YEAR OF HIGH SCHOOL THAT THE STUDENT ATTENDS HIGH SCHOOL.

(2) THE DEPARTMENT SHALL ADOPT REGULATIONS THAT ESTABLISH THE MATHEMATICS AND MATH-RELATED COURSES THAT FULFILL THE REQUIREMENTS OF THIS SUBSECTION, WHICH MAY INCLUDE MATH-RELATED CAREER AND TECHNOLOGY PROGRAM COURSES.

~~(2) (I) THE MINIMUM LEVEL OF MATHEMATICS COMPETENCY THAT EACH STUDENT WHO IS ENROLLED IN A COLLEGE PREPARATION CURRICULUM IN HIGH SCHOOL SHALL ACHIEVE IS IN ALGEBRA II.~~

~~(II) IF A STUDENT ENROLLED IN A COLLEGE PREPARATION CURRICULUM IN HIGH SCHOOL HAS ACHIEVED COMPETENCY IN ALGEBRA II BEFORE THE SENIOR YEAR, THE STUDENT SHALL ENROLL IN A NONTRIVIAL~~

~~MATHEMATICS COURSE, INCLUDING TRIGONOMETRY, PRECALCULUS, CALCULUS, STATISTICS, OR COLLEGE ALGEBRA.~~

~~(2)~~ **(D)** **IT IS THE GOAL OF THE STATE THAT ALL STUDENTS ACHIEVE MATHEMATICS COMPETENCY IN ALGEBRA II.**

~~(D)~~ **(E)** **A STUDENT WHO IS ENROLLED IN A CREDIT-BEARING MATHEMATICS TRANSITION COURSE UNDER SUBSECTION (B)(2) OF THIS SECTION:**

**(1) SUBJECT TO ITEM (2) OF THIS SUBSECTION, SHALL BE CONSIDERED TO MEET THE REQUIREMENTS OF SUBSECTION (C) OF THIS SECTION; AND**

**(2) MAY NOT BE CONSIDERED TO MEET THE REQUIREMENTS OF SUBSECTION (C) OF THIS SECTION IF OTHER CREDIT-BEARING COURSES REQUIRED FOR GRADUATION HAVE NOT BEEN MET.**

10-101.

(a) In this division the following words have the meanings indicated.

(c) “Commission” means the Maryland Higher Education Commission.

(h) (1) “Institution of higher education” means an institution of postsecondary education that generally limits enrollment to graduates of secondary schools, and awards degrees at either the associate, baccalaureate, or graduate level.

(2) “Institution of higher education” includes public, private nonprofit, and for-profit institutions of higher education.

(m) “Public senior higher education institution” means:

(1) The constituent institutions of the University System of Maryland;

(2) Morgan State University; and

(3) St. Mary’s College of Maryland.

10-205.

**(A) IT IS THE GOAL OF THE STATE THAT AT LEAST 55% OF MARYLAND’S ADULTS AGE 25 TO 64 WILL HOLD AT LEAST AN ASSOCIATE’S DEGREE BY THE YEAR 2025.**

**(B) IT IS THE GOAL OF THE STATE THAT ALL DEGREE-SEEKING STUDENTS ENROLLED IN A PUBLIC COMMUNITY COLLEGE EARN AN ASSOCIATE'S DEGREE BEFORE LEAVING THE COMMUNITY COLLEGE OR TRANSFERRING TO A PUBLIC SENIOR HIGHER EDUCATION INSTITUTION.**

[(a)] **(C)** Institutions of higher education should utilize educational resources to provide the greatest possible benefit to the citizens of the State and to foster economic development.

[(b)] **(D)** In each region of the State, institutions of higher education should cooperate to assure an effective and efficient education system.

[(c)] **(E)** In developing missions and programs, the Maryland Higher Education Commission and each governing board and its constituent institutions shall consider the role, mission, and function of other public senior higher education institutions, particularly those institutions offering unique programs and services in the same geographical region.

11-105.

**(b) (9) THE COMMISSION HAS STATEWIDE COORDINATING RESPONSIBILITIES FOR INSTITUTIONS OF HIGHER EDUCATION TO ENSURE THE STATE ACHIEVES THE GOALS ESTABLISHED UNDER § 10-205 OF THIS ARTICLE.**

11-207.

(a) The Commission shall:

(1) Establish procedures for transfer of students between the public segments of postsecondary education;

(2) Recommend cooperative programs among segments of postsecondary education to assure appropriate flexibility in the higher education system; and

(3) In conjunction with the governing boards, establish standards for articulation agreements.

~~**(B) THE COMMISSION, IN COLLABORATION WITH THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, SHALL DEVELOP AND IMPLEMENT A COMMON COURSE NUMBERING SYSTEM AT ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION BY JULY 1, 2015.**~~

~~**(B)**~~ **(B) THE COMMISSION, IN COLLABORATION WITH THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, SHALL DEVELOP AND IMPLEMENT A**

**STATEWIDE TRANSFER AGREEMENT WHEREBY ~~ALL~~ AT LEAST 60 CREDITS OF GENERAL EDUCATION, ELECTIVE, AND MAJOR COURSES THAT A STUDENT EARNS AT ANY COMMUNITY COLLEGE IN THE STATE TOWARD AN ASSOCIATE'S OF ART OR ASSOCIATE'S OF SCIENCE DEGREE SHALL BE TRANSFERRABLE TO ANY PUBLIC SENIOR HIGHER EDUCATION INSTITUTION IN THE STATE FOR CREDIT TOWARD A BACHELOR'S DEGREE BY JULY 1, 2016.**

**~~(D)~~ (C) THE COMMISSION, IN COLLABORATION WITH THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, SHALL DEVELOP AND IMPLEMENT A STATEWIDE REVERSE TRANSFER AGREEMENT WHEREBY ~~ALL~~ AT LEAST 30 CREDITS THAT A STUDENT EARNS AT ANY PUBLIC SENIOR HIGHER EDUCATION INSTITUTION IN THE STATE TOWARD A BACHELOR'S DEGREE ARE TRANSFERRABLE TO ANY COMMUNITY COLLEGE IN THE STATE FOR CREDIT TOWARD AN ASSOCIATE'S DEGREE BY JULY 1, 2016.**

**(D) THE COMMISSION AND EACH PUBLIC INSTITUTION OF HIGHER EDUCATION SHALL DEVELOP AND IMPLEMENT INCENTIVES FOR STUDENTS TO OBTAIN AN ASSOCIATE'S DEGREE BEFORE ENROLLING IN A PUBLIC SENIOR INSTITUTION OF HIGHER EDUCATION.**

**[(b)] ~~(E)~~ (F) The Commission may recommend procedures and guidelines for consideration by the governing boards of institutions of postsecondary education on:**

- (1) Improvement and coordination of student financial assistance programs; and**
- (2) Other subjects of general interest and concern to the higher education community in the State.**

**11-209.**

**(A) IN THIS SECTION, "NEAR COMPLETER" MEANS AN INDIVIDUAL WHO HAS COMPLETED SOME COLLEGE CREDITS BUT DOES NOT HAVE A COLLEGE DEGREE AND IS NO LONGER ATTENDING AN INSTITUTION OF HIGHER EDUCATION.**

**(B) THE COMMISSION, IN COLLABORATION WITH INSTITUTIONS OF HIGHER EDUCATION, SHALL CREATE A STATEWIDE COMMUNICATION CAMPAIGN TO IDENTIFY NEAR COMPLETERS IN THE STATE AND TO ENCOURAGE NEAR COMPLETERS TO RE-ENROLL IN AN INSTITUTION OF HIGHER EDUCATION TO EARN A DEGREE.**

**(C) THE COMMUNICATION CAMPAIGN SHALL:**

**(1) MAKE USE OF A VARIETY OF MARKETING MEDIA, INCLUDING BILLBOARDS, BROCHURES, AND ELECTRONIC RESOURCES;**

**(2) PROVIDE A CENTRALIZED CONTACT POINT FOR NEAR COMPLETERS TO GET INFORMATION ABOUT AND ASSISTANCE WITH RE-ENROLLING; ~~AND~~**

**(3) MAKE READILY AVAILABLE CONTACT INFORMATION FOR EACH PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE STATE; AND**

**~~(3)~~ (4) FOCUS ON NEAR COMPLETERS WHO:**

**(I) EARNED A MINIMUM GRADE POINT AVERAGE OF 2.0 ON A SCALE OF 4.0 WHILE IN COLLEGE; AND**

**(II) 1. EARNED AT LEAST 45 CREDIT HOURS IF THE INDIVIDUAL ATTENDED A COMMUNITY COLLEGE; OR**

**2. EARNED AT LEAST ~~70~~ 90 CREDIT HOURS IF THE INDIVIDUAL ATTENDED A SENIOR HIGHER EDUCATION INSTITUTION.**

**(D) (1) THE COMMISSION SHALL DEVELOP AND IMPLEMENT A PLAN THAT WOULD PROVIDE AN INCENTIVE TO:**

**(I) A NEAR COMPLETER TO RE-ENROLL AND EARN A DEGREE; AND**

**(II) A COLLEGE TO IDENTIFY AND GRADUATE NEAR COMPLETERS.**

**(2) THE INCENTIVE PLAN SHALL USE ALL AVAILABLE RESOURCES, INCLUDING ~~ENDOWMENT~~ INSTITUTIONAL FUNDS, PRIVATE SECTOR FUNDS, AND STATE FUNDS.**

**(E) THE COMMISSION AND INSTITUTIONS OF HIGHER EDUCATION MAY IMPLEMENT OTHER NEAR COMPLETER INITIATIVES IN ADDITION TO THE CAMPAIGN AND INCENTIVE PLAN REQUIRED UNDER THIS SECTION.**

**(F) BY DECEMBER 1, 2013, THE COMMISSION SHALL SUBMIT A REPORT, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY ON THE DETAILS OF THE STATEWIDE COMMUNICATION CAMPAIGN AND THE INCENTIVE PLAN, INCLUDING THE EXPECTED TIMELINE FOR IMPLEMENTATION.**

15-113.

(A) IN THIS SECTION, "DEGREE PLAN" MEANS A STATEMENT OF THE COURSE OF STUDY REQUIREMENTS THAT AN UNDERGRADUATE STUDENT ENROLLED IN A PUBLIC ~~SENIOR~~ HIGHER EDUCATION INSTITUTION MUST COMPLETE TO GRADUATE FROM THE INSTITUTION.

(B) EXCEPT AS PROVIDED IN SUBSECTION (C) OF THIS SECTION, EACH UNDERGRADUATE STUDENT ENROLLED IN A PUBLIC SENIOR HIGHER EDUCATION INSTITUTION SHALL FILE A DEGREE PLAN WITH THE INSTITUTION AS SOON AS PRACTICABLE BUT NOT LATER THAN BY THE COMPLETION OF ~~45~~ 30 45 CREDIT HOURS OF COURSE WORK.

(C) EACH UNDERGRADUATE STUDENT WHO TRANSFERS TO A PUBLIC SENIOR HIGHER EDUCATION INSTITUTION WITH AT LEAST 45 CREDIT HOURS OF COURSE WORK SHALL FILE A DEGREE PLAN WITH THE INSTITUTION DURING THE STUDENT'S FIRST SEMESTER AT THE INSTITUTION.

(D) EACH DEGREE-SEEKING UNDERGRADUATE STUDENT ENROLLED AT A COMMUNITY COLLEGE SHALL FILE A DEGREE PLAN WITH THE INSTITUTION ON ENTERING THE INSTITUTION.

~~(D)~~ (E) A DEGREE PLAN FILED UNDER THIS SECTION SHALL:

(1) (I) ~~BE~~ BE DEVELOPED IN CONSULTATION WITH AN ACADEMIC ADVISOR IN THE STUDENT'S DEGREE PROGRAM; OR

(II) IF AN ACADEMIC ADVISOR IS NOT AVAILABLE IN THE STUDENT'S DEGREE PROGRAM, ANY ACADEMIC ADVISOR AT THE INSTITUTION; AND

(2) FOLLOW A PATHWAY TO A DEGREE AS REQUIRED UNDER § 15-114 OF THIS SUBTITLE.

15-114.

~~(A)~~ (A) EACH PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE STATE SHALL:

~~(1) DEVELOP A BLOCK SCHEDULING PATHWAY SYSTEM WHEREBY A DEGREE-SEEKING STUDENT IS AUTOMATICALLY ENROLLED IN COURSES FOR THE FIRST YEAR OF ENROLLMENT OR IS ENROLLED IN COURSES~~



~~CONCURRENTLY WITH THE FILING OF A DEGREE PLAN UNDER § 15-113 OF THIS SUBTITLE, WHICHEVER IS LATER;~~

(1) DEVELOP A PATHWAY SYSTEM WHEREBY PUBLIC INSTITUTIONS OF HIGHER EDUCATION ESTABLISH GRADUATION PROGRESS BENCHMARKS FOR EACH ACADEMIC MAJOR AND FOR THE GENERAL EDUCATION PROGRAM FOR STUDENTS WHO HAVE NOT DECLARED A MAJOR;

(2) REQUIRE THE ~~BLOCK-SCHEDULE~~ PATHWAY FOR EACH FIRST-TIME DEGREE-SEEKING STUDENT TO INCLUDE CREDIT-BEARING MATHEMATICS AND ENGLISH COURSES IN THE FIRST 24 CREDIT HOURS OF COURSES; AND

(3) REQUIRE THE ~~BLOCK-SCHEDULE~~ PATHWAY FOR EACH DEGREE-SEEKING STUDENT ENROLLED IN A DEVELOPMENTAL COURSE IN MATHEMATICS, READING, OR ENGLISH TO INCLUDE THE CREDIT-BEARING COURSE IN MATHEMATICS, READING, OR ENGLISH CONCURRENT WITH OR IN THE SEMESTER IMMEDIATELY FOLLOWING COMPLETION OF THE DEVELOPMENTAL COURSE.

(B) (1) THE BENCHMARKS ESTABLISHED IN SUBSECTION (A)(1) OF THIS SECTION SHALL SPECIFY THE CREDIT AND COURSE CRITERIA THAT INDICATE SATISFACTORY PROGRESS TOWARD A DEGREE.

(2) ACADEMIC UNITS SHALL ESTABLISH SCHEDULES FOR REGULAR PERIODIC REVIEWS OF STUDENT PROGRESS.

(3) STUDENTS WHO ARE IN DANGER OF FALLING BEHIND THE PROGRAM BENCHMARKS SHALL BE REQUIRED TO CONSULT WITH AN ACADEMIC ADVISOR BEFORE REGISTRATION.

~~(B) EACH PUBLIC INSTITUTION OF HIGHER EDUCATION SHALL CONSIDER IMPLEMENTING BLOCK SCHEDULING BASED ON THE TIME OF DAY TO ASSIST FULL-TIME STUDENTS OR PART-TIME STUDENTS WITH WORK OR FAMILY COMMITMENTS TO ACHIEVE A COLLEGE DEGREE.~~

15-115.

EACH PUBLIC SENIOR HIGHER EDUCATION INSTITUTION SHALL DEDICATE A PORTION OF INSTITUTIONAL FINANCIAL AID TO PROVIDE FINANCIAL ASSISTANCE TO RESIDENT UNDERGRADUATE STUDENTS THAT TRANSFER WITH AN ASSOCIATE'S DEGREE FROM A COMMUNITY COLLEGE IN THE STATE.

15-116.

(A) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, THE STANDARD NUMBER OF CREDITS REQUIRED FOR A BACCALAUREATE DEGREE FROM A PUBLIC SENIOR HIGHER EDUCATION INSTITUTION IS 120 CREDIT HOURS.

(2) THE STANDARD NUMBER OF CREDITS REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION DOES NOT APPLY IF:

(I) THE DEGREE PROGRAM IS DEFINED AS A 5-YEAR BACCALAUREATE PROGRAM;

(II) PROFESSIONAL ACCREDITATION REQUIRES A HIGHER NUMBER OF CREDIT HOURS OR REQUIRES COURSE WORK THAT CANNOT BE COMPLETED IN 120 CREDITS; OR

(III) CERTIFICATION REQUIREMENTS RESULT IN A NEED FOR CREDIT HOURS IN EXCESS OF 120.

(B) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, BEGINNING WITH FALL 2015, THE STANDARD NUMBER OF CREDITS REQUIRED FOR AN ASSOCIATE'S DEGREE FROM A PUBLIC COMMUNITY COLLEGE IS 60 CREDIT HOURS.

(2) THE STANDARD NUMBER OF CREDITS REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION DOES NOT APPLY IF:

(I) THE DEGREE PROGRAM IS DEFINED AS MORE THAN A 2-YEAR ASSOCIATE'S DEGREE;

(II) PROFESSIONAL ACCREDITATION REQUIRES A HIGHER NUMBER OF CREDIT HOURS OR REQUIRES COURSE WORK THAT CANNOT BE COMPLETED IN 60 CREDITS; OR

(III) CERTIFICATION REQUIREMENTS RESULT IN A NEED FOR CREDIT HOURS IN EXCESS OF 60.

(C) ~~THE COMMISSION~~ THE GOVERNING BOARD OF A PUBLIC INSTITUTION OF HIGHER EDUCATION, IN CONSULTATION WITH THE COMMISSION, MAY APPROVE ADDITIONAL EXCEPTIONS TO THE CREDIT HOUR REQUIREMENTS UNDER SUBSECTIONS (A) AND (B) OF THIS SECTION.

18-14A-01.

(a) **(1)** In this section[, “dually] **THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.**

**(2)** **“DUALY enrolled student”** means a student who is dually enrolled in:

**[(1)] (I)** A secondary school in the State; and

**[(2)] (II)** An institution of higher education in the State.

**(3)** **“FULL-TIME EQUIVALENT ENROLLMENT”** HAS THE MEANING STATED IN **§ 5-202 OF THIS ARTICLE.**

**(4)** **“GRANT”** MEANS THE EARLY COLLEGE ACCESS GRANT.

~~**(5)** **“LOCAL SHARE OF THE FOUNDATION PROGRAM”** HAS THE MEANING STATED IN **§ 5-202 OF THIS ARTICLE.**~~

**(B)** **THERE IS AN EARLY COLLEGE ACCESS GRANT THAT PROVIDES FINANCIAL ASSISTANCE TO DUALY ENROLLED STUDENTS IN THE STATE.**

**[(b)] (C)** In cooperation with institutions of higher education in the State, the Commission shall [establish and] administer [a grant program for dually enrolled students] **THE GRANT.**

**[(c)] (D)** A recipient of [an early college access] A grant shall:

(1) [Be a resident of the State;

(2) Be a [dually enrolled] student **DUALY ENROLLED IN THE STATE;** and

**[(3)] (2)** Demonstrate financial need according to criteria established by the Commission.

**[(d)] (E)** For courses completed under the [program] **GRANT**, a recipient [of an early college access grant] is not required to receive credit from a secondary school and an institution of higher education at the same time.

18-14A-02.

(a) Funds for the [Early College Access] Grant [Program] shall be allocated by the Commission to an institution of higher education based on the number of dually enrolled students receiving credit for courses completed at the institution.

(b) Funds for the [Early College Access] Grant [Program] shall be as provided in the annual budget of the Commission by the Governor.

18-14A-03.

The Commission shall:

(1) Establish guidelines for AWARDING the [awarding of early college access grants] GRANT to dually enrolled students; and

(2) Adopt any other guidelines or regulations necessary for the administration of this subtitle.

18-14A-04.

(A) ~~A BEGINNING ON JANUARY 1, 2014, A~~ A PUBLIC INSTITUTION OF HIGHER EDUCATION MAY NOT CHARGE TUITION TO A DUALY ENROLLED STUDENT.

(B) (1) ~~FOR SUBJECT TO SUBSECTION (D) OF THIS SECTION, FOR EACH DUALY ENROLLED STUDENT WHO IS ENROLLED IN A PUBLIC SCHOOL IN THE COUNTY, THE COUNTY BOARD SHALL PAY THE PUBLIC INSTITUTION OF HIGHER EDUCATION FOR EACH COURSE UP TO A MAXIMUM OF FOUR COURSES IN WHICH THE STUDENT IS ENROLLED WHILE A STUDENT IN A PUBLIC SECONDARY SCHOOL IN THE STATE:~~

~~(1)~~ (I) FOR A PUBLIC SENIOR INSTITUTION OF HIGHER EDUCATION, 75% OF THE COST OF TUITION; AND

~~(2)~~ (II) FOR A COMMUNITY COLLEGE, THE LESSER OF:

~~(1)~~ ~~(I)~~ 1. THE AMOUNT CALCULATED IN SUBSECTION (C) OF THIS SECTION 5% OF THE TARGET PER PUPIL FOUNDATION AMOUNT ESTABLISHED UNDER § 5-202(A) OF THIS ARTICLE; OR

~~(2)~~ ~~(II)~~ 2. THE 75% OF THE COST OF TUITION.

(2) FOR EACH COURSE IN EXCESS OF FOUR IN WHICH A DUALY ENROLLED STUDENT IS ENROLLED, THE COUNTY BOARD SHALL PAY:

(I) FOR A PUBLIC SENIOR INSTITUTION OF HIGHER EDUCATION, 90% OF THE COST OF TUITION; AND

(II) FOR A COMMUNITY COLLEGE, THE LESSER OF:

1. 5% OF THE TARGET PER PUPIL FOUNDATION AMOUNT ESTABLISHED UNDER § 5-202(A) OF THIS ARTICLE; OR

2. 90% OF THE COST OF TUITION.

(3) IF THERE IS AN AGREEMENT BEFORE JULY 1, 2013, BETWEEN A PUBLIC SCHOOL AND A PUBLIC INSTITUTION OF HIGHER EDUCATION IN WHICH THE PUBLIC INSTITUTION OF HIGHER EDUCATION CHARGES LESS THAN 75% OF THE COST OF TUITION TO A DUALY ENROLLED STUDENT, THE COUNTY BOARD SHALL PAY THE COST OF TUITION UNDER THE EXISTING AGREEMENT.

~~(C) FOR EACH DUALY ENROLLED STUDENT, THE ANNUAL AMOUNT THAT A PUBLIC INSTITUTION OF HIGHER EDUCATION RECEIVES FROM A COUNTY BOARD IS CALCULATED AS FOLLOWS:~~

~~(1) DIVIDE THE LOCAL SHARE OF THE FOUNDATION PROGRAM BY THE FULL-TIME EQUIVALENT ENROLLMENT OF THE COUNTY;~~

~~(2) DIVIDE THE QUOTIENT CALCULATED IN ITEM (1) OF THIS SUBSECTION BY THE TOTAL NUMBER OF COURSES IN WHICH THE STUDENT IS ENROLLED IN HIGH SCHOOL AND THE PUBLIC INSTITUTION OF HIGHER EDUCATION; AND~~

~~(3) MULTIPLY THE QUOTIENT CALCULATED IN ITEM (2) OF THIS SUBSECTION BY THE NUMBER OF COURSES IN WHICH THE STUDENT IS ENROLLED AT THE PUBLIC INSTITUTION OF HIGHER EDUCATION.~~

~~(D)~~ (C) (1) (I) A COUNTY BOARD MAY CHARGE A DUALY ENROLLED STUDENT A ~~STUDENT ACTIVITIES~~ FEE NOT TO EXCEED ~~50%~~ 90% OF THE AMOUNT PAID UNDER SUBSECTION ~~(B)~~ (B)(1) OF THIS SECTION.

(II) A COUNTY BOARD MAY CHARGE A DUALY ENROLLED STUDENT A FEE NOT TO EXCEED 100% OF THE AMOUNT PAID UNDER SUBSECTION (B)(2) OF THIS SECTION.

(2) A COUNTY BOARD SHALL CONSIDER THE FINANCIAL ABILITY OF STUDENTS WHEN SETTING FEES.

**(3) A COUNTY BOARD SHALL WAIVE THE FEE FOR STUDENTS WHO ~~DEMONSTRATE FINANCIAL NEED~~ ARE ELIGIBLE FOR FREE AND REDUCED PRICE MEALS.**

**(D) IF THERE IS AN AGREEMENT BETWEEN A PUBLIC SCHOOL AND A PUBLIC INSTITUTION OF HIGHER EDUCATION IN WHICH A PUBLIC SCHOOL AGREES TO PAY FOR MORE THAN FOUR COURSES AT A PUBLIC INSTITUTION OF HIGHER EDUCATION FOR A DUALY ENROLLED STUDENT, THE PUBLIC SCHOOL SHALL PAY FOR THE NUMBER OF COURSES UNDER THE AGREEMENT.**

**18-14A-05.**

**EACH COUNTY BOARD SHALL ~~OFFER~~ MAKE ALL HIGH SCHOOL STUDENTS WHO MEET MUTUALLY AGREED ON ENROLLMENT REQUIREMENTS AWARE OF THE OPPORTUNITY TO DUALY ENROLL UNDER THIS SUBTITLE.**

[18-14A-04.] ~~18-14A-05.~~ 18-14A-06.

An institution of higher education that receives State funds under this subtitle shall provide the Commission with an annual audit of the use of the funds.

**24-703.1.**

**THE CENTER SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON OR BEFORE DECEMBER 15 OF EACH YEAR, DISAGGREGATED BY LOCAL SCHOOL SYSTEM, REGARDING:**

**(1) THE NUMBER OF STUDENTS WHO ARE DUALY ENROLLED UNDER TITLE 18, SUBTITLE 14A OF THIS ARTICLE; AND**

**(2) THE NUMBER AND COURSE NAME OF THE COURSES IN WHICH A STUDENT UNDER ITEM (1) OF THIS SECTION DUALY ENROLLS AT THE HIGH SCHOOL AND AT THE PUBLIC INSTITUTION OF HIGHER EDUCATION.**

**24-801.**

(a) In this section, "Council" means the Governor's P-20 Leadership Council of Maryland.

(i) The Council shall investigate ways to improve education, advance workforce creation, and make the State more competitive through some or all of the following strategies:

- (1) Ensuring that all students have the basic, critical thinking, and technical skills necessary to succeed in the modern workplace;
- (2) Reducing dropout rates and increasing retention and graduation rates in high school and college;
- (3) Improving student achievement and closing student achievement gaps;
- (4) Improving teaching quality;
- (5) Improving teacher retention;
- (6) Strengthening and expanding educational leadership programs;
- (7) Redesigning career and technology education programs to meet college expectations and employer needs;
- (8) Expanding the availability of career and technology programs and high school centers;
- (9) Strengthening STEM programs at the high school and college levels;
- (10) Connecting high school expectations and college expectations with employer needs;
- (11) Creating pathways for all students to obtain college degrees;
- (12) Providing teachers the resources and professional training they need to help students reach higher standards;
- (13) Expanding opportunities for continuous learning;
- (14) Aligning high school graduation requirements with college readiness requirements;
- (15) Improving the connections between the pre-kindergarten, primary, secondary, and higher education systems;
- (16) Creating programs and incentives to encourage mutually beneficial relationships between schools, school systems, higher education, and the business community; [and]
- (17) **ENSURING COLLEGE AND CAREER READINESS AND COLLEGE COMPLETION STRATEGIES ARE IMPLEMENTED; AND**

(18) Any other strategies requested by the Governor or General Assembly.

**(M) BY DECEMBER 1, 2014, AND EVERY 2 YEARS THEREAFTER, THE COUNCIL SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON THE PROGRESS OF IMPLEMENTING COLLEGE AND CAREER READINESS AND COLLEGE COMPLETION STRATEGIES ESTABLISHED IN § 7-205.1, TITLE 11, SUBTITLE 7A, §§ 15-113 THROUGH 15-116, AND TITLE 18, SUBTITLE 14A OF THIS ARTICLE.**

SECTION 2. AND BE IT FURTHER ENACTED, That:

(a) The State Department of Education shall develop a plan, in consultation with institutions of higher education, to improve college and career counseling that is provided to students in middle and high schools.

(b) The plan developed under subsection (a) of this section should:

(1) identify best practices used in the State and nationally; and

(2) include recommendations for a competitive grant program that would be used to implement these best practices across the State as well as recommendations for implementing the College Readiness Outreach Program established under § 18-303.1 of the Education Article.

(c) The Department shall submit the plan to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly by October 1, 2013 to ensure appropriate funding for the plan may be considered for inclusion in the fiscal year 2015 operating budget.

SECTION 3. AND BE IT FURTHER ENACTED, That, on or before December 1, ~~2013~~ 2014, the State Department of Education shall report to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly, regarding:

(1) the feasibility of the award of a Maryland high school diploma regardless of whether a student has completed the minimum requisite credits or 4 years of high school if the student:

(i) is assessed as college *and career* ready under § 7-205.1 of the Education Article, as enacted by Section 1 of this Act; and

(ii) meets the student service and other assessment graduation requirements established in regulations; and



(2) if found to be feasible under item (1) of this section, an implementation plan for the award of a Maryland high school diploma regardless of whether a student has completed the minimum requisite credits or 4 years of high school.

SECTION 4. AND BE IT FURTHER ENACTED, That:

(1) On or before December 31, 2013, the Maryland Higher Education Commission Segmental Advisory Council shall submit a report to the Governor and, in accordance with § 2–1246 of the State Government Article, to the Senate Budget and Taxation Committee, the Senate Education, Health, and Environmental Affairs Committee, the House Appropriations Committee, and the House Committee on Ways and Means regarding Maryland’s academic course articulation data system and academic course transferability between institutions of higher education in the State.

(2) The report required under paragraph (1) of this section shall include:

(i) a review of the online articulation data system currently in use, known as The Articulation System for Maryland Colleges and Universities (ARTSYS), and whether improvements to the transparency and user–friendly functionality of ARTSYS can be accomplished in a timely manner;

(ii) a review of whether there is an alternative articulation data system available and, if so, what would be the cost and schedule of implementation of the alternative system;

(iii) an analysis of any gaps and deficiencies in the articulation of academic course equivalencies amongst segments of higher education;

(iv) recommendations to establish a course articulation system that is transparent and user–friendly for students and administrators at institutions of higher education; and

(v) recommendations on how to maximize degree credit transferability in a cost– and time–efficient manner.

SECTION 5. AND BE IT FURTHER ENACTED, That, on or before December 1, 2013, the Maryland Higher Education Commission shall report to the Governor and, in accordance with § 2–1246 of the State Government Article, the General Assembly, regarding obstacles and barriers, if any, toward facilitating the sharing of student information among institutions of higher education in the State in furtherance of the communication campaign required under § 11–209 of the Education Article.

SECTION 6. AND BE IT FURTHER ENACTED, That:

(1) On or before December 31, 2017, the Maryland Higher Education Commission, in collaboration with the State Board of Education, the University System of Maryland, Morgan State University, St. Mary's College of Maryland, and the Maryland Association of Community Colleges shall report to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly regarding the academic, enrollment, and financial impacts of being a dually enrolled student under Title 18, Subtitle 14A of the Education Article.

(2) The report required under paragraph (1) of this section shall include:

(i) information disaggregated by local school system and by public institution of higher education; and

(ii) the identification of obstacles to expanded participation in dual enrollment.

SECTION ~~7~~ 7. AND BE IT FURTHER ENACTED, That, by December 1 of each year, the Maryland Higher Education Commission shall submit to the Department of Legislative Services de-identified data in compliance with the federal Family Educational Rights and Privacy Act that is collected from institutions of higher education and submitted to Complete College America.

*SECTION 8. AND BE IT FURTHER ENACTED, That the State Department of Education, in collaboration with the county boards of education and the Maryland Higher Education Commission, and with input from other stakeholders, shall study the transition courses required under Section 7-205.1 of the Education Article as enacted by Section 1 of this Act and examine the development, content, and implementation of transition courses to be delivered to students in the 12th grade who are not college and career ready at the end of 11th grade. The study shall include the alignment of transition courses with the Common Core State Curriculum as well as whether the courses should be credit-bearing and should be considered to meet the requirements for high school graduation. The study shall determine the appropriate assessment to be used to determine college and career readiness and include the number of credits toward graduation that students have accumulated upon entering 12th grade in each local education agency. The study shall also address how students' level of college and career readiness will be reflected on high school transcripts. It is the intent of the General Assembly that separate high school diplomas not be established. A report including any recommendations shall be submitted to the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Ways and Means Committee, and the House Appropriations Committee no later than December 15, 2013.*

SECTION ~~4~~ ~~8~~ 9. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2013.

**Approved by the Governor, May 16, 2013.**

## Appendix 18

Memorandum of Understanding  
between  
Carroll Community College  
and  
the Board of Education of Carroll County  
  
For Approved Dually Enrolled Students

This Memorandum of Understanding is made between Carroll Community College, 1601 Washington Road, Westminster Maryland 21157 (hereinafter the College) and the Board of Education of Carroll County, 125 North Court Street, Westminster Maryland 21157.

WHEREAS during a given school year, there are students who are enrolled in Carroll County Public Schools (hereinafter CCPS), and who have not yet earned a high school diploma, and

WHEREAS, some of these CCPS students, who meet the criteria established by CCPS, also are simultaneously enrolled in classes at the College (such students hereinafter referred to as dually enrolled students), and

WHEREAS, the Maryland legislature has enacted SB740 (College and Career Readiness and College Completion Act of 2013) during the 2013 session of the Maryland State Legislature, said legislation to take effect on July 1, 2013, and

WHEREAS, SB740:

- allows for a county board to pay the cost of tuition under an agreement between the public school and the public institution of higher education which existed prior to July 1, 2013, under certain specified circumstances;
- requires each county board of education to provide funding to institutions of higher education for dually enrolled students;
- authorizes county boards of education to charge a fee to dually enrolled students;
- requires the county board to waive this fee for certain students;
- requires the county board of education to make students aware of the opportunity to dually enroll under certain circumstances; and

WHEREAS, it is the intention of this MOU to fulfill the requirements of SB740 in a manner which can be effectively and efficiently administered by the College and CCPS,

WHEREFORE, the College and CCPS do hereby enter into this agreement that establishes their respective responsibilities with regard to enrolling and billing dually enrolled students

IV. Awarding of Credit

Upon successful completion of the course(s), the student will receive college credit. The grade report will be forwarded at the conclusion of each semester directly to the high school. Dual enrollment courses will be reflected on the student's high school transcript and the final grade will be calculated into the high school GPA. College courses at the 100 level or above will receive .5 high school credit for 1-2 college course credits and 1.0 high school credit for 3-5 college course credits. Dual enrollment courses will be weighted as a transcribed/AP course and may count toward graduation requirements.

V. Tuition and Fees

For each dually enrolled student, CCPS shall pay up to a maximum of four (4) courses for which the student is enrolled while the student is simultaneously enrolled as a CCPS student. CCPS shall pay tuition costs for dually enrolled students in accordance with the following tuition scale:

- For first 4 courses in the student's high school career, the College will charge 75% of the current tuition amount. CCPS will charge students 90% of the 75% amount.
- For 5 or more courses in the student's high school career, the College will charge 90% of the current tuition amount. CCPS will charge students 100% of the 90% amount.

The parties further agree that equivalent financial calculations to the percentage of tuition detailed above will be completed by the College for qualifying, noncredit courses. These equivalent financial calculations require converting applicable credit tuition charges to equated noncredit tuition charges.

VI. Tuition Fee Waiver for Students Eligible for Free and Reduced Meals

CCPS shall waive the fee for students who are eligible for Free and Reduced Meals (FARMs) in a semester where the student is a dually enrolled student. CCPS will verify the FARMs status of the student to the College on the course approval form. In such cases, the College will charge CCPS the full 75% of the current tuition amount.

VII. Other Fees

Dually enrolled students will be responsible for all other applicable fees charged by the College, as well as text books, materials, and other associated costs.

VIII. Billing

For the purposes of billing under this MOU, the College is designated by CCPS as a school official under the CCPS Family Educational Rights and Privacy Act (FERPA) policies and regulations. As the designated school official, the College shall act as the billing agent for CCPS and comply with all aspects of the CCPS FERPA policies and procedures.

The College will submit a single invoice to students following its normal procedures and incorporating the tuition and fee charges defined in Sections V., VI., and VII. of this MOU. The College will invoice CCPS for the charges defined in Sections V. and VI. of this MOU

XIII. Legal Applicability

Each party shall be solely responsible for complying with all federal and state laws and regulations applicable to that party. Nothing in this MOU is intended to extend the legal responsibility of CCPS to provide programs or services to students while those students are participating in the dual enrollment program at the College. Dually enrolled students attending the College shall be entitled only to those programs and services for which they are eligible that are offered by the College to all other students. CCPS shall remain responsible for providing programs and services to its students only to the extent the students are enrolled in and attending CCPS.

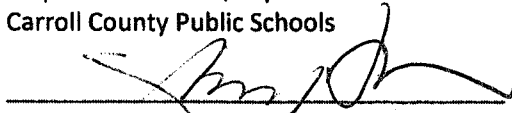
XIV. Effective Date and Termination of MOU

This MOU becomes effective upon the signature of both parties and shall continue in effect unless voided by either party upon sixty (60) days prior written notice. The MOU will be amended as necessary to reflect future revisions to legislation or other requirements that either CCPS or the College must fulfill. The College and CCPS will consider, in good faith, any other proposed amendments. The MOU may only be amended by written amendments signed by both parties.

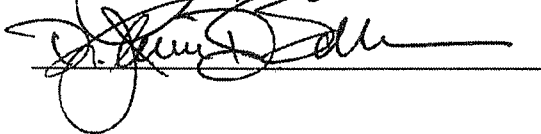
The parties agree that this MOU supersedes previous agreements on dual enrollment including the previously executed Memorandum of Understanding between the parties pertaining to CCPS Academy of Health Professions students into CCC non-credit Allied Health courses.

IN WITNESS WHEREOF the parties hereto have executed this MOU in duplicate this 31<sup>st</sup> day of SEPTEMBER, 2014.

Stephen H. Guthrie, Superintendent  
Carroll County Public Schools



Dr. James Ball, President  
Carroll Community College



<p><b>Business</b></p>	<ul style="list-style-type: none"> <li>• Accounting Pathways</li> <li>• Business Administration Pathways</li> <li>• Certification Pathways</li> </ul>
<p><b>Creative Arts</b></p>	<ul style="list-style-type: none"> <li>• Performing Arts Pathways</li> <li>• Visual Arts Pathways</li> </ul>
<p><b>Education</b></p>	<ul style="list-style-type: none"> <li>• Early Childhood Education and Early Childhood Special Education Pathways</li> <li>• Elementary Education and Elementary Special Education Pathways</li> <li>• Secondary Education Pathways</li> <li>• Teacher Education Pathways</li> </ul>
<p><b>Health Care Professions</b></p>	<ul style="list-style-type: none"> <li>• Bioprocessing, Cardiovascular Technology, Dental Hygiene, Diagnostic Medical Sonography, Nuclear Medicine Technology, Radiography, Respiratory Care and Surgical Technology Pathways</li> <li>• Emergency Medical Services</li> <li>• Health Information Technology</li> <li>• Nursing</li> <li>• Physical Therapist Assistant</li> </ul>
<p><b>Humanities and Communication</b></p>	<ul style="list-style-type: none"> <li>• English Pathways</li> <li>• History Pathway</li> <li>• Philosophy Pathway</li> <li>• World Language Pathways</li> </ul>
<p><b>Science, Technology, Engineering, Math and Health Sciences</b></p>	<ul style="list-style-type: none"> <li>• Computer Technology Pathways</li> <li>• Engineering and Math Pathways</li> <li>• Health Science and Exercise Science Pathways</li> <li>• Scientific Exploration Pathways</li> </ul>
<p><b>Social Sciences</b></p>	<ul style="list-style-type: none"> <li>• Aging Studies Pathway</li> <li>• Criminal Justice Pathways</li> <li>• Economics Pathway</li> <li>• Political Science and Legal Studies Pathway</li> <li>• Psychology Pathway</li> <li>• Sociology, Social Work and Anthropology Pathways</li> </ul>

Appendix 20

One Step Away  
Complete College Maryland State Grant Program

FY 2014 APPLICATION COVER SHEET

Project Title: *One Step Away: Enter to Learn and Complete*

Higher Education Institution: Carroll Community College

Project Director(s) Name and Title: Michael J. Kiphart, Ph.D.  
Dean of Student Affairs

Campus Telephone: 410-386-8217

FAX Number: 410-386-8415 E-mail: [mkiphart@carrollcc.edu](mailto:mkiphart@carrollcc.edu)

Campus Mailing Address: 1601 Washington Road  
Westminster, MD 21157

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Grants Office Post-Award Officer Name and Title: Kathy L. Mayan  
Development Coordinator

Email address: [kmayan@carrollcc.edu](mailto:kmayan@carrollcc.edu) Phone number: 410-386-8155

Campus Mailing Address: 1601 Washington Road  
Westminster, MD 21157

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Finance or Business Office Contact:  
Name: Timothy A. League Title: Director of Fiscal Affairs

Email address: [tleague@carrollcc.edu](mailto:tleague@carrollcc.edu) Phone number: 410-386-8052

Campus Mailing Address: 1601 Washington Road  
Westminster, MD 21157

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Certification by authorizing official Name and Title (V.P. level or above):

Signature: \_\_\_\_\_



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2. Oversight Committee Resumes and Biographies	

***One Step Away: Enter to Learn and Complete***  
**Complete College Grant Maryland**

**Project Title:** *One-Step-Away: Enter to Learn and Complete*

**Higher Education Institution:** Carroll Community College

**Abstract:** To support its efforts for degree completion, Carroll Community College plans to graduate one-fourth of its near-completers' population. Compelling data showed a sizeable gap between transfer (58%) and degree attainment (29%). Acknowledging the challenges of near-completers, as well as creating a culture of completion, Carroll is motivated to strengthen its current completion practices. Utilizing funds from the *One Step Away* grant, Carroll proposes contacting approximately 480 near-completers to offer incentives that include tuition and book scholarships, childcare and transportation vouchers, as well as gift cards for degree attainment. Seed money will be used for adding services, such as CLEP preparation and testing and Point Across Solutions (e-messaging software with analytics) to help the College move its completion initiatives forward. An Oversight Committee was established and has been charged with developing the management, operational plans, and timelines identified in this application. Trained faculty and advisors will offer a concierge level of service and design an individual plan of completion for each participant. Frequent monitoring will ensure meeting the identified objectives of the grant. This ambitious plan can be accomplished because Carroll already has a proven track record of excellence. The culture of completion began with conversations with Academic Affairs faculty and Student Affairs staff five years ago in program reviews. Subsequently, process improvements have initiated a clear connection between practice, data, and research infrastructure. Therefore, the College is confident that it can accomplish the goals set forth in this *One Step Away* grant application.

**Carroll Community College**  
**One Step Away: Enter to Learn and Complete Grant Application**

**I. Needs Assessment (10 points)**

Inscribed above the main entrance to Carroll Community College are the words, “Enter to learn.” It is intended to inspire students as they come through the doors to engage in their educational endeavors. In light of the current emphasis on completion from both federal and state initiatives, as well as our own, it seems adding the words “and complete” might inspire students to include intentional planning to finish as they work to meet their future educational goals.

Carroll Community College is a vibrant and thriving rural-suburban institution serving the postsecondary education, baccalaureate preparation, and lifelong learning needs of the citizens of Carroll County, Maryland. The following table describes the demographic characteristics of the College’s degree-seeking students:

<b>Fall 2013- Spring 2014 Degree-Seeking Student Demographics</b>	
Fall 2013 Enrollment	3,794
Spring 2014 Enrollment	3,420
Full-time	65%
Ethnicity	92% White non-Hispanic
Gender	61% female/39% male
Age Band	63% fall in the 18 to 24 years category
Pell-Eligible Students	20%*
*However, only 21.4% of these students have 50% or more of their total financial need met by grants and scholarships.	

Carroll Community College is committed to completion. Carroll’s graduation rates clearly demonstrate why Governor O’Malley has challenged community colleges to increase degree attainment. According to the Integrated Postsecondary Education System Data System (IPEDS), the following Carroll graduation rates are documented for first time, full-time, degree seeking students:

<b>Cohort Length</b>	<b>Fall 2007 Cohort Graduation Rates</b>	<b>Fall 2008 Cohort Graduation Rates</b>	<b>Fall 2009 Cohort Graduation Rates</b>
2 year	7%	9%	13%
3 year	21.9%	25%	28%
4 year	27%	31%	Not Available
6 year	33.7%	Not Available	Not Available

Graduation rates from Carroll Community College’s Degree Progress Report reveals that 34.4% of the fall 2008 cohort earned an associate’s degree. Keep in mind Degree Progress tracks first-time students (full- and part-time) over four years and excludes students who did not attempt 18 hours over the first two years (developmental courses and withdrawals count in attempted hours). The data proves that completion rates increase when students are given more time to complete degree requirements.

According to the National Center for Educational Statistics College Navigator, Carroll ranks first in three-year graduation rates for Maryland Community Colleges for the 2009 first time, full-time cohort. However, in terms of transfer rate, Carroll ranks eighth in the state. This gap is further supported by Carroll's Institutional Effectiveness Learning Measures (September 23, 2013 Status Report). The 2003-2006 cohorts had a Graduation-Transfer Rate of approximately 58%, but the Associate Degree Completion Rate was only 29%. This compelling data indicates that twice as many students are transferring before completing their associate's degree and further suggests that Carroll needs to examine its completion practices that target students after 30 credits. National evidence also suggests community college students who transfer before degree completion are at a greater risk of completing their bachelor's degree compared to those students who transfer with an associate's degree.

In response to the Maryland Completion Agenda and examination of the above data, Carroll Community College took action by enhancing a culture of completion on the campus. Initially, a conversation with all faculty and Student Affairs staff identified Carroll's strengths in helping students reach completion. A Completion Task Force formed in fall 2013, consisting of academic department chairpersons as well as directors from Student Affairs, Continuing Education, and Instructional Technology. Four teams emerged from the conversation and were charged with identifying specific tasks related to strengthening Carroll's completion agenda. The teams were: Completion Incentives, Intentional Advising, Areas of Study, and System Software. Much of the groundwork identified in the operational plan of this grant came from the subsequent discussions and action plans that are in implementation stages. In addition, Completion Task Force responses were aligned with the *Carroll Community College Strategic Plan FY 2014*, which was approved by the President and endorsed by the Planning Advisory Council on September 23, 2013. (See Project Objectives and Outcomes.)

Using the WebIntelligence reporting structure, which pulls verified data from its Colleague Ellucian collection system, Carroll has identified 180 near-completers in Cohort I, comprised of students enrolling in terms starting in 2007 and going through 2012. Cohort I students mirror the student demographics of the 2013-2014 academic year with the exception of age: 69% now range in age from 20 to 29 years, which contrasts with 32% of our credit students currently under the age of 20. The Oversight Committee also identified 262 students who were enrolled in any academic term between 2000 and 2006. Based on the data in Cohorts 1 and 2, the Committee believes a third Cohort will involve another 38 students. This cohort will be comprised of students who began in 2008-2013 and who have not enrolled in the 2013-2014 academic year.

The College expects that these near-completer students may face multiple barriers to graduate, including some that are specific to living in a rural community such as Carroll County. Transportation is a significant issue for Carroll students. Many live in remote rural locations and face challenges due to the very limited public transportation available. Although Carroll introduced an online degree in spring 2014, some students in remote agricultural areas cannot take advantage of this opportunity due to the lack of broadband internet capabilities.

Then consider that 60% of Carroll's degree-seeking students are first-generation college students, who do not always have the financial support to attend college. Carroll cannot ascertain the Pell Grant eligibility of the grant participants to see if this was a barrier; however, it is possible more students might now be eligible because they may have an independent tax

status. In addition, the College did not have a loan program until fall 2013, making it more difficult to have sufficient funds to pay for college courses.

Although one might expect that students who have completed 45 credits would have finished college math, the data shows one-third of Carroll's students have been identified as missing college math and indeed several of them failed or withdrew from math in their last semester at Carroll. This suggests that math is a significant barrier to degree completion and needs to be addressed.

The completion agenda has motivated Carroll Community College to re-consider its practices for all students. Much focus has been placed on the incoming student through marketing and orientation activities. However, there is a deficit of intentional activity for the near-completers at the other end. Carroll Community College has developed a set of completion initiatives that provides a strong foundation for serving the near-completer population, while focusing on student academic goals and the elimination of persistent barriers. Having grant assistance will allow the College to powerfully move these initiatives forward within two years instead of taking four to six to establish these practices. Given Carroll's successful track record, we believe it is possible to meet the goal we've identified: graduate 25% of the identified Cohort 1 near-completers, thereby increasing our completion rates from 34.4% to 44% or higher.

## **II. Project Objectives and Projected Outcomes (10 points)**

Carroll Community College's goal for the *One Step Away* grant is to graduate 25% of the identified Cohorts 1, 2, and 3 near-completers at the end of the two-year grant period. The following grant objectives and outcomes are closely aligned with the Carroll Community College *Compass*, the College's Strategic Plan for FY2014, approved by the President and endorsed by the Planning Advisory Council on September 23, 2013.

**Grant Objective 1:** Develop new and/or improve existing outreach strategies to inform and encourage near-completers to re-enroll in college.

**Outcome:** Attempt to contact the 480 identified near-completers (C1 = 180, C2 = 262, C3 = 38) of which 10% are degree-eligible and 90% degree potential), using the MVA electronic report, via phone calls, post cards, social networks, asynchronous communications, and e-messaging.

**Grant Objective 2:** Enhance student support systems to include academic, financial, and/or social advising and supports that facilitate smooth re-entry into the educational environment and retention through degree completion.

**Outcome:** Provide training to a selected group of eight to ten staff members to provide concierge-level services to their assigned near-completer students, providing a menu of services that are individualized for the students to support re-entry all the way through completion.

**Carroll Community College FY2014 Strategic Plan Alignment: I-1-ASA-h**

Develop intrusive advising strategies to assure that all degree seeking students are progressing according to recommended completion plans.

**Grant Objective 3:** Increase re-enrollment rates of near-completers by offering a track/plan of study, which will increase the speed of completion.

**Outcome:** After evaluating the Carroll Community College Degree Audit as well as transcript(s) of credit from other postsecondary institutions, 75% of the participating near-completers who are not enrolled in the current Associate of Arts/General Studies degree will change to this program.

**Carroll Community College FY2014 Strategic Plan Alignment: I-1-ASA-g**

Working from newly revised program pathways (including program completion milestones) all entering degree-seeking students will have developed a plan for degree completion.

**Grant Objective 4:** Establish and implement prior learning assessments or competency based testing to award college credit for returning adult learners.

**Outcome:** Develop a Continuing Education course to prepare 25% of participating near-completers who need the general education mathematics requirement to take the College Mathematics CLEP test.

**Carroll Community College FY2014 Strategic Plan Alignment: I-1-ASA-i**

Develop recommendations for providing students with incentives to increase degree completion rates.

**Grant Objective 5:** Increase re-enrollment rates of near-completers by offering new campus-based sustainable financial aid options using campus or other financial aid resources for support such as text book cost waivers and/or tuition discounts.

**Outcome:** Offer reduced tuition and book scholarships up to 15 billable hours to participating degree potential students, childcare and transportation vouchers not to exceed the grant period as well as gift cards to students who attain an associate's degree.

**Carroll Community College FY2014 Strategic Plan Alignment: I-1-ASA-i**

Develop recommendations for providing students with incentives to increase degree completion rates.

**III. Management Plan (15 points)**

Carroll proposes dividing the project into the following management teams:

Team	Person Responsible	Activity	Timeline
Project Manager	Dr. Michael Kiphart, Dean of Student Affairs	Assign the last 30 minutes of his weekly staff meetings to discuss grant progress. Staff includes the Directors of Admissions, Advising, Career Development, Financial Aid, Registration, Student Life and Coordinators of Student Retention and Transfer  Complete periodic progress reports.	July 16, 2014 through July 13, 2016  Quarterly, with Annual Progress report due in July, 2014 and 2015 and a final report October 14, 2016
Oversight Committee		Develop communications plan, schedule, and documents. Develop guidelines and processes for incentives.	August 31, 2014
Software Implementation	Robert Brown, Dean of STEM, Nursing, and Allied Health	Serves as a member of the Technology Advisory Group – he will oversee software purchase and implementation.	August 31, 2014 – software purchase October 1, 2014 – software implementation
Advising Implementation	Janenne Corcoran, Director of Advising	Work with advising staff and interested faculty to complete training regarding the identification process and the specific needs of grant-eligible students.  Import students into Colleague Retention Alert system and assign cases.  Implement communications plan to begin student contact.  Conduct initial advising meetings, registration and continued implementation of communications plan.	August 31, 2014 – initial training completed. October 31, 2014 – initial contact with 25% of Cohort 1 Target: 45 students  September 15, 2014  September 15 2014 Target: 45 students  September – December, 2014 Target: Contact 100% of identified Cohort 1 students.
Prior Learning Implementation and Online Graduation Application	Paul Hunter, Transfer Coordinator	Arrange for application to become a CLEP test site. Work with Student Affairs staff and IT to develop an online graduation application and process.	August 31, 2014 – application completed and online application form and process in place.

Training Implementation	Steve Geppi, Dean of Arts, Letters, Business, and Social Sciences Dr. Jan Ohlemacher, Director of Instructional Development Susan Sies, Chair of Education	Work with Continuing Education to develop a CLEP prep course. Work with consultant to develop training modules for advisors and interested faculty.  Develop a session for faculty development to assist faculty in embracing and promoting a "culture of completion."	October 31, 2014 – College Math CLEP prep course completed. Target: 15 students  August 31, 2014 – initial training completed. Target: 10 staff members
Data Collection	Dr. Jan Ohlemacher, Director of Learning Outcomes Assessment	As chair of the Data Governance Committee, she will work with committee members and her staff to prepare data reports using WebIntelligence templates.	September 30, 2014 – initial templates will be ready for implementation.
Budget Oversight	Steven Geppi, Dean of Arts, Letters, Business, and Social Sciences	Monitor budget and provide periodic updates regarding expenditures.	Quarterly reports
Academic Policy Changes	Steve Geppi, Dean of Arts, Letters, Business, and Social Sciences Susan Sies, Chair of Education	Work with academic department chairs to determine guidelines for appropriate course substitutions for degree completion.	August 31, 2014

Carroll will continue to sustain the near-completer initiatives outlined in this proposal, using institutional and Carroll Community College Foundation resources. New cohorts of near-completers will be identified, contacted, and provided the same concierge-level services each year. The costs will be reduced, as new cohorts each year will be smaller than the first two cohorts, which span 14 years. Students identified in the initial cohorts will continue to receive the aforementioned services through graduation, even if this is beyond the two-year timeframe of the grant.

#### IV. Operation Plan (30 points)

Using existing Web Intelligence software, the Oversight Committee (see section III, Management Plan for personnel) has already completed the process of identifying near-completer student cohorts, defined as:

- students who have completed at least 75% or 45 or more credits of their academic program,
- are in good academic standing with at least a 2.0 cumulative GPA, and
- have not enrolled in the last academic year (i.e., no enrollment in 2013-14 terms).

The Committee compared these reports with National Student Clearinghouse files and eliminated students from the cohort who either attended or graduated from other two and four-year public and private colleges in subsequent years.



The Committee then identified three separate cohorts to recruit to participate in this completion project.

- The first cohort involves all of the aforementioned criteria but only involves students who entered Carroll Community College in years 2007-2013 (N=180). Project staff will begin the recruiting process for Cohort 1 beginning September 15, 2014 (Year One of the project timeline).
- The second cohort consists of students who entered Carroll Community College between the academic years of 2000 to 2006 (N=262). Project staff will recruit and engage this second group beginning September 15, 2015 (Year Two of the project timeline).
- A third cohort will also be identified and engaged in Year Two of the project timeline, which will consist of students who have not been previously contacted and who were not enrolled in the 2014 academic year. In other words, this cohort will consist of “New Near-Completers.” Given the number of students in both Cohort 1 and Cohort 2, we expect this number to be approximately 38 students.

Carroll Community College will identify, recruit, engage, and incentivize New Near-Completer Cohorts each year as a sustained extension of this initial project.

One of the objectives of this project is to increase the six-year graduation rate at Carroll Community College. By focusing our efforts on Cohort 1 in the first year, the College will reach this goal. However, we want students to complete their degrees regardless of the amount of time that has elapsed since their last enrollment. Therefore, the Oversight Committee has expanded the scope of this project to include a second cohort that we will engage in Year Two. We believe this is the best way to create the largest completion impact in the proposed project timeline.

A detailed timeline follows at the end of this section. Listed below are highlights of the operational plan:

1. Between the start of the grant timeline in July and the initial engagement of Cohort 1 in September, the Oversight Committee members will meet with faculty department chairs to share the project’s purpose and discuss existing credit for prior learning and course substitution processes and procedures. New processes, procedures, and initiatives will be considered. A goal of this meeting will be to identify faster pathways to completion for near-completers. This information will be communicated to the Project Manager, who will integrate the information into the development of the *One Step Away: Enter to Learn and Complete* advisor training that will include faculty representation as well.
2. The Oversight Committee, as well as other necessary departments on campus (e.g., Foundation Office, Financial Aid Department, and Administration Department), will finalize the financial incentives process and procedures so they are in place by August 31, 2014.
3. Prior to the initial contact by September 15, 2014, a communication plan and schedule will be set up, and communication documents will be finalized. The Oversight

Committee will also finalize the types of communications (e.g., letters, postcards, emails, phone calls, social networking, etc.) and the schedule of communications for each student in each cohort. Staff already trained in the use of Communications Management will then develop the communications codes, tracks, and documents within the software. Trained support staff in the Advising and Transfer Center will manage and process the communications daily following the existing practice.

4. The Project Manager (refer to Section III, Management Plan to see personnel details) is charged with developing a *One Step Away: Enter to Learn and Complete* advisor training. The goals of the *One Step Away: Enter to Learn and Complete* advisor training will be to introduce the project goals and projected outcomes, review recruiting and outreach strategies, review the step-by-step process for providing concierge level service to students in the cohort, learn about possible options to accelerate degree completion (e.g., course substitutions, credit for prior learning, CLEP testing, academic program and catalog changes, re-evaluation of transfer courses). In a norming session, selected faculty and advisors will practice working with example cases and will discuss prescribed interventions to share ideas and determine best practices.
5. Once Carroll Community College receives the initial award, the Project Manager will initiate a purchase request for Point Across Solutions Software (see Section VI, Budget Request Summary for Details). The software, consulting service, and analytics will greatly improve marketing and outreach efforts for this project as well as marketing and outreach efforts to retain students currently enrolled. The software will be utilized to create dynamic video messages that will be sent to students.
6. In an effort to facilitate the completion process for all students in the cohort, but especially for students identified as degree-eligible, Oversight Committee members will work with the IT department to create a fillable PDF form of the original and will post it on the College's website. Once degree eligible students connect with their *One Step Away: Enter to Learn and Complete* advisor, they will be sent an electronic copy of the graduation application to complete and send back electronically for processing. Given that we expect 10% of our student cohort population to be degree eligible, we will want to have this in place prior to the initial contact date on September 15, 2014.
7. The Project Manager will work with the Testing Center to receive certification via College Board to offer CLEP testing at the College's Testing Center. The Oversight Committee has already verified the basic hardware and software needed to administer CLEP tests is in place. No other certified CLEP Testing Center exists in Carroll County, so this is a much needed resource for the entire community as well as the near-completer cohort. Those students needing math, for example, will have a shorter option for their completion plan.
8. The College is keenly aware that developmental math is often a significant barrier for graduation and has identified 44 students in Cohort 1 who need developmental math.

To be successful, these students need to retake the math placement test and would likely need at least a two-semester sequence to complete college math. The CLEP preparation for College Mathematics is designed to offer an alternative, accelerated pathway to meet this need.

9. Members of the Oversight Committee will also work with the Continuing Education Department to develop CLEP preparation courses. Re-entering college, these students could benefit from preparation courses for CLEP tests initiated in this project. Both the preparation course and the Testing Center certification to administer the CLEP test will be complete by December, 2014. Cohort students who would benefit from the CLEP prep course and CLEP testing will have the cost covered by the grant.
10. Beginning September 15, 2014, Cohort 1 students will be imported into Carroll Community College's Retention Alert software program. Retention Alert is an existing Ellucian module the college purchased and implemented in 2010. The software can be used to store detailed advising notes, document contact methods with students, track retention efforts for enrolled students, and retrieve program outcome information. Once cases are open, initial contact letters can be printed and email communication tracks will begin. The communication track and plan will be finalized by August 2014.
11. Once cases are opened in Retention Alert, the Project Manager will assign caseloads to eight specially trained *One Step Away* advisors. Each advisor will have approximately 29 students to see through completion. According to the implementation plan, initial letters signed by the President of the College will be sent by September 15, 2014. Caseloads will also be assigned at the same time. *One Step Away: Enter to Learn and Complete* advisors will review caseloads and develop preliminary plans to completion for their students. Near-completers will be divided into two groups: Degree Eligible Near-Completers and Degree Potential Near-Completers. Advisors will begin contacting students directly no later than September 22, 2014. Advisors will document contact attempts and outcomes in Retention Alert. When contact information proves incorrect, advisors will attempt to gather additional contact information from secondary sources (e.g., social media sites, phone book, college records, Google).

All communications will advertise the three aforementioned financial incentives offered to students (i.e., \$25 gift card, tuition discount, book voucher, and childcare and travel vouchers). Once students respond, advisors will recruit students to participate in the completion project.

Once students agree to participate, the concierge level service begins with the advisor and student. Degree-eligible students can complete the entire process online. At that time, advisors will forward the electronic graduation application to the student. As soon as the paperwork is complete, the student will be forwarded the \$25 gift card. Degree-potential students will be encouraged to meet with advisors individually, but in-person meetings will not be required. Advising appointments can also be conducted via Skype,

email, or telephone. Credit for prior learning opportunities will be assessed when advisors work with the near-completer population.

12. It is important to ensure that the interventions planned are appropriate to the needs of the students. According to the Western Interstate Commission for Higher Education (WICHE), cited as a best practice in the RFP for this grant, the primary barriers for students to re-enroll include “competing life obligations, lack of familiarity with changes in campus processes, and financial holds on registration.” The College has decided to follow several of WICHE’s approaches to addressing these barriers, which include providing a concierge model of service, offering transcript evaluations, and expanding prior learning assessment (i.e. CLEP preparation and testing). Carroll already offers flexible meeting times, which addresses a need for working professionals. All of these services will help to provide a smooth transition for students to re-enroll as well as the fastest possible path to graduate, which serves the grant’s fundamental purpose of increasing college completion rates.
13. Advisors will also engage the Financial Aid Office to work with each student to assess eligibility for scholarships, grants, and loans. It is possible that students who were once financially dependent are now financially independent and thus eligible for Federal Pell grants. Students who re-enroll in courses at the college for the winter and/or spring term will fill out a scholarship application to receive both the book voucher and tuition discount. Advisors will ensure scholarship paperwork is complete and will process the forms on students’ behalf.
14. One of the most important aspects of this grant is to offer students the fastest possible path to graduation, and Carroll Community College has identified several strategies and tools to accomplish this goal. The College recently purchased and implemented Ellucian Student Planning software, which makes it easy to see what is needed for degree completion and to compare degree requirements for multiple programs. *One Step Away: Enter to Learn and Complete* advisors will use this tool to identify the quickest path to graduation for their assigned students.

Carroll already offers a General Studies degree, which is very flexible and is likely to be the fastest path to graduation for any student. Advisors will also work with the Records Office to re-evaluate transcripts received from other institutions to see if any additional credits earned before attending Carroll can be carried over, or if transfer credits can be used more effectively to move the student closer to graduation. Advisors will explore assessment of prior learning options with their assigned near-completers, including CLEP testing (as mentioned above), credit for prior learning portfolios, or institutional credit-by-exam. The College’s Academic Deans have agreed to work with *One Step Away: Enter to Learn and Complete* advisors to identify appropriate course substitutions or waivers for remaining graduation requirements, while still following institutional and MHEC degree requirements. These combined tools will help us provide the quickest possible path to graduation for each near-completer.

15. Ensuring retention of the near-completers is essential to meeting the goals of the grant and to improving 6-year graduation rates. The near-completers will benefit from the effective retention strategies already in place at Carroll. When courses begin in January and/or February of 2015, case management and retention services will be provided for these students. *One Step Away: Enter to Learn and Complete* advisors will check in with enrolled students periodically throughout the semester, a process that will be facilitated and tracked by Retention Alert. Near-completer students will meet only with their assigned advisor for advising and registration services.

Carroll Community College's mandatory Early Alert Intervention Program will be a part of the retention services provided by the college. Faculty members are required to evaluate their rosters at three weeks from the course start date and again at midterm and report students who are not performing well in their classes. An email will be sent to the assigned *One Step Away* advisor if this happens. The assigned advisor will contact the student via telephone and/or request an in-person meeting to connect the student to resources in an attempt to resolve the issue. Case management and retention services will continue through the end of spring 2015 semester or until students complete the requirements for their degree.

16. Each assigned Advisor will report outcomes to the Project Manager, who will combine results and create the Annual Progress Report due to MHEC in June of 2015. The Oversight Committee, Project Manager, and *One Step Away: Enter to Learn and Complete* advisors will meet bi-monthly to discuss progress made in that year. Any necessary changes will be made at this time prior to the identification and contact of Cohorts 2 and 3 during Year Two of the grant. Beginning on September 15, 2015, Cohort 2 (near-completers who entered Carroll Community college between years 2000 – 2006) and Cohort 3 ("New Near-Completers" or students who meet the criteria and who we have not previously contacted and were not enrolled in the academic year of 2013-14) will be contacted, and project activities for Year Two with Cohort 2 and Cohort 3 will follow the same timeline and include the same activities as Year One (i.e., unless necessary changes are made to improve outcomes). Final reports will be sent to MHEC on July 14, 2016.

Even though the grant funded timeline ends on July 14, 2016, the *One Step Away* Project will be maintained at Carroll Community College. Each year, Carroll will identify, recruit, engage, and incentivize New Near-Completer cohorts as a sustained extension of this initial project. New Near-Completer caseloads are likely to be small and more than likely only one academic advisor will work with these students.

The college is willing to provide ongoing financial support to endow scholarships for near completers. Carroll Community College will also work to prevent near-completers from exiting the college in the first place. Faculty development workshops implemented during the grant funded project timeline will certainly yield innovative ideas to retain students by working together to create a culture of completion. With faculty, staff, and students all working

together to reach a common goal, the focus of this completion project will shift from a reactive model that recruits and re-engages separated students to a proactive model that prevents separation and ensures completion.

Recruiting and retaining students is a significant challenge in this completion project. By using Point Across Solutions software, we will be able to enhance our communications and market other incentives to students. Additionally, we will be able to use the same software to retain the students once they re-enroll.

### Operation Plan Timeline

Project Activity	Timeline	Person(s) Responsible
Identify <i>One Step Away</i> cohorts	June 2014	Oversight Committee
Forward <i>One Step Away</i> cohort lists to MHEC	July 15, 2014	Oversight Committee
Develop course substitution rules with faculty department chairs	August 31, 2014	Oversight Committee Faculty Department Chairs
Finalize financial aid incentives and tuition discount process and procedure	August 31, 2014	Oversight Committee
Finalize communications plan, schedule, and documents. Edit communication tracks and documents in Communications Management	August 31, 2014	Oversight Committee
Develop and implement advisor training	September 7, 2014	Project Manager
Develop Online Graduation Application and Process	September 15, 2014	Oversight Committee IT
Import students into Colleague Retention Alert and assign cases to <i>One Step Away</i> advisors	September 15, 2014	Oversight Committee
Implement communications plan to begin student contact	September 15, 2014	Project Manager <i>One Step Away: Enter to Learn and Complete</i> advisors
Purchase Point Across Solutions E-messaging software and begin working with consultants to develop first e-message communication to send to cohort	August – September 2014	Oversight Committee Point Across Solutions E-messaging Implementation Team
Initial advising meetings, registration, and continued implementation of communications plan	September-December 2014	<i>One Step Away: Enter to Learn and Complete</i> advisors
Develop Continuing Education course to prepare students for College Mathematics CLEP test	December 31, 2014	Oversight Committee Continuing Education Department
Apply via College Board to be certified to offer CLEP tests	December 31, 2014	Oversight Committee Testing Center
Case Management and Retention services	January – May (or student completion date) 2015	<i>One Step Away: Enter to Learn and Complete</i> advisors
Advisor caseload reports due to Project Manager	June 1, 2015	<i>One Step Away: Enter to Learn and Complete</i> advisors

Annual Progress report sent to MHEC	July 14, 2015	Project Manager
Identify new near-completer cohort	August 1, 2015	Oversight Committee
Implement communications plan to begin student contact with new near-completers and second cohort (students who started in years 2000-20006)	September 15, 2015	Project Manager <i>One Step Away: Enter to Learn and Complete</i> advisors
Initial advising meetings, registration, and continued implementation of communications plan for new cohorts	September-December 2015	<i>One Step Away: Enter to Learn and Complete</i> advisors
Case Management and Retention services for new cohorts	January – May (or student completion date) 2016	<i>One Step Away: Enter to Learn and Complete</i> advisors
Advisor caseload reports due to Project Manager	June 1, 2016	<i>One Step Away: Enter to Learn and Complete</i> advisors
Final Reports sent to MHEC	July 14, 2016	Project Manager

## V. Project Evaluation (20 points)

The primary outcome intended for this project is to increase our six-year graduation rate. Our goal is to graduate 25% of the students from Cohort 1, which would be 45 students. At the end of each semester, we will record the number of students who have graduated from each cohort. In addition to Case Effectiveness Reports, advisors will also use an Excel spreadsheet to track additional outcomes other than graduation rate. The outcomes will also be reported to the Project Manager at scheduled intervals. In addition to individual tracking of outcomes, the Oversight Committee will run advising contact, enrollment, and graduation reports each semester to ensure all contacts are captured. Other outcomes to be measured, following our objectives as outlined in Section II, are as follows:

**Outcome 1:** Track the attempted and successful contacts with near-completers. Retention Alert will make the process of tracking contacts easy, as it can generate reports showing contacts by advisor, by contact method, etc. Carroll can therefore identify the advisors and contact methods that have been most effective, to ascertain best practices. Since there are a number of additional variables to track, the Program Manager will create an Excel spreadsheet for each *One Step Away: Enter to Learn and Complete* advisor to use for documenting items such as initial vs. post-intervention number of credits needed to graduate.

**Outcome 2:** Document training of *One Step Away: Enter to Learn and Complete* advisors. As the grant period progresses, advisors will meet bi-monthly to discuss challenges and best practices, which will guide future trainings. Also document the number of students who utilize the online graduation application vs. in-person/paper graduation applications.

**Outcome 3:** Document the number of near-completers who change their program of study to General Studies to follow a faster path to graduation. Baseline data includes the number of credits initially needed for graduation, which we will compare to the number of credits needed for graduation after change of major and other interventions provided by the *One Step Away* advisors, to demonstrate that the interventions have accelerated students' graduation.

**Outcome 4:** Track the number of near-completers who express interest in taking the CLEP test for college math, as well as how many participate in the preparation course, how many take the CLEP test and how many successfully pass the CLEP test. The baseline pass rate for the CLEP for college math is approximately 45%. The goal is to increase that to at least 60% for those who participate in the preparation course.

**Outcome 5:** Advisors will report the number of students who are awarded financial incentives (tuition and book scholarships, childcare and transportation vouchers, gift cards) and Dean Geppi will determine the total financial cost at the end of each semester.

## **VI. Budget and Cost Effectiveness (15 points)**

### **A. Salaries and Wages**

Carroll Community College is providing Salaries and Wages in the amount of \$33,700 as part of the Institution In-kind Contribution for Years 1 and 2 of the grant.

1. Dr. Michael Kiphart (Project Manager) will spend 5% of his time on project activities for Years 1 and 2 of the grant period. Salary in the amount of \$10,024 is provided as an in-kind contribution. ( $\$100,250 \times .05/\text{percent} \times 2 \text{ years} = \$10,024$ )

2. Janenne Corcoran (Director of Advising) will spend 5% of her time on project activities during Years 1 and 2 of the grant period. Salary in the amount of \$8,236 is provided as an in-kind contribution. ( $\$82,360 \times .05/\text{percent} \times 2 \text{ years} = \$8,236$ )

3. Jessica Martin (Coordinator, Student Retention) will spend 5% of her time on project activities for Years 1 and 2 of the grant period. Salary in the amount of \$5,230 is provided as an in-kind contribution. ( $\$52,300 \times .05/\text{percent} \times 2 \text{ years} = \$5,230$ )

4. Paul Hunter (Coordinator of Transfer Advising) will spend 5% of his time on project activities during Years 1 and 2 of the grant period. Salary in the amount of \$5,456 is provided as an in-kind contribution. ( $\$54,560 \times .05/\text{percent} \times 2 \text{ years} = \$5,456$ )

5. Colleen Dietrich (Academic Advisor) will spend 5% of her time on project activities during Years 1 and 2 of the grant period. Salary in the amount of \$4,754 is provided as an in-kind contribution. ( $\$47,540 \times .05/\text{percent} \times 2 \text{ years} = \$4,754$ )

Other members of the Oversight Committee are not included in the budget since their grant responsibilities are part of the normal duties of their position (Academic Deans, Director of Outcomes Assessment, and Education Department Chairperson)

**Total In-kind Salaries and Wages = \$33,700**



**B. Fringe Benefits**

Fringe benefits for Michael Kiphart, Janenne Corcoran, Jessica Martin, Paul Hunter, and Colleen Dietrich provided as in-kind are calculated at 35% of the salary in-kind contribution for Years 1 and 2 (N = 33,700):

**Total In-Kind Benefits = \$33,700 x .35/percent = \$11,795**

**C. Travel**

No travel requested.

**D. Equipment**

No equipment requested.

**E. Materials and Supplies**

No materials and supplies requested.

**F. Consultant and Contractual Services**

**1. Faculty Development Completion Facilitator:** Once Carroll Community College determines the needs of the *One Step Away* participants, it will hire a specialist to facilitate faculty development.

**Request = \$500**

**2. CLEP Course Development**

- Community College Continuing Education faculty hired to develop 2 CLEP test courses  
**Request = \$284/course x 2 = \$568**
  
- Carroll Community College Continuing Education fee for running 4 CLEP courses (2/year):  
**Request = \$1,420 x 4/courses = \$5,680**
  
- CLEP Administration fee  
**Request = \$110/student x 20 students = \$2,200**

**Total request = \$500 (faculty development completion facilitator) + \$8,448 (CLEP development) = \$8,948**

**G. Other**

**1. Point Across Solutions (PAS) Software**

**Request = \$15,298 (PAS 2-year Omega contractual package) – \$5,000 (In-kind) = \$10,298**

**2. Tuition and Book Scholarships**

Carroll Community College estimates that 25% of the 480 (N = 120) students identified will participate in the grant.

- **Tuition Scholarships**

Carroll Community College's budget formula for this item is based on 120 (25%) of the estimated 480 grant participants in Cohorts 1, 2, and 3 at an estimated average of 7 credits at a tuition scholarship of \$25/1 course credit/student:

**Request =**

120 students x 7 credits/student x \$25/1 credit scholarship/student =  
**\$21,000 Total Tuition Scholarships**

- **Textbook Scholarships**

Carroll Community College's budget formula for this item is based on estimated (total participants [(N = 120) x estimated 7 credits/student]) ÷ estimated 3 credits/course x \$50 book scholarship/course

**Request =**

(120 students x 7 credits/student) ÷ estimated 3 credits/course x \$50 book scholarship/course = **\$14,000**

**Total request = \$21,000 (tuition scholarships) + \$14,000 (textbook scholarships) = \$35,000**

### **3. Child Care Vouchers**

Carroll Community College will provide approximately 10 grant participants up to \$225/student/semester over the 2-year grant of 4 semesters for child care in the campus Child Development Center.

**Request = 10 participants x \$900 = \$9,000**

### **4. Gift Card Degree Completion Scholarships Incentive**

**Request = 120 estimated completers x \$25/gift card = \$3,000**

### **5. Travel Vouchers (\$3,840)**

This budget item is based on College data that reports 10% of Carroll Community College students use the local transportation system, Carroll Area Transit System (CATS).

**Request =**

.10 (percent) x 120 grant participants x \$80/semester student pass x 4 semesters =  
**\$3,840**

### **6. Transcript Requests (\$150)**

**Request = 15 students x 2 transcript requests/student x \$5 = \$150**

### **H. Total Direct Costs (A through G)**

**Requested funds = \$70,236 (Column 1/Grant Funds Requested) + \$50,495(Column 2/Institution Contribution) = \$120,731**

### **I. Total Indirect Costs**

**Indirect costs were calculated using 1% of the College's Accounts Payable Department annual salaries (N = \$2,518) over the 2 year period @ 35% Fringe benefits - \$273 (College will absorb this cost) for grant administration:**

**Request = [.01 (percent) x \$2,518] x .35 (percent) = \$5,037 - \$433 = \$4,604.**

**J. Total Combined Cost =**

**Request = \$ (Total Direct Costs) + \$4,604 (Total Indirect Costs) = \$120,928.**

**ONE STEP AWAY Complete College Maryland State Grant  
BUDGET SUMMARY (use this Excel format)**

Higher Education Institution: Carroll Community College  
Project Title: One Step Away: Enter to Learn and Complete

SOURCE OF FUNDS				
	COLUMN 1 Grant Funds REQUESTED	COLUMN 2 **INSTITUTION CONTRIBUTION	COLUMN 3 ***OTHER CONTRIBUTION	COLUMN 4 TOTALS
A. Salaries & Wages				
Professional Personnel				
(List each by name followed by title in brackets)				
Michael Kiphart		10,024.00		
Janenne Corcoran		8,236.00		
Jessica Martin		5,230.00		
Paul Hunter		5,456.00		
Colleen Dietrich		4,754.00		
Other Personnel (list categories & # of each in brackets)				
5 [ ]				
6 [ ]				
7 [ ]				
8 [ ]				
Total Salaries and Wages		33,700.00		
B. Fringe Benefits @ 35%		11,795.00		
C. Travel				
D. Equipment				
1				
2				
E. Materials and Supplies				
F. Consultant and Contractual Services	8,948.00			
G. Other (specify)				
Software	10,298.00	5,000.00		
Tuition, Fee and Book Scholarships	38,000.00			
Child Care Vouchers	8,000.00			
Gift Cards for Completion	3,000.00			
Travel Vouchers	3,840.00			
Transcript Fees	150.00			
H. Total Direct Costs (A through G)	70,236.00	50,495.00		
I. Total Indirect Costs (max. 8% of H)	4,764.00	273.00		
J. Total (H and I)	75,000.00	50,768.00		

\*Include all grant-funded expenses.

\*\*Include any contributions from applicant institution in this column. Include both cash and in-kind contributions, distinguishing in the budget narrative which type of contribution is provided for a given item.

\*\*\*Include any contributions from other partners in the grant project in this column.

## ASSURANCES

The Applicant hereby affirms and certifies that it will comply with all applicable regulations, policies, guidelines, and requirements of the Maryland Higher Education Commission (MHEC) and the State of Maryland as they relate to the application, acceptance, and use of One Step Away Complete College Maryland State Grant Program funds in this project. Also, the Applicant affirms and certifies that:

1. It possesses legal authority to apply for the grant; e.g., an official act of the applicant's governing body has been duly adopted or passed, authorizing filing of the application, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the application and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
3. It will comply with the provisions of the Americans with Disabilities Act and any and all amendments to the ADA.
4. It will comply with all relevant federal and state laws.
5. It will expend funds to supplement new and/or existing programs and not use these funds to supplant non-grant funds or for any purpose other than those specified in this grant.
6. It will participate in any statewide assessment program or other evaluation program as required by the MHEC.
7. It will give the MHEC and/or the Legislative Auditor, through any authorized representative, the right of access to, and the right to examine all records, books, papers, or documents related to the grant. It will maintain all records pertaining to this grant for a period of five years.
8. It will comply with all requirements imposed by the MHEC concerning special requirements of law and other administrative requirements.

Institution: Carroll Community College

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Signature of Authorized Institutional Authority (President or Provost)

Date

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Name and Title, Printed

Dr. Faye Pappalardo, President

# **Marketing Expenditure Report for FY2015**

## **Marketing Communications Plan for FY2016**



**Your Pathway to Success**  
Areas of Study at Carroll Community College

Planning, Marketing, and Assessment  
August 2015

Carroll Community College  
Planning, Marketing, and Assessment

**Marketing Expenditure Report for FY2015**

August 2015

Marketing Communications Expenditures per FTE					
	FY2011	FY2012	FY2013	FY2014	FY2015
Degree-credit programs	185,826	185,289	215,749	252,752	259,529
Annual credit FTE	2,731	2,697	2,682	2,479	2,376
Credit marketing \$/FTE	\$68.04	\$68.70	\$80.44	\$101.96	\$109.23
Continuing Ed. & Training	167,793	174,553	194,214	211,576	228,436
Annual noncredit FTE	801	708	704	670	693
CET marketing \$/FTE	\$209.48	\$246.54	\$275.87	\$315.79	\$329.63
College-wide/branding	118,587	101,355	141,714	140,619	118,988
Total FTE enrollment	3,532	3,405	3,386	3,149	3,069
Branding cost/student	\$33.58	\$29.77	\$41.85	\$44.66	\$38.77
Total expenditures	\$472,206	\$461,197	\$551,677	\$604,947	\$606,953
Total FTE enrollment	3,532	3,405	3,386	3,149	3,069
Marketing expense/FTE	\$133.69	\$135.45	\$162.93	\$192.11	\$197.77

NOTE: FTE is total full-time-equivalent including eligible and ineligible for state funding. Degree-credit and CET per-FTE figures are for direct marketing costs and exclude college-wide branding expenditures.

Marketing Communications Expenditures per Student Headcount					
	FY2011	FY2012	FY2013	FY2014	FY2015
Degree-credit programs	185,826	185,289	215,749	252,752	259,529
Annual credit headcount	5,600	5,473	5,476	5,186	4,999
Credit mktg. cost/student	\$33.18	\$33.86	\$39.40	\$48.74	\$51.92
Continuing Ed. & Training	167,793	174,553	194,214	211,576	228,436
Annual CET headcount	8,969	8,949	8,266	7,368	7,742
CET marketing \$/student	\$18.71	\$19.51	\$23.50	\$28.72	\$29.51
College-wide/branding	118,587	101,355	141,714	140,619	118,988
Total annual headcount	13,949	13,881	13,191	12,062	12,345
Branding cost/student	\$8.50	\$7.30	\$10.74	\$11.66	\$9.64
Total expenditures	\$472,206	\$461,197	\$551,677	\$604,947	\$606,953
Total annual headcount	13,949	13,881	13,191	12,062	12,345
Marketing cost/student	\$33.85	\$33.23	\$41.82	\$50.15	\$49.17

NOTE: Total headcount is not sum of credit and CET because some students enroll in both in a given fiscal year.

**Marketing Communications Expenditures  
as Percent of Total College Expenditures**

	FY2011	FY2012	FY2013	FY2014	FY2015
Total college expenditures	26,471,108	27,937,677	29,306,354	30,001,730	30,127,599
Marketing communications	472,206	461,197	551,677	604,947	606,953
Marketing percent of total	1.78%	1.65%	1.88%	2.02%	2.01%

**Marketing Communications Expenditures, FY2015**

	Advertising	Publications Printing	Direct Mail Prep+Postage	Total	Percent
Degree-credit programs	91,644	125,667	42,218	259,529	42.8%
Continuing Ed & Training	47,864	131,198	49,374	228,436	37.6%
College-wide/branding	104,147	14,841	0	118,988	19.6%
Total expenditures	\$243,655	\$271,706	\$91,592	\$606,953	100.0%

**Marketing Communications Expenditures, Fiscal Years 2011-2015**  
College-wide/Branding, Degree-credit, and Continuing Education and Training

	FY2011	FY2012	FY2013	FY2014	FY2015
Degree-credit programs	185,826	185,289	215,749	252,752	259,529
Continuing Ed. & Training	167,793	174,553	194,214	211,576	228,436
College-wide/branding	118,587	101,355	141,714	140,619	118,988
Total expenditures	\$472,206	\$461,197	\$551,677	\$604,947	\$606,953

NOTE: Child Development Center and Foundation expenditures included in college-wide/branding.

**Marketing Communications Expenditures, Fiscal Years 2011-2015**  
Publications and Printing, Advertising, Direct Mail Prep and Postage

	FY2011	FY2012	FY2013	FY2014	FY2015
Publications/Printing	222,270	226,834	262,011	273,414	271,706
Advertising	157,525	146,255	207,229	239,991	243,655
Direct Mail Prep/Postage	92,411	88,108	82,437	91,542	91,592
Total expenditures	\$472,206	\$461,197	\$551,677	\$604,947	\$606,953

NOTE: Printing expenditures exclude stationery, business cards, and administrative forms.



### PMA Marketing Campaign Expenditures in FY2015

Campaign/Market	Advertising	Printing	Direct Mail	Total
Credit Student Recruitment	79,036	66,087	22,189	167,312
Awareness/Branding	101,766	14,700	0	116,466
CET Career Training	17,407	67,641	20,257	105,305
Adult Personal Enrichment	10,200	40,417	17,717	68,334
Credit Student Retention	1,966	40,333	14,119	56,418
Fine and Performing Arts	10,642	16,417	2,919	29,978
Business Training and Services	9,227	10,733	4,868	24,828
Summer Kids@Carroll/Teen College	10,153	7,682	5,836	23,671
Adult Education/EDP/ESOL/GED	877	4,725	696	6,298
Hill Scholars Honors Program	0	2,830	2,991	5,821
Child Development Center	2,381	141	0	2,522
Diversity/World View	0	0	0	0
Foundation/Advancement	*	*	*	*
<b>Totals</b>	<b>\$243,655</b>	<b>\$271,706</b>	<b>\$91,592</b>	<b>\$606,953</b>

\* Foundation marketing expenses are charged to the Institutional Advancement budget.

### PMA Marketing Campaign Expenditures in FY2014

Campaign/Market	Advertising	Printing	Direct Mail	Total
Credit Student Recruitment	57,616	71,671	22,931	152,218
Awareness/Branding	120,435	14,700	0	135,135
CET Career Training	20,859	64,732	20,885	106,476
Credit Student Retention	2,724	42,819	17,988	63,531
Adult Personal Enrichment	3,728	39,760	18,704	62,192
Fine and Performing Arts	10,204	19,942	2,044	32,190
Summer Kids@Carroll/Teen College	7,726	6,760	5,560	20,046
Business Training and Services	10,458	4,345	1,374	16,177
Adult Education/EDP/ESOL/GED	2,416	4,269	0	6,685
Hill Scholars Honors Program	0	3,199	1,614	4,813
Child Development Center	3,825	0	0	3,825
Diversity/World View	0	1,217	442	1,659
Foundation/Advancement	*	*	*	*
<b>Totals</b>	<b>\$239,991</b>	<b>\$273,414</b>	<b>\$91,542</b>	<b>\$604,947</b>

\* Foundation marketing expenses are charged to the Institutional Advancement budget.

### PMA Marketing Campaign Expenditures in FY2013

Campaign/Market	Advertising	Printing	Direct Mail	Total
Credit Student Recruitment	49,009	70,710	16,787	136,506
Awareness/Branding	117,337	16,642	0	133,979
CET Career Training	10,602	56,564	19,639	86,805
Credit Student Retention	0	41,964	20,605	62,569
Adult Personal Enrichment	2,376	38,069	17,204	57,649
Summer Kids@Carroll/Teen College	8,314	7,385	6,375	22,074
Business Training and Services	13,711	8,086	0	21,797
Fine and Performing Arts	0	12,999	0	12,999
Adult Education/EDP/ESOL/GED	2,109	3,525	255	5,889
Diversity/World View	0	3,139	825	3,964
Child Development Center	3,771	0	0	3,771
Hill Scholars Honors Program	0	2,928	747	3,675
Foundation/Advancement	*	*	*	*
<b>Totals</b>	<b>\$207,229</b>	<b>\$262,011</b>	<b>\$82,437</b>	<b>\$551,677</b>

\* Foundation marketing expenses are charged to the Institutional Advancement budget.

### PMA Marketing Campaign Expenditures in FY2012

Campaign/Market	Advertising	Printing	Direct Mail	Total
Credit Student Recruitment	19,268	58,462	26,426	104,156
Awareness/Branding	74,977	12,250	0	87,227
CET Career Training	19,029	43,909	16,845	79,783
Credit Student Retention	5,037	40,277	15,195	60,509
Adult Personal Enrichment	1,826	34,231	16,532	52,589
Summer Kids@Carroll/Teen College	7,780	8,210	7,438	23,428
Fine and Performing Arts	2,739	10,733	1,239	14,711
Business Training and Services	9,211	1,529	0	10,740
Foundation/Advancement	456	6,290	3,586	10,332
Adult Education/EDP/ESOL/GED	685	6,977	351	8,013
Hill Scholars Honors Program	1,451	3,966	496	5,913
Child Development Center	3,796	0	0	3,796
<b>Totals</b>	<b>\$146,255</b>	<b>\$226,834</b>	<b>\$88,108</b>	<b>\$461,197</b>

## PMA Marketing Campaign Expenditures in FY2011

Campaign/Market	Advertising	Printing	Direct Mail	Total
Credit Student Recruitment	27,508	60,142	33,795	121,445
Awareness/Branding	72,618	17,496	199	90,313
CET Career Training	19,410	45,664	15,950	81,024
Adult Personal Enrichment	2,187	33,830	15,953	51,970
Credit Student Retention	2,262	32,037	16,260	50,559
Foundation/Advancement	0	13,176	3,343	16,519
Summer Kids@Carroll/Teen College	7,201	4,184	4,204	15,589
Business Training and Services	12,295	2,520	0	14,815
Child Development Center	11,030	0	0	11,030
Fine and Performing Arts	0	5,701	1,704	7,405
Hill Scholars Honors Program	1,990	3,975	452	6,417
Adult Education/EDP/ESOL/GED	1,024	2,820	551	4,395
Diversity/World View	0	725	0	725
<b>Totals</b>	<b>\$157,525</b>	<b>\$222,270</b>	<b>\$92,411</b>	<b>\$472,206</b>

## PMA Marketing Campaign Expenditures in FY2010

Campaign/Market	Advertising	Printing	Direct Mail	Total
Credit Student Recruitment	35,028	71,432	27,241	133,701
Awareness/Branding	81,280	12,508	0	93,788
CET Career Training	19,306	45,224	16,066	80,596
Adult Personal Enrichment	2,602	38,121	24,506	65,229
Credit Student Retention	3,708	36,557	17,535	57,800
Business Training and Services	12,867	2,535	262	15,664
Child Development Center	14,548	40	0	14,588
Summer Kids@Carroll/Teen College	4,929	4,121	4,204	13,254
Fine and Performing Arts	0	6,347	4,047	10,394
Adult Education/EDP/ESOL/GED	1,857	4,487	442	6,786
Foundation/Advancement	0	6,668	0	6,668
Hill Scholars Honors Program	1,990	1,757	901	4,648
<b>Totals</b>	<b>\$178,115</b>	<b>\$229,797</b>	<b>\$95,204</b>	<b>\$503,116</b>

- NOTES:
1. Community event sponsorships and imprinted giveaway items included in Awareness/Branding campaign.
  2. Printing costs exclude non-marketing printing such as stationery, library brochures, and business forms.
  3. Direct mail costs include address list purchases, mailhouse preparation, and postage.
  4. College catalog expense split evenly between Credit Student Recruitment and Credit Student Retention.
  5. Credit class schedule costs split evenly between Credit Student Recruitment and Credit Student Retention.
  6. Noncredit schedule costs split evenly between Adult Personal Enrichment and CET Career Training.
  7. *Career Focus* expenses are split evenly between CET Career Training and Credit Student Recruitment.
  8. Some mailing expenses were charged to Admissions, Continuing Education, Foundation, and other budgets.
  9. Printing of Commencement invitations and programs not included in above marketing expenditures.
  10. *Today* newsletter included in Awareness/Branding campaign.

### Total Class Schedule Direct Mail Expenses in FY2015

Class Schedule	Date Mailed	Pieces Mailed	Printing	Mail Prep	Postage	Total Cost
<i>Continuing Education and Training</i>						
Fall 2014 CET Schedule (76 p.)	7/28/14	71,401	24,500	1,767	9,403	35,670
Winter-Spring 2015 CET (72 p.)	11/25/14	71,441	23,480	1,768	9,059	34,307
Spring-Summer 2015 CET (68 p.)	3/16/15	71,619	22,478	1,773	8,263	32,514
<i>Continuing Education &amp; Training schedules total</i>			<i>70,458</i>	<i>5,308</i>	<i>26,725</i>	<i>102,491</i>
<i>Credit</i>						
Fall 2014 Credit Schedule (56 p.)	7/09/14	71,296	19,294	1,765	7,700	28,759
Winter- Spring 2015 Credit (60 p.)	10/13/14	71,419	20,747	1,768	7,958	30,473
Summer-Fall 2015 Credit (72 p.)	3/10/15	71,619	23,284	1,773	9,094	34,151
<i>Credit schedules total</i>			<i>63,325</i>	<i>5,306</i>	<i>24,752</i>	<i>93,383</i>
Total class schedule expense in FY2015			133,783	10,614	51,477	195,874

Note: Print runs exceeded quantities mailed to accommodate county library and on-campus distribution.

### Total Class Schedule Direct Mail Expenses in FY2014

Class Schedule	Date Mailed	Pieces Mailed	Printing	Mail Prep	Postage	Total Cost
<i>Continuing Education and Training</i>						
Fall 2013 CET Schedule (72 p.)	7/25/13	72,718	23,278	1,800	8,733	33,811
Winter-Spring 2014 CET (72 p.)	11/25/13	72,012	24,271	1,782	8,959	35,012
Spring-Summer 2014 CET (60 p.)	3/25/14	72,480	22,292	1,794	8,884	32,970
<i>Continuing Education &amp; Training schedules total</i>			<i>69,841</i>	<i>5,376</i>	<i>26,576</i>	<i>101,793</i>
<i>Credit</i>						
Fall 2013 Credit Schedule (56 p.)	7/10/13	72,718	20,513	1,800	7,614	29,927
Winter- Spring 2014 Credit (60 p.)	10/16/13	67,429	21,645	1,669	7,185	30,499
Summer-Fall 2014 Credit (72 p.)	3/20/14	72,480	24,697	1,794	9,066	35,557
<i>Credit schedules total</i>			<i>66,855</i>	<i>5,263</i>	<i>23,865</i>	<i>95,983</i>
Total class schedule expense in FY2014			136,696	10,639	50,441	197,776

Note: Print runs exceeded quantities mailed to accommodate county library and on-campus distribution.

## Total Class Schedule Direct Mail Expenses in FY2013

Class Schedule	Date Mailed	Pieces Mailed	Printing	Mail Prep	Postage	Total Cost
<i>Continuing Education and Training</i>						
Fall 2012 CET Schedule (72 p.)	7/26/12	72,688	22,751	1,799	7,833	32,383
Winter-Spring 2013 CET (72 p.)	11/30/12	72,582	22,729	1,796	9,036	33,561
Spring-Summer 2013 CET (60 p.)	4/02/13	72,580	19,839	1,796	7,764	29,399
<i>Continuing Education &amp; Training schedules total</i>			<i>65,319</i>	<i>5,391</i>	<i>24,633</i>	<i>95,343</i>
<i>Credit</i>						
Fall 2012 Credit Schedule (56 p.)	7/11/12	72,688	19,037	1,799	7,162	27,998
Winter- Spring 2013 Credit (60 p.)	10/10/12	72,568	20,069	1,796	7,336	29,201
Summer-Fall 2013 Credit (76 p.)	3/12/13	72,580	24,143	1,796	9,369	35,308
<i>Credit schedules total</i>			<i>63,249</i>	<i>5,391</i>	<i>23,867</i>	<i>92,507</i>
Total class schedule expense in FY2013			128,568	10,782	48,500	187,850

Note: Print runs exceeded quantities mailed to accommodate county library and on-campus distribution.

## Printing Expenditures by Campaign, FY2011-FY2015

Market/Campaign	FY2011	FY2012	FY2013	FY2014	FY2015
CET Career Training	45,664	43,909	56,564	64,732	67,641
Credit Student Recruitment	60,142	58,462	70,710	71,671	66,087
Adult Personal Enrichment	33,830	34,231	38,069	39,760	40,417
Credit Student Retention	32,037	40,277	41,964	42,819	40,333
Fine and Performing Arts	5,701	10,733	12,999	19,942	16,417
Awareness/Branding	17,496	12,250	16,642	14,700	14,700
Business Training and Services	2,520	1,529	8,086	4,345	10,733
Summer Kids/Teen College	4,184	8,210	7,385	6,760	7,682
Adult Education Program	2,820	6,977	3,525	4,269	4,725
Hill Scholars Honors Program	3,975	3,966	2,928	3,199	2,830
Child Development Center	0	0	0	0	141
Diversity/World View	725	0	3,139	1,217	0
Foundation/Advancement	13,176	6,290	*	*	*
Total printing expenditures	\$222,270	\$226,834	\$262,011	\$273,414	\$271,706

NOTES: Printing expenditures exclude stationery, business cards, and administrative forms. The Mount Airy College Center for Health Care Education is a partnership among three colleges and has its own budget. Projects printed in-house are expensed at zero. Table does not include direct mail expenses for mail preparation or postage. Printing for the Foundation is charged to the Institutional Advancement budget.

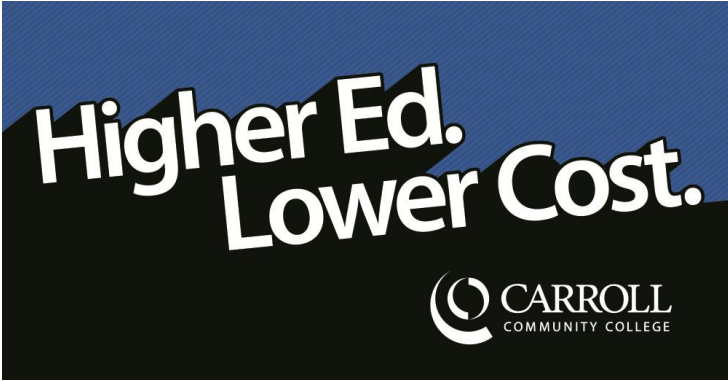
Advertising Expenditures by Media, FY2011-FY2015					
Media	FY2011	FY2012	FY2013	FY2014	FY2015
Radio	\$12,289	\$11,869	\$35,106	\$43,080	\$57,060
Outdoor/billboards	30,881	29,510	40,830	52,995	48,002
Internet/web/Google AdWords	6,327	5,307	13,094	23,144	31,421
Newspapers	34,377	26,522	30,358	34,740	25,522
Community event sponsorships	11,822	12,161	19,875	17,600	19,415
Television	21,435	20,834	16,490	21,389	19,313
Transit/CTS bus advertising	0	2,850	10,000	11,100	13,087
Regional magazines	9,594	15,498	16,975	18,218	12,254
Business periodicals, expos	10,595	9,966	11,790	9,163	7,645
Imprinted items/clothing	7,642	9,343	9,560	1,951	5,428
County schools media	4,932	2,395	2,980	6,140	4,025
Phone directories	7,631	0	171	471	483
Cinema movie screen ads	0	0	0	0	0
<b>Total expenditures</b>	<b>\$157,525</b>	<b>\$146,255</b>	<b>\$207,229</b>	<b>\$239,991</b>	<b>\$243,655</b>

Advertising Expenditures by Campaign, FY2011-FY2015					
Market/Campaign	FY2011	FY2012	FY2013	FY2014	FY2015
Awareness/Branding	72,618	74,977	117,337	120,435	101,766
Credit Student Recruitment	27,508	19,268	49,009	57,616	79,036
CET Career Training	19,410	19,029	10,602	20,859	17,407
Fine and Performing Arts	0	2,739	0	10,204	10,642
Adult Personal Enrichment	2,187	1,826	2,376	3,728	10,200
Summer Kids/Teen College	7,201	7,780	8,314	7,726	10,153
Business Training and Services	12,295	9,211	13,711	10,458	9,227
Child Development Center	11,030	3,796	3,771	3,825	2,381
Credit Student Retention	2,262	5,037	0	2,724	1,966
Adult Education Program	1,024	685	2,109	2,416	877
Hill Scholars Honors Program	1,990	1,451	0	0	0
Foundation/Advancement	0	456	*	*	*
<b>Total advertising expenditures</b>	<b>\$157,525</b>	<b>\$146,255</b>	<b>\$207,229</b>	<b>\$239,991</b>	<b>\$243,655</b>

Note: Table reflects monies expended from Planning, Marketing, and Assessment advertising budget. Grant monies paid for some Adult Education Program advertising. The Institutional Advancement office budget covers advertising for Foundation events such as the Penguin Random House Book Fair and Starry Night. Advertising expenditures per campaign may vary from year to year. *These are not the total investments in each campaign;* campaigns are also supported by publications, direct mail, public relations, outreach activities, and other efforts. Fluctuations in annual paid advertising may reflect decisions to emphasize direct mail in a given year, for example.

## Marketing Communications by Campaign

### FY2015 Expenditures and FY2016 Budgets

Awareness/ Branding	FY2015 Expenditures		FY2016 Budget	
	<i>Bair Outdoor</i>	6,125		0
	<i>Clear Channel Outdoor</i>	36,775		40,000
	<i>Trone Outdoor</i>	4,375		12,000
	<i>Comcast Spotlight cable TV</i>	19,313		20,000
	<i>Transit (CTS)</i>	9,000		0
	<i>Event sponsorships</i>	19,415		18,500
	<i>Imprinted giveaways</i>	5,428		5,000
	<i>Carroll County road map</i>	0		2,500
	<i>Carroll Living Magazine</i>	1,335		1,500
	Advertising	101,766		99,500
	<i>Facts at a Glance (wallet)</i>	0		500
	<i>Today newsletter/online</i>	14,700		15,000
	Printing/publications	14,700		15,500
	Mail prep/postage	0		0
	TOTAL	116,466		115,000
			<p>To respond to an increasingly competitive higher education market, as institutions address the same challenge of declines in traditional-age students, the college returned to its "Higher Ed. Lower Cost." campaign to reinforce its value advantage reflected in its comparatively low tuition and fees. This is a Clear Channel billboard on Route 32 across from Liberty High School.</p>	

Adult Education Programs	FY2015 Expenditures		FY2016 Budget	
	<i>Phone Book ad</i>	150		150
	<i>Google AdWords</i>	0		1,000
	<i>Career Focus ad</i>	0		0
	<i>Class schedule ads</i>	0		0
	<i>Facebook posts</i>	0		0
	<i>Billboard art</i>	727		0
	Advertising	877		1,150
	<i>Grad. invitations/program</i>	746		300
	<i>Rack cards</i>	1,354		1,500
	<i>Trifold brochures</i>	464		500
	<i>Chamber Events inserts</i>	149		100
	<i>Flyers</i>	0		0
	<i>Pocket Folders</i>	2,012		0
	Printing/publications	4,725		2,400
	Mail prep/postage	696		750
	TOTAL	6,298		4,300



Inscripciones para las clases de inglés para  
Invierno-primavera 2015 tendrán lugar...

**Multi Services Center**  
Calli-Center #224 Marie, Westminster, MD 21157  
• Lunes, 15 de diciembre a las 6:30 p.m.  
• Miércoles, 7 de enero a las 6:30 p.m.  
• Miércoles, 8 de abril a las 6:30 p.m.

**Carroll County Family Center**  
10 Distillery Drive, 3er piso, Westminster, MD 21157  
(Incluye actividades educativas para niños de 6 semanas - 4 años de edad)  
• Miércoles, 7 de enero a las 9:30 a.m.

**Judy Center en Robert Moton Elementary School**  
(Incluye actividades educativas para niños de 6 semanas - 10 años de edad)  
1413 Washington Road, Westminster, MD 21157  
• Miércoles, 14 de enero a las 6 p.m.

**North Carroll Senior and Community Center**  
2228 Hanover Pike, Hampstead, MD 21074  
• Jueves, 8 de enero a las 6:30 p.m.  
• Martes, 14 de abril a las 6:30 p.m.

**Mount Airy College Center**  
1902 Back Acre Circle, Mt Airy, MD 21071  
• Lunes, 17 de diciembre a las 6:30 p.m.

Para más información, llame al

**410-386-8630**

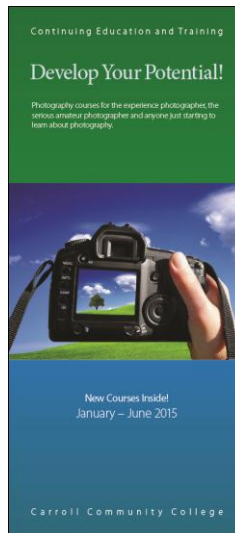
o mande un mensaje a [esol@carrollcc.edu](mailto:esol@carrollcc.edu)  
Síguenos en Facebook: [www.facebook.com/carrollcc](http://www.facebook.com/carrollcc)

Adult Education programs are supported by grant funding from the Maryland Department of Labor, Licensing and Regulation and the U.S. Department of Education.





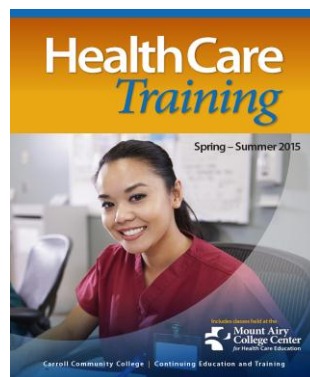
Adult Personal Enrichment	FY2015 Expenditures		FY2016 Budget	
	<i>Google AdWords/email mktg.</i> <i>Preview Night ad CCT (1/2)</i> <i>Preview Night Google ad (1/2)</i> <i>Motorcycle Times</i> <i>carrollcc.edu banners</i> <i>Class schedule ads</i> <i>Digital signage</i> <i>Facebook posts</i>  Advertising  <i>Brochures</i> <i>CET class schedules (1/2)</i> <i>Chamber Events inserts</i> <i>Flyers</i> <i>Postcards</i> <i>Template paper</i>  Printing/publications Mail prep/postage  TOTAL	10,200 0 0 0 0 0 0 0  10,200  2,674 35,229 119 0 0 2,395  40,417 17,717  68,334		3,500 750 750 1,500 0 0 0 0  6,500  3,500 36,000 0 0 500 0  40,000 18,500  65,000



<b>Business Training and Services</b>	FY2015 Expenditures		FY2016 Budget	
	<i>Carroll Chamber ads</i>	1,000		1,000
	<i>Carroll Chamber Directory</i>	1,495		1,500
	<i>Carroll Chamber sponsorship</i>	3,150		3,500
	<i>Carroll County Times</i>	1,095		1,000
	<i>Google AdWords</i>	487		1,000
	<i>SCBA Liberty sponsor</i>	2,000		2,000
	<i>Career Focus ads</i>	0		0
	<i>carrollcc.edu banners</i>	0		0
	<i>Class schedule ads</i>	0		0
	<i>Digital signage</i>	0		0
	<i>Facebook posts</i>	0		0
	Advertising	9,227		10,000
	<i>Miller Center rack cards</i>	250		500
	<i>BTS Directory brochures</i>	5,873		5,000
	<i>Chamber Events inserts</i>	967		1,000
	<i>BTS at a Glance Brochure</i>	2,379		2,500
	<i>Industry-specific brochures (1/2)</i>	0		3,500
	<i>Letterhead/stationery</i>	0		2,500
	<i>Miller Center brochures</i>	0		1,500
	<i>Pocket folders</i>	0		1,000
	<i>Table tents</i>	260		250
	<i>Misc. brochures</i>	843		250
	<i>Misc. rack cards</i>	161		0
	Printing/publications	10,733		18,000
	Mail prep/postage	4,868		6,000
	TOTAL	24,828		34,000



CET Career Training	FY2015 Expenditures		FY2016 Budget	
	<i>Transit (CTS)</i>	3,806		0
	<i>Preview Night Ad CCT (1/2)</i>	0		750
	<i>Preview Night Google ad (1/2)</i>	0		750
	<i>Carroll County Times</i>	3,818		3,000
	<i>Career Coach website (1/2)</i>	5,000		0
	<i>Google AdWords</i>	3,602		5,000
	<i>Carroll Magazine</i>	995		2,000
	<i>The Merchandiser</i>	163		1,000
	<i>Career Focus ads</i>	0		0
	<i>carrollcc.edu banners</i>	0		0
	<i>Class schedule ads</i>	0		0
	<i>Digital signage</i>	0		0
	<i>Facebook posts/ads</i>	23		0
	Advertising	17,407		12,500
	<i>Brochures</i>	10,186		7,500
	<i>Career Focus (1/2)</i>	17,293		22,500
	<i>Career Here booklet</i>	3,093		3,200
	<i>CCPS Links to Careers folder (1/2)</i>	1,162		1,200
	<i>CET class schedules (1/2)</i>	35,229		36,000
	<i>Chamber Events inserts</i>	0		800
	<i>Flyer templates</i>	0		0
	<i>Industry-specific brochures (1/2)</i>	0		3,500
	<i>Postcards</i>	678		1,000
	Printing/publications	67,641		75,700
	Mail prep/postage	20,257		24,000
	TOTAL	105,305		112,200



Child Development Center	FY2015 Expenditures		FY2016 Budget	
	<i>Carroll County Times</i>	1,588		1,600
	<i>Phone directories</i>	333		400
	<i>Community Focus Online</i>	460		500
	Advertising	2,381		2,500
	<i>Center brochure</i>	141		0
	Printing/publications	141		0
	Mail prep/postage	0		0
	TOTAL	2,522		2,500



The  
**Child Development Center**  
at Carroll Community College

- Highly-qualified staff
- Stimulating environment to play and learn
- Small class size
- Full and part-time care
- Pre-school, pre-K
- Openings for children of students, employees and the community


Open 7:30 a.m. – 5 p.m.  
Serving ages two to five

1601 Washington Road  
Westminster, MD 21157

Information: 410-386-8470



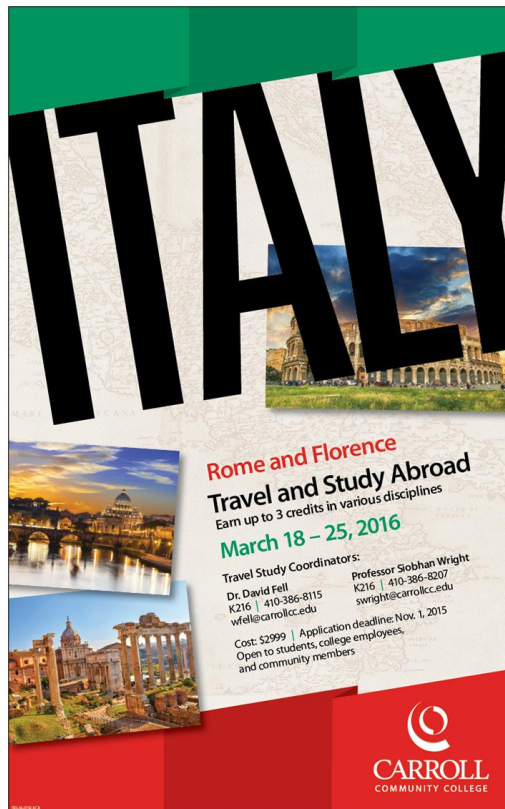
<b>Credit Student Recruitment</b>	<b>FY2015 Expenditures</b>		<b>FY2016 Budget</b>	
	<i>Radio/Open House commercials</i>	57,060		62,500
	<i>Career Coach website (1/2)</i>	5,000		0
	<i>comcast.net online ads</i>	2,650		2,500
	<i>WPOC.com</i>	2,100		0
	<i>Carroll County Times</i>	4,665		2,500
	<i>County school media</i>	4,025		4,000
	<i>Carroll Magazine</i>	2,985		4,000
	<i>Google AdWords</i>	0		1,000
	<i>Career Focus ads</i>	0		0
	<i>carrollcc.edu banners</i>	0		0
	<i>Class schedule ads</i>	0		0
	<i>Digital signage</i>	0		0
	<i>Facebook posts</i>	0		0
	<i>Homeschoolers Guide</i>	270		300
	<i>Transit (CTS)</i>	281		0
	<b>Advertising</b>	<b>79,036</b>		<b>76,800</b>
	<i>Career Focus (1/2)</i>	17,293		22,500
	<i>CCPS Links Careers folder (1/2)</i>	1,162		1,200
	<i>Class schedules (1/2)</i>	31,663		0
	<i>College catalog (1/2)</i>	2,975		3,000
	<i>Concurrent enrollment</i>	375		700
	<i>Credit Registration Mailer (1/2)</i>	0		6,300
	<i>Open House pc/rack cards</i>	3,727		3,500
	<i>Placement testing flyers</i>	707		0
	<i>Program brochures</i>	2,322		5,000
	<i>Program rack cards</i>	0		0
	<i>Tuition/fees/FACTS/Fin. Aid</i>	397		500
	<i>Viewbook</i>	4,500		5,000
	<i>Admissions postcards</i>	966		1,000
	<b>Printing/publications</b>	<b>66,087</b>		<b>48,700</b>
	<b>Mail prep/postage</b>	<b>22,189</b>		<b>20,000</b>
	<b>TOTAL</b>	<b>167,312</b>		<b>145,500</b>



Credit Student Retention	FY2015 Expenditures		FY2016 Budget	
	<i>Baltimore Magazine</i>	727		0
	<i>Carroll County Times</i>	1,239		0
	<i>Blackboard announcements</i>	0		0
	<i>Career Focus ads</i>	0		0
	<i>carrollcc.edu banners</i>	0		0
	<i>Class schedule ads</i>	0		0
	<i>Digital signage</i>	0		0
	<i>Facebook posts</i>	0		0
	<i>Great Hall posters</i>	0		0
	Advertising	1,966		0
	<i>Career Dev./Job Fair</i>	1,666		1,700
	<i>Class schedules (1/2)</i>	31,663		0
	<i>College catalog (1/2)</i>	2,975		3,000
	<i>Credit Registration Mailer (1/2)</i>	0		6,300
	<i>Events &amp; Activities rack cards</i>	576		600
	<i>Financial Aid/scholarships</i>	0		200
	<i>New Student Orientation</i>	112		200
	<i>Priority registration</i>	1,565		1,600
	<i>Student Life/Intramurals</i>	928		1,000
	<i>Transfer Fair/News</i>	611		600
	<i>Praxis Brochure</i>	237		0
	Printing/publications	40,333		15,200
	Mail prep/postage	14,119		10,000
	TOTAL	56,418		25,200

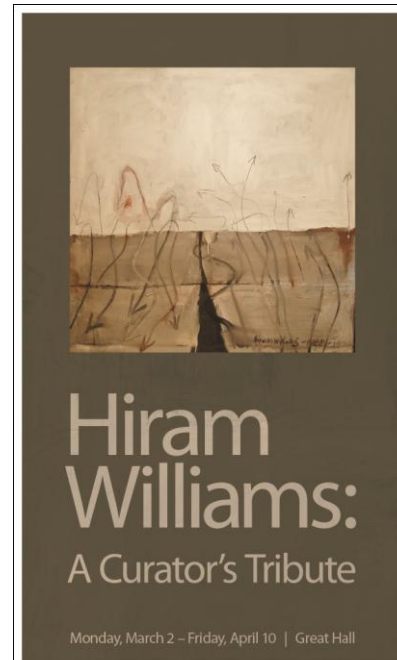
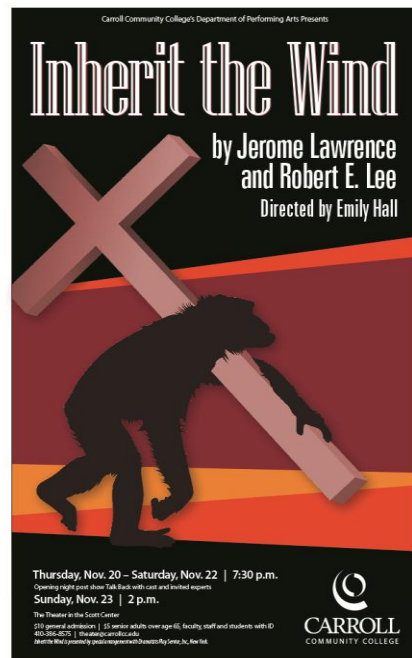


Diversity/ World View	FY2015 Expenditures		FY2016 Budget	
	<i>BlackBd announcements</i>	0		0
	<i>carrollcc.edu banners</i>	0		0
	<i>Digital signage</i>	0		0
	<i>Facebook posts</i>	0		0
	<i>Great Hall banners</i>	0		0
	Advertising	0		0
	<i>Diversity Events brochures</i>	0		1,500
	<i>Flyers</i>	0		0
	<i>Posters</i>	0		0
	Printing/publications	0		1,500
	Mail prep/postage	0		500
	TOTAL	0		2,000





Fine and Performing Arts	FY2015 Expenditures		FY2016 Budget	
	<i>Carroll County Times</i>	10,642		7,500
	<i>carrollcc.edu banners</i>	0		0
	<i>Constant Contact emails</i>	0		0
	<i>Digital signage</i>	0		0
	<i>Facebook posts</i>	0		0
	<i>Great Hall banners</i>	0		0
	Advertising	10,642		7,500
	<i>Brochures</i>	8,895		10,000
	<i>Event programs</i>	3,062		3,000
	<i>Postcards</i>	4,252		3,500
	<i>Posters</i>	0		0
	<i>Tickets</i>	208		200
	Printing/publications	16,417		16,700
	Mail prep/postage	2,919		3,300
	TOTAL	29,978		27,500



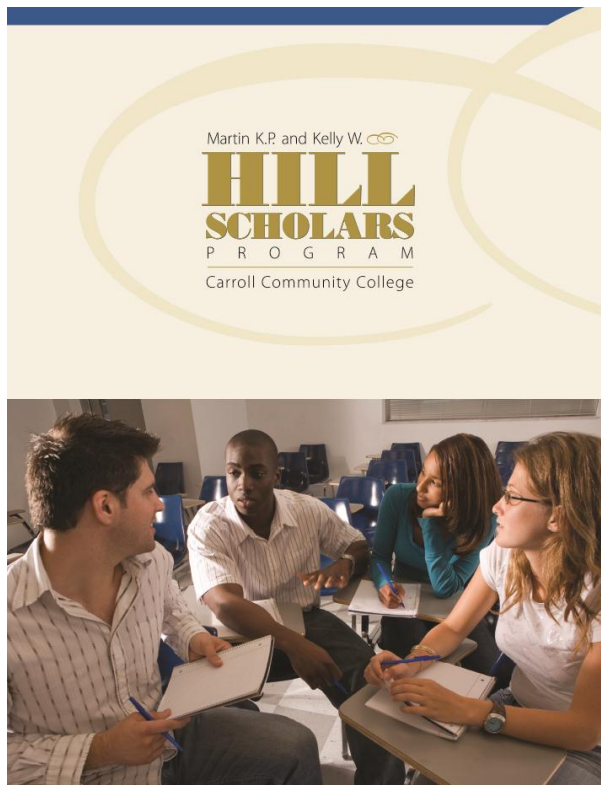


Foundation	FY2015 Expenditures		FY2016 Budget	
	<i>Carroll Magazine</i>	*		*
	<i>Book Fair program ads</i>	0		0
	<i>Starry Night program ads</i>	0		0
	<i>carrollcc.edu banners</i>	0		0
	<i>Digital signage</i>	0		0
	<i>Facebook graphics</i>	0		--
	Advertising	*		*
	<i>Annual Report</i>	*		*
	<i>Bookmarks (Book Fair)</i>	*		*
	<i>Brochures</i>	*		*
	<i>Flyers</i>	*		*
	<i>Invitations (Starry Night)</i>	*		*
	<i>Notecards/envelopes</i>	*		*
	<i>Pledge cards</i>	*		*
	<i>Postcards</i>	*		*
	<i>Posters</i>	*		*
	<i>Tickets (Starry Night)</i>	*		*
	Printing/publications	*		*
	Mail prep/postage	*		*
	TOTAL	\$*		\$*
	<i>*Paid from Foundation budget</i>			



Hill Scholars	FY2015 Expenditures		FY2016 Budget	
	<i>carrollcc.edu banners</i>	0		0
	<i>Class schedule ads</i>	0		0
	<i>Digital signage</i>	0		0
	<i>Facebook posts</i>	0		0
	<i>Starry Night program ad</i>	0		0
	Advertising	0		0
	<i>Application materials</i>	890		1,000
	<i>Invitation/acceptances</i>	980		1,000
	<i>Letterhead/envelopes</i>	960		0
	<i>Viewpiece/brochure</i>	0		1,500
	Printing/publications	2,830		3,500
	Mail prep/postage	2,991		3,000
	TOTAL	5,821		6,500

0



Summer Kids Teen College	FY2015 Expenditures		FY2016 Budget	
	<i>Baltimore's Child</i>	3,960		3,960
	<i>baltimoreschild.com</i>	500		500
	<i>Carroll County Times</i>	1,140		1,000
	<i>Carroll Magazine</i>	1,990		1,990
	<i>Frederick's Child</i>	944		1,000
	<i>Google AdWords</i>	0		0
	<i>Homeschoolers Guide</i>	120		120
	<i>homeschoolersguide.com</i>	200		200
	<i>Midway Media Video</i>	1,199		0
	<i>Md. Sum. Camp Directory</i>	100		100
	<i>carrollcc.edu banners</i>	0		0
	<i>Class schedule ads</i>	0		0
	<i>Digital signage</i>	0		0
	<i>Facebook posts</i>	0		0
	<i>Great Hall banner</i>	0		0
	Advertising	10,153		8,870
	<i>Banner (6'x3' vinyl)</i>	386		0
	<i>Chamber Events inserts</i>	125		0
	<i>Flyers</i>	0		0
	<i>Parent handbook/env.</i>	1,150		1,200
	<i>Postcards</i>	0		500
	<i>SK@C/TC course schedule</i>	5,716		6,000
	<i>Bookmarks</i>	305		330
	Printing/publications	7,682		8,030
	Mail prep/postage	5,836		7,100
	TOTAL	23,671		24,000



### FY2015 Advertising Expenditures and FY2016 Advertising Plan

Campaign/Market	FY2015 Expenditure	FY2016 Plan	Comments
Awareness/Branding	101,766	99,500	Delete transit; "ecoposter" outdoor
Credit Student Recruitment	79,036	76,800	Cancel Career Coach; add SEM
CET Career Training	17,407	12,500	Cancel Career Coach, transit
Business Training and Services	9,227	10,000	Maintain current marketing mix
Fine and Performing Arts	10,642	7,500	Reduce newspaper advertising
Adult Personal Enrichment	10,200	6,500	Reduce emarketing (limited results)
Summer Kids/Teen College	10,153	8,870	Delete third-party video
Child Development Center	2,381	2,500	Maintain current marketing mix
Adult Education Program	877	1,150	Increase SEM
Credit Student Retention	1,966	0	Advertise via campus media only
Diversity/World View	0	0	Advertise via campus media only
Hill Scholars Honors Program	0	0	Advertise via campus media only
Foundation/Advancement	*	*	*Paid by Advancement Office
<b>Totals</b>	<b>\$243,655</b>	<b>\$225,320</b>	<b>Cost reduction of \$18,335 (7.5%)</b>

### FY2015 Printing Expenditures and FY2016 Printing Plan

Campaign/Market	FY2015 Expenditure	FY2016 Plan	Comments
Credit Student Recruitment	66,087	48,700	Replace schedules with new mailer
CET Career Training	67,641	75,700	Increase targeted brochures
Credit Student Retention	40,333	15,200	Replace schedules with new mailer
Adult Personal Enrichment	40,417	40,000	Maintain current product mix
Fine and Performing Arts	16,417	16,700	Maintain current product mix
Awareness/Branding	14,700	15,500	Maintain current product mix
Business Training and Services	10,733	18,000	New stationery; brochures
Summer Kids/Teen College	7,682	8,030	Maintain current product mix
Hill Scholars Honors Program	2,830	3,500	New viewpiece
Adult Education Program	4,725	2,400	No pocket folder printing needed
Diversity/World View	0	1,500	Diversity Events brochure
Child Development Center	141	0	Brochure inventory adequate
Foundation/Advancement	*	*	*Paid by Advancement Office
<b>Totals</b>	<b>\$271,706</b>	<b>\$245,230</b>	<b>Cost reduction of \$26,476 (9.7%)</b>

	FY2016 Budget	FY2016 Plan
<i>Reallocation savings</i>		<i>\$66,206</i>
6040—Advertising	236,756	225,320
6042—Printing	300,000	245,230
<b>Total 6040+6042</b>	<b>\$536,756</b>	<b>\$470,550</b>

# Carroll Community College Credit Classes

**REGISTER**

**NOW!**

New Student Registration for  
Summer and Fall Classes  
Begins XXX

It's not too late to  
**ATTEND  
COLLEGE**  
THIS SUMMER  
OR FALL!

**Class days and times are online!**  
See page 5 for directions.





# WELCOME!



I am pleased to announce that our summer and fall 2016 schedule of credit courses is available online at [www.carrollcc.edu](http://www.carrollcc.edu). Making the schedule available online assures that you receive our most up-to-date information and offerings.

Please review this brochure for detailed instructions for how to locate the schedule and register for classes. And check our program spotlights including: our Summer Bridge program; specialty career programs and robust transfer options for students.

If you have questions or need personal assistance, our admissions counselors are available at 410-386-8430, or visit our Admissions Office in the Great Hall on campus.

I look forward to seeing you this summer or fall. We want to begin serving your higher education needs now; Register today!

A handwritten signature in black ink that reads "James D. Ball".

Dr. James D. Ball  
President  
Carroll Community College



## What Can Carroll Do For You?

### We have:

- Courses you need for your major
- Courses and degrees that will transfer
- Assistance to help you figure out what you want to do
- Tuition that is lower cost than a four year college. Start here, transfer there!
- Quality courses and excellent faculty
- Small class sizes
- Robust student life

We have what you need and are in your backyard, close to where you live!

### Come see us today!

**Register for summer and fall classes now at Carroll Community College.**

Call the Admissions Office or stop in, no appointments required.

Visit the web for details at [www.carrollcc.edu](http://www.carrollcc.edu).



# Easy Steps to Apply

Now is the time for  
Summer and Fall!

## 1. Complete the Enrollment Application

- Apply online at [www.carrollcc.edu/applynow](http://www.carrollcc.edu/applynow).  
No application fee.

## 2. Take the Placement Tests

(\*See exemptions below.)

### Walk-in Hours:

Monday – Thursday | 10 a.m. – 5:30 p.m.

Friday | 10 a.m. – 2 p.m.

Saturday | 9 a.m. – 11 a.m.

Upon arrival check in with the Admissions Office (A101).

### Several Notes:

- Photo ID is required to take the placement test
- Testing may begin anytime during the open hours
- Check the college calendar at [www.carrollcc.edu/events](http://www.carrollcc.edu/events) for holidays and other closures
- Receive your results right after testing

## 3. Complete the Online Pre-Advising Session

- Visit [www.carrollcc.edu/vfas](http://www.carrollcc.edu/vfas) to complete the pre-advising worksheet.

## 4. Register for Courses:

- Meet with an advisor on a walk-in basis to register:  
Monday – Thursday | 8:30 a.m. – 6 p.m.  
Friday | 9:30 a.m. – 4 p.m.

## 5. Send official transcripts, as applicable, including:

- High school
- Prior college (all)
- AP (from the College Board)
- GED®
- CLEP

\*Placement Testing Exemptions Apply: SAT 500+, ACT 21+, or previous College credits.

### Questions?

Contact the Admissions Office today:

410-386-8430 | [admissions@carrollcc.edu](mailto:admissions@carrollcc.edu).



## Apply for Financial Aid or Pay Tuition for Summer or Fall 2016

### 1. Complete the Free Application for Federal Student Aid (FAFSA)

- Apply online at [fafsa.ed.gov](http://fafsa.ed.gov)
- Send results to Carroll with school code: **031007**

### 2. Register now for classes

(see Easy Steps to Apply)

### 3. Review payment options:

- Apply for financial aid now (don't wait)
- Pay in full
- Pay monthly installments with the college's FACTs Payment Plan

Summer session tuition is due in May

(Ask when you register)

Fall tuition is due on Monday, Aug. 15, 2016

Registration continues until classes begin on

Monday, Aug. 29. After Monday, Aug. 15, payment is due at the time of registration.

Call Financial Aid with questions:

410-386-8437 | [financialaid@carrollcc.edu](mailto:financialaid@carrollcc.edu)

# Summer Session Start Dates Summer Term 2016

## Term begins

Tuesday, May 31

## Independence Day Holiday (college closed)

Saturday, July 2 – Monday July 4

## Term ends

Friday, August 5

## SU start options (S1, S2, S3, S4)

S1: 5 weeks | Tuesday, May 31 – Friday, July 1

S2: 10 weeks | Tuesday, May 31 – Friday, Aug. 5

S3: 8 weeks | Monday, June 13 – Friday, Aug. 5

S4: 5 weeks | Tuesday, July 5 – Friday, Aug. 5

*\*Please check the website for holiday and weather related closings before coming in.*

*\*Please note the CCPS and Carroll calendars and weather closings are different.*



Carroll Community College



# Fall Term 2016

## Term begins

Monday, Aug. 29

## Labor Day Holiday (college closed)

Saturday, Sept. 3 – Monday, Sept. 5

## 100% Refund period ends

7 p.m., Tuesday, Sept. 6

## Classes end for Thanksgiving Recess

1 p.m., Tuesday, Nov. 22

## Thanksgiving Holiday

**College closed**

Wednesday, Nov. 23 – Sunday, Nov. 27

**Classes resume**

Monday, Nov. 28

## Final Exam Week

Saturday, Dec. 10 – Friday, Dec. 16

## Term ends

Friday, Dec. 16

## Winter Recess (college closed)

Monday, Dec. 19 – Monday, Jan. 2

*\*Please check the website for holiday and weather related closings before coming in.*

*\*Please note the CCPS and Carroll calendars and weather closings are different.*



# Tuition and Fees

Tuition and Fees, FY2017, Effective Summer 2016. FY2017 starts July 1, 2016 and ends June 30, 2017  
Tuition and fees are subject to change. Visit [www.carrollcc.edu/costs-and-aid](http://www.carrollcc.edu/costs-and-aid) for current rates.

Billable Hours	In-County Tuition	College Service Fee	Total Activity Fee	Total In-County Charges	Total Out-of-County Charges	Total Out-of-State Charges
0.5	66.00	13.20	1	80.20	116.20	162.40
1	132.00	26.40	2	160.40	232.40	324.80
2	264.00	52.80	4	320.80	464.80	649.60
3	396.00	79.20	6	481.20	697.20	974.40
4	528.00	105.60	8	641.60	929.60	1299.20
5	660.00	132.00	10	802.00	1162.00	1624.00
6	792.00	158.40	12	962.40	1394.40	1948.80
7	924.00	184.80	14	1122.80	1626.80	2273.60
8	1056.00	211.20	16	1283.20	1859.20	2598.40
9	1188.00	237.60	18	1443.60	2091.60	2923.20
10	1320.00	264.00	20	1604.00	2324.00	3248.00
11	1452.00	290.40	22	1764.40	2556.40	3572.80
12	1584.00	316.80	24	1924.80	2788.80	3897.60
13	1716.00	343.20	26	2085.20	3021.20	4222.40
14	1848.00	369.60	28	2245.60	3253.60	4547.20
15	1980.00	396.00	30	2406.00	3486.00	4872.00
16	2112.00	422.40	32	2566.40	3718.40	5196.80
17	2244.00	448.80	34	2726.80	3950.80	5521.60
18	2376.00	475.20	36	2887.20	4183.20	5846.40



**SAVE MONEY FOR TRANSFER**

## How do I pay for College?

Tuition payment is due three weeks before classes begin. Class registration continues until the start date based on space availability. Within three weeks of the start date tuition is due upon registration.

Students are responsible for course registration and tuition payment.

Tuition is always due by the deadline. There are payment plans and options available to help students manage these payments monthly.

Visit the Admissions Office to register and discuss tuition management today!

### There are different ways to pay:

- Pay in full
- Set up a payment plan to pay in monthly installments.
- Apply for financial aid. This is done on a rolling basis, but if you apply in August, you will have to pay and be reimbursed after the term begins if eligible.



**HIGHER ED LOWER COST**

# Find the Classes You Need Online!

## What classes do we offer?

Courses range from Art to Biology to Computer Graphics to Engineering to Theater. We offer classes that will lead you toward any degree!

## Search for course availability days and times:

Classes are offered to meet your busy lifestyle: online, hybrid, day and night. Many options are offered for most courses and you can complete some degrees fully online. Go to WebAdvisor (no log in required) at [www.carrollcc.edu/learn](http://www.carrollcc.edu/learn) and use the Search for Classes function to see what is actually available.

## Look to see the specific requirements for your degree:

Full lists of degree requirements can be found online. You can begin any degree path at Carroll. Come and see us today!

## Summer Classes begin on:

- Tuesday, May 31 – Friday, July 1 (5-week term)
- Tuesday, May 31 – Friday, Aug 5 (10-week term)
- Monday, June 13 – Friday, Aug. 5 (8-week term)
- Tuesday, July 5 – Friday, Aug. 5 (5-week term)

## Fall Classes begin on Monday, Aug. 29, 2016

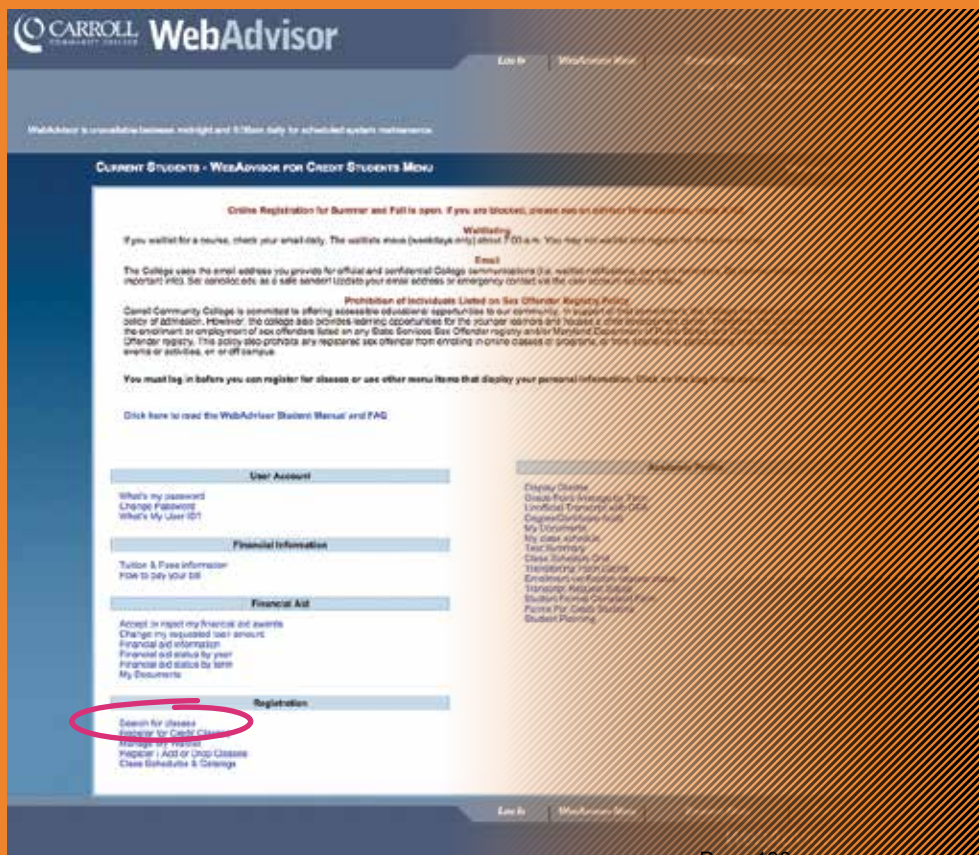
### 7-week accelerated hybrid options:

- First Session: Monday, Aug. 29 – Thursday, Oct. 13
- Second Session: Monday, Oct. 24 – Friday, Dec. 16

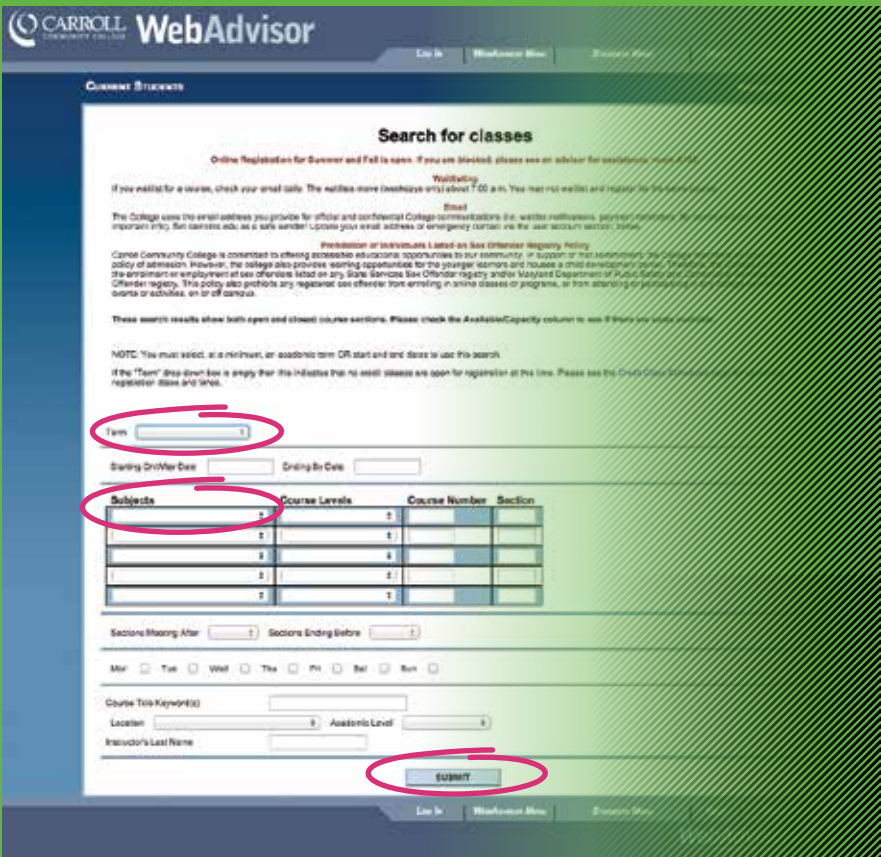
## Using WebAdvisor to search for classes :

To search for classes, go to [www.carrollcc.edu/learn](http://www.carrollcc.edu/learn)

Click on  
Search for Classes







Select the **Term** and a **Subject** and click **Submit**

(leave the other fields blank).

Available choices will appear, with details about each class section, including the availability of seats

Click on **Section Name and Title** to see the course's description





# Areas of Study

## Your Pathway to Success

Do you know what you want to study in college or are you still deciding? Either way, the associate or bachelor level degree you choose will align with a pathway at Carroll.

Don't worry, you will meet with an academic advisor before you register for the classes that will best fit your degree and transfer requirements. You can make degree plan changes during this meeting!

For now, apply by selecting the Area of Study that best suits your interest.



## Business

- Accounting Pathways
- Business Administration Pathways
- Certification Pathways

## Creative Arts

- Performing Arts Pathways
- Visual Arts Pathways

## Education

- Early Childhood Education and Early Childhood Special Education Pathways
- Elementary Education and Elementary Special Education Pathways
- Secondary Education Pathways
- Teacher Education Pathways

## Health Care Professions

- Bioprocessing, Cardiovascular Technology, Dental Hygiene, Diagnostic Medical Sonography, Nuclear Medicine Technology, Radiography, Respiratory Care and Surgical Technology Pathways
- Emergency Medical Services
- Health Information Technology
- Nursing
- Physical Therapist Assistant

## Humanities and Communication

- English Pathways
- World Language Pathways
- History Pathway
- Philosophy Pathway

## Science, Technology, Engineering, Math and Health Sciences

- Engineering and Math Pathways
- Health Science and Exercise Science Pathways
- Scientific Exploration Pathways
- Technology Pathways

## Social Sciences

- Aging Studies Pathway
- Criminal Justice Pathways
- Economics Pathway
- Political Science and Legal Studies Pathway
- Psychology Pathway
- Sociology, Social Work and Anthropology Pathways



# Classes Offered Online This Summer

Carroll has offered online courses in a variety of formats for over 10 years. Online courses include fully online as well as hybrid courses, which employ a mix of online and face-to-face learning. Students who wish to pursue the online degree, or, individual classes should consult an academic advisor for more information and to determine if online learning is the right choice.

Summer offers accelerated opportunities. Courses are faster paced and provide an excellent way to complete a class quickly while you are home from school at another institution or to reduce your fall course load at Carroll!

Online courses even offer you the flexibility to take a class while you are on vacation. As long as you have the time and internet access you do not have to be on campus.

Check WebAdvisor for the most current list of online courses. (See pages 5 – 6 for search instructions).

Online classes are offered in more areas than you think. Some subject areas are listed below. You can check for current course sections, options and availability online at [www.carrollcc.edu/student-services/distance-learning/](http://www.carrollcc.edu/student-services/distance-learning/)

## Online courses are offered in these categories and more:

Accounting	Health
Anthropology	Marketing/Management
Art	Math
Biology	Music
Business	Political Science
Computer Information Systems and Programming	Philosophy
Criminal Justice	Psychology
Economics	Sociology
English	
Finance	
Geosciences (with labs)	
History	



## Try Our Accelerated Courses This Fall!

Accelerated courses meet for 7 weeks! This schedule enables you to focus completely on a course for a shorter time and complete two back-to-back classes during the fall term.

### Monday, Aug. 29 – Thursday, Oct. 13

**Financial Accounting** | Mon. and Wed., 6:30 p.m.  
**Principles of Micro Economics** | Tues., 6:30 p.m.  
**College Writing** | Tues., 6:30 p.m.  
**Principles of Management** | Tues., 6:30 p.m.  
**Introduction to Business** | Thurs., 6:30 p.m.

### Monday, Sept. 12 – Friday, Nov. 4

**General Psychology** | Internet

Be sure to check <http://www.carrollcc.edu/student-services/distance-learning/> for additional course offerings and updates as they change frequently!



### Monday, Oct. 24 – Thursday, Dec. 8

**Managerial Accounting** | Mon. and Wed., 6:30 p.m.  
**Principles of Macro Economics** | Tues., 6:30 p.m.  
**Writing About Literature** | Tues., 6:30 p.m.  
**Principles of Marketing** | Tues., 6:30 p.m.  
**Assessment for Reading Instruction** | Tues., 6:30 p.m.  
**Business Law** | Thurs., 6:30 p.m.  
**Advanced Excel** | Thurs., 6:30 p.m.

EARN  
**3 CREDITS  
OR MORE**  
IN 7 WEEKS!

# Summer Bridge Program

The Summer Bridge Program helps new students improve their placement test results. Students who place into transitional English, reading or math with scores that are close to, but under, cut-off scores for credit classes may participate in this program.

Students prepare to re-take placement tests for English, reading or math so they may score high enough to qualify for credit classes.

**Benefits include:**

- Preparing to perform better on placement test retake(s).
- Learning successful study and test taking strategies.
- Saving time and money by moving into credit level classes sooner.
- Learning about available college resources.
- Getting a glimpse into the 'fun' aspects of being a college student.

**Monday, Aug. 1 – Friday, Aug. 5 | 10 a.m. – 3 p.m.**

Interested students should call **410-386-8301** or email **mnusbaum@carrollcc.edu** to schedule an appointment to meet with Ms. Nusbaum prior to registering.



# Computer Information Systems

The Computer Information Systems programs are designed to prepare students for careers in computer technology. The program consists of **five core courses** that provide a solid foundation in computer technology along with **five program tracks**. Each track will prepare the student to pursue a successful career in the areas of business, education, government or other fields in which computers are routinely used for Information processing

**CIS Core Courses**

- CIS-101 Introduction to Computer Information Systems
- CIS-105 Introduction to Object-Oriented Programming
- CIS-137 Introduction to Web Development Technologies
- CIS-148 Introduction to SQL and Database Design
- CIS-150 Introduction to Operating Systems

**Faculty Advisor: Bill Warburton**

wwarburton@carrollcc.edu | 410-386-8464 | M250M

**Program Tracks**

**Web and Mobile Developer Track**

- CIS-132 Principles of Programming
- CIS-234 Client-Side Web Development
- CIS-237 Server-Side Web Development
- CIS-258 Developing Cross-Platform Mobile Applications

**Web Design Track**

- ART-105 2D Design
- CGR-105 Introduction to Computer Graphics
- CGR-110 Typography
- CGR-157 Introduction to Web Page Design
- CIS-234 Client-Side Web Development

**Health Information Systems Track**

- CIS-132 Principles of Programming
- HIT-111 Medical Terminology
- HIT-112 Healthcare Data Content and Structure
- HIT-201 Computer Applications in Healthcare

**Computer Engineering Track**

- ENGR-100 Introduction to Engineering
- ENCE-212 Programming Concepts for Engineers
- ENEE-244 Digital Logic Design
- ENEE-245 Digital Circuits and Systems Laboratory

**WHAT WILL YOU DO?**

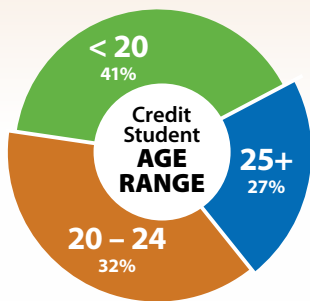


# FAST FACTS



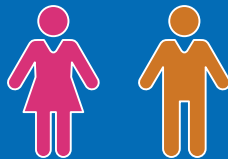
## CAMPUS

Today the campus comprises 80 acres including state-of-the-art learning and performance facilities featuring Internet and projection technology in every classroom, an outstanding library and wireless networking campus-wide.



## CREDIT ENROLLMENT

61% female 39% male



**CARROLL STUDENTS HAVE TRANSFERRED TO**

**648**

**DIFFERENT COLLEGES AND UNIVERSITIES**



## STUDENTS

Carroll's open-door admissions policy means that all who may benefit from its learning experience are welcome to attend.

**12,062**  
STUDENTS ATTENDED  
IN 2014 - 2015

**4,999**  
ENROLLED IN DEGREE-CREDIT  
COURSES

**7,742**  
ENROLLED IN CONTINUING  
EDUCATION NON-CREDIT  
COURSES

**396**  
ENROLLED IN BOTH CREDIT  
AND NON-CREDIT COURSES

Carroll Community College

## AREAS OF STUDY

- BUSINESS** >>>
- CREATIVE ARTS** >>>
- EDUCATION** >>>
- HEALTH CARE** >>>
- HUMANITIES** >>>
- STEM** >>>
- SOCIAL SCIENCES** >>>

## FINANCES



**\$481**  
TYPICAL THREE-CREDIT  
COURSE WITH FEES

**\$4,812**  
ANNUAL TUITION AND FEES  
FOR FULL-TIME, IN-COUNTY  
STUDENT

**\$3,548,512**  
GRANTS AND SCHOLARSHIPS  
AWARDED IN 2014 - 2015

**\$0** PARKING FEES  
AT CARROLL



**Carroll Community College**

**Compass 2020**

**College Priorities through FY2020**

**I. Student Achievement**

**II. Enrollment Development**

**III. County Economic Development**

**IV. Advancing Excellence**

**V. Resource Management**

**Status Reports on FY2016 Strategic Plan Initiatives**

**Planning Advisory Council**

**May 2, 2016**

# **FY2016 Strategic Plan Initiatives Status Report**

**May 2016**

## **Compass Priority I: Student Achievement and Program Quality**

### **I-1 Program Completion: Analyze correlates of success and adopt best practices to support student degree, program, and credential completion.**

Reporters: Kate Demarest, Laurie Shields, and Libby Trostle

Over the course of the 2016 academic year, the College has worked to improve data collection and modeling to support student achievement and program completion in credit programs. Reports have been developed to identify the numbers and characteristics of students who stop attending before completing a degree program. Using data from the National Student Clearinghouse, the College is able to identify students who have transferred without graduating. Looking specifically at students who do not return, yet who have not graduated or transferred, non-completers are more likely have a low GPA, be on probation or suspension, and to have failed a transitional course. A smaller number of non-completers have outstanding balances or accounts referred to collection. Over the upcoming year, the Student Affairs staff will work to develop and implement strategies to identify students who are struggling academically or financially and to provide appropriate support.

In addition, a recently completed study of the redesign of transitional reading and English reveals that students placing into transitional reading and English are completing the developmental sequence more quickly, with the most significant impact, interestingly, among students with lower placement test scores. Many of these students, who would have required at least two semesters of remedial coursework in the past, have completed within one semester and moved onto college coursework. In addition, these students continue to be extremely successful in the first college-level

writing course, actually out-performing students who did not require English remediation.

Continuing Education and Training has successfully generated its complete report for fiscal year 2015, as have other Continuing Education units from across the state. The report shows the number of individuals completing career training programs. Conversely, CET is also working to identify non-completers for 2015. They have developed a survey which they plan to administer in May 2016 that will be sent to those students who began, but did not complete a CET career training program. The purpose of the survey is to identify barriers to completion. Once barriers are identified, the College may be able to mitigate these barriers to help facilitate student completion in the future.

## **I-2 Areas of Study: Implement Areas of Study, Academic Pathways, and Student Planning initiative to promote recruitment and retention.**

Reporter: Kristie Crumley

Accomplishments in FY2016:

- Beginning with the fall of 2015, all new students were introduced to Areas of Study and specific academic pathways. Of the 1300 new students in fall 2015, winter 2016 and spring 2016, all degree-seeking students applied under an Area of Study and created an academic plan that is complete to graduation. Each student chose an Exploratory Program (a list of 5 to 7 initial courses to take in the broad Area of Study) or a specific degree program at their initial advising visit. Non-degree seeking students are not required to create an academic plan.
- Students in every READ and COL-099 course have at least 2 class sessions with academic advisors who helped teach the student planning system, as well as prepare the students for the subsequent semester's registration.
- Reports are being developed to help identify students who are still enrolled in an Exploratory program after 15 completed credits. These

reports will help to identify students who will need to make a decision about their degree program and will offer advisors and faculty the opportunity to communicate with students about degree choices. The goal is to have 90% of students choose a degree program by the completion of 30 credits.

- Reports are being created to assist department chairs with course scheduling using data from the Student Planning software. As more students are creating their plan to graduation, data regarding courses that will be needed each semester will be more accurate. A full implementation of the Student Planning software (all students are using the software) may take 3-4 years.
- Events and activities have been created and implemented for each of the 7 Areas of Study. These events have had a career, social, co-curricular or service focus. Through the Areas of Study Mini-grant program, faculty members have utilized over \$25,000 on student programming around Areas of Study.
- Academic Success Coaching has been implemented across the Areas of Study. Seventeen coaches have been trained. In the fall of 2015, 30 students attended group coaching sessions, three COL-099 and one HONOR-101 classes participated in group coaching, and 11 coaches met with 25 individual students for a total of 47 individual meetings. A coaching webpage, email and blog were created and utilized throughout the year.
- Multiple print documents have been created by Marketing and Creative Services that outline the Areas of Study program and the academic pathways included in each area. Web pages have been created that integrate with Ellucian to show each academic pathway in the 7 Areas of Study. Prospective and current students can see the required and recommended courses for their program of study.

#### Recommendations for FY2017:

- In the coming year, reports that are currently being developed will be analyzed to help create best practices and strategies that will lead to new retention efforts. The reports that are currently being developed will lead to new information concerning non-completers and will offer

retention data for the cohort that begin in fall 2015, with the new academic plan/Areas of Study academic pathway planning.

- Interested faculty members will be trained on the Student Planning software so that they will have the ability to help students with their 15, 30 and 45 credit milestone checks.
- Retention and student success data will be used to make changes to the Areas of Study programming through the Mini-grant programs. Reports with this data are currently being developed, for use once the spring semester has concluded.

### **Strategic Initiative I-3: Developmental Education Re-design**

Reporter: Magdeleine Vandal

Progress of Reading and English Re-design:

Both redesigns for transitional English and reading have been successfully completed. Traditional reading and English classes have been replaced with a modular format which allows students to complete the sequence in one semester. The number of modules students are required to take is determined by a diagnostic test which identifies topics needed for review. In reading, students are tested in five categories and their diagnostic results determine which modules must be completed. Students in reading may be required to take anywhere from 1 to 5 modules. Thus students are required to review only those topics needed as opposed to taking an entire course. English functions a bit differently, but students may be exempt from at least one module on the basis of the writing diagnostic. However, the modular format allows students to complete the English sequence in one semester. The modular format also allows flexibility for students who need more time on task; and benefits students, who for one reason or another, are unable to complete course work in one semester. Students who do not complete the sequence in one semester are able to pick up where they leave off rather than having to repeat an entire course. Reading and English now consist of 5 modules each which makes it possible for students to complete the developmental sequence for reading and English in one semester if they so choose.

Outcomes indicate that the modular format has clearly benefited those students who in the past would have placed in the lower level reading and/or English course. In the traditional format, these students would be required to take at least two semesters of developmental reading and/or English. Forty percent of these students now complete the entire sequence in one semester. Those who have the ability and motivation to accelerate are able to move ahead while those who need more time have that option as well. Data also indicates that students who complete the modular English sequence perform just as well as transitional students in the traditional sequence and 80% of these students perform as well as or better in English 101 than students who are not required to take a transitional course.

The greatest benefit of the redesigned program is the flexibility it affords students. The modular format also fosters independent learning, and places responsibility for learning on the student which is great preparation not only for college level work but for future employment as well. The transitional program also now includes a one-credit course for College Readiness. Any student who places into a transitional course – English, reading and/or math—is required to also take College Readiness.

Recommendations for FY2017:

1. Explore the feasibility of reducing transitional ENG modules from 5 to 4, by eliminating ENG E. This module focuses on writing an argument essay which is the primary focus of ENGL 101. Eliminating this module would increase the number of students who are able to complete transitional ENG in one semester without impeding their development as writers.
2. As the CCPS takes on responsibility for remediation in reading and English, the college will need to arrive at an agreement regarding appropriate placements for students who complete the remediation program in high school.

3. Examine the impact of the changes at CCPS on enrollment in transitional courses and consider the need to adjust modules to address a different student population with greater focus on adult education, GED, ESL, and returning students who have been out of college for some years.
4. Create a review program modeled on the current summer Bridge program to serve Adult Ed, GED, ESL students and individuals who have been out of school for several years. The goal would be to support students in their transition to the college environment and could include placement test preparation, introduction to college resources and programs, career planning, study and time management strategies, and on-going academic coaching. Continuing Education, Academic Services, and Student Life could collaborate on this project.
5. Identify a contact person or navigator to work with at-risk students including non-traditional, 1<sup>st</sup> generation, ELL, veterans, and homeless students, to connect them to both county and college resources including Continuing Education resources and programs and to provide on-going support and guidance as they pursue studies in either Continuing Education or credit programs.

## **Compass Priority II: Enrollment Development**

### **II-1 Five-year Academic and CET instructional Programming Plan: Identify current programs for enhanced development, and new instructional programs and partnerships to launch over the next five years.**

Reporters: Karen Merkle and Jan Ohlemacher

In Fall 2016 an Instructional Plan Development Workgroup convened for the purpose of engaging the instructional areas of the college in researching and prioritizing new or expanded instructional program to support enrollment growth over the next five years. The group included key team members from Academic and Student Affairs and Continuing Education and Training. Its goal was to make recommendations to the President and the Executive Team for inclusion in strategic planning and budget development.

The workgroup began by developing a screening tool to evaluate a number of ideas generated from department program reviews and CET planning sessions. After dividing into smaller research groups, individuals discussed initial ideas with appropriate stakeholders (program chairs, directors, community members, etc.) and formulated reports utilizing research data such as demand for program, job availability, college and funding resources, target markets, and a cost/benefit analysis.

Through the process, the group identified three categories for consideration: potential new programs, programs requiring expansion, and strategies for continued development. They identified five findings for recommendation:

1. Six programs already underway need further support and development: CIS/mobile applications; apprenticeship to degree; social media marketing; personal fitness trainer; professional communications; and development of flexible scheduling formats.

ACHIEVED TO DATE: CIS/mobile applications have received approval from Academic Council. Apprenticeship to degree has been approved with at least one transfer agreement under negotiation. Flexible course formats have been created for at least six courses.

2. Five new programs need further development: digital fabrication; entrepreneurship; entertainment technology; media production; and robotics.

ACHIEVED TO DATE: An MHEC proposal has been sent for approval of Audio-visual Technician. The other four will have additional study for implementation within a five-year plan, if feasible.



3. Seven potential new strategies need work teams for implementation: academic skills' bridging; expansion of certification testing; travel study; expansion of agreements with CCPS and the Career and Technology Center; expanded co-listing of courses; credit for prior credentials; and expanded online programs and services.
4. Two existing programs need funding support to continue and expand: Cyber Security and Dental assistant.
5. Five ideas were identified for potential development but needed additional research for implementation: Juvenile Justice certificate; Engineering Technician; Speech Pathology; Enrolled Agent; and accreditation for Health Information Technology.

#### Recommendations for FY2017:

- Reconvene the workgroup in June to consider the next steps in moving the findings forward.
- Develop implementation timelines for the initiatives the president recommends to go forward.

### **II-2 Course Delivery and Scheduling to Accommodate Adult Learners: Enhance course delivery and scheduling to increase opportunities for adult learners and promote operational efficiencies.**

Reporter: Laurie Shields

Credit Advising, CET Advising, and Career Services have been meeting monthly to share information regarding services and programs to provide to better triage students according to their needs. Janenne Corcoran, Director of Advising, Transfer, and Student Pathway Planning, reports that "many adult students are drawn to CET programs due to the expedience of credentialing." Student Affairs staff have been working for the last year with the implementation of Student Planning software. This allows them to assist students in planning their schedules through to completion and plainly allows students to see how accelerated learning speeds them to graduation.

Services (advising, financial aid, tutoring, transcript evaluation) are provided equally to all students, including evening hours. Placement testing/proctoring are also available on Saturdays; new this past summer, placement testing shifted to walk-in service instead of appointments. A virtual presence has been developed for many offices on Blackboard to assist students during all hours. Services appear to be adult friendly.

To attract adult learners, the Business and English faculty developed 7-week offerings for 2015/FA and advertised these in credit marketing for priority registration. Sections offered were: BUAD-101, 8 students; CIS-101, 5 students; MGMT-201, 13 students; MKTG-201, 17 students; ENGL-101, 0/cancelled for low enrollment).

- Enrollment data indicates that 84% of the enrollments in the 7-week sections were students ranging in age 18-25 (these students are 72% of the credit population).
- 42 students chose to take the same content offered in 7 weeks in 15-week format courses. It is unknown whether the students knew about the 7 week option or specifically elected to take the content over the full semester.
- Success rates in the 7-week sections were compared to success rates in 15 week sections:

<b>Course</b>	<b>7-week Grades of C or Higher 43 Students</b>	<b>15-week Grades of C or Higher 331 Students</b>
BUAD-101	100%	77%
CIS-101	100%	71%
MGMT-201	69%	65%
MKTG-201	65%	87%

- Carroll County's growing age band is 29-35.
- 2016/SP 7-week offerings were enrolled as follows: BUAD-101, 7 students; ECON-102, 16 students; CIS-101, 11; MGMT-201, 10 students; and BUAD-205, 12 students.

Recommendations for FY2017:

- Further study on the growing age band (29-35) is needed to discern whether there are programs or formats that would appeal to them.
- Further study/experimentation is needed to develop variety in 7-week offerings.
- Marketing Director will help us to explore new directions.
- Advising anecdotal experience indicates more adult students are interested in 7-week format than the enrollment numbers reflect. Students express interest in 7-week math options.

### **II-3 Cybersecurity Program: Implement the credit Cybersecurity program and build multiple on-ramps for students with earned industry certifications.**

Reporter: Matt Day

#### FY2016 Accomplishments and Progress:

- Formed an industry advisory group of cybersecurity professionals that assisted in program steering and development.
- Developed the 30-credit certificate in Network Security, with classes launching in fall 2015. The certificate is currently pending at MHEC for review with no response or comments.
- Developed the AAS degree in Cybersecurity. The degree is currently pending at MHEC for review with no response or comments.
- Implemented the non-credit Computer Support Technician certificate, with the first students transferring to the credit degree program in spring 2016.
- Built the cybersecurity lab in room A208, with additional mobile equipment for expansion.
- Worked with registrar's office to implement a process for transcribing industry certification credentials into college credit.

#### Recommendations for FY2017:

- Evaluate implementing a credit certificate related to the Cisco Certified Network Associate certification.
- Evaluate implementing additional noncredit cybersecurity courses on advanced topics for incumbent workers.

- Coordinate with Computer Information Systems and other departments to determine common course areas that can be supported post-grant to streamline resources and increase enrollment.
- Implement student tracking via a career pathways data collection model.

**II-4 Credit for Prior Credentials: Attract students, and advance their degree progress through credit for prior learning through earned industry credentials.**

Reporters: Paul Hunter and Libby Trostle

System is in place to award 24 elective credits toward an AA degree to apprenticeship completers; several students have inquired as result of Information Session and publicity. Potential transfer option of AA to 4-year colleges appears promising, will pursue if student interest is there. Discussions have begun and work will continue to explore awarding of credit for prior certifications in HIT and IT areas based on Cybersecurity model; four new non-credit courses leading to IT industry certifications developed; expansion of Pearson Vue testing for IT Certifications underway to attract more students to IT certification courses.

Marketing included a flier for the Apprenticeship to Degree project that was shared with current and past apprenticeship students. Cybersecurity program website maintained by Matt Day highlights all credit and non-credit offerings.

Recommendations for FY2017:

- Continue to promote the Apprenticeship to Degree programs. Evaluate 4-year degree transfer, if sufficient interest exists. Make a greater effort to cross market programs between non-credit and academic areas.
- Continue discussions for additional IT certifications and possibly HIT.

## **II-5 Strategic Marketing Plan: Strengthen marketing to attract and retain students, and promote new academic and Continuing Education programs.**

Reporter: Craig Clagett

The Marketing and Creative Services (MACS) team implemented the FY2016 Marketing Plan that redirected several marketing efforts. Printing and mailing of credit class schedules was discontinued, with the savings allocated to increased use of search engine marketing, online advertising, social media campaigns, and a new television commercial.

An example of the office's increasing use of social media marketing was a hashtag campaign (#carrollccgrad15) designed to engage graduating students, their families, and friends. The campaign won a Gold award in the 3<sup>rd</sup> Annual EDU Education Digital Marketing national competition and Bronze award from the National Council of Marketing and Public Relations in its annual Paragon awards competition. The hashtag campaign was conceived and executed by Mary Ann Davis, the college's digital marketing administrator, and can be viewed at <http://bit.ly/carrollccgrad15story>. The office is considering implementing a hashtag campaign engaging new students entering the college in fall 2016, from Orientation through Welcome Week and beyond.

The college created a new television commercial supporting its "What Will You Do?" campaign theme. The commercial won a Gold award in the 31<sup>st</sup> Annual Educational Advertising Awards competition sponsored by the *Higher Ed Marketing Report*. Other winners this year included Auburn, Boston, Michigan State, Oklahoma State, and Stanford universities. The 30-second spot was scripted by Craig Clagett, produced by Bill Gillett and Seth Schwartz, and shot and edited by Alex Smith of Wound Up Productions. The commercial featured Carroll students and was videotaped entirely on campus. It can be viewed at [carrollcc.edu/About-Us/Why-Carroll/](http://carrollcc.edu/About-Us/Why-Carroll/).

A new credit mailer to spur registration and attract new students was launched in conjunction with the Admissions Office. The mailer directed recipients to the college website with instructions for accessing WebAdvisor for searching and enrolling in classes. The piece also introduced the new Areas of Study and academic pathways, and included several "program

spotlights” promoting specific programs selected by Academic and Student Affairs. The new Cybersecurity program was highlighted here, and in other media including feature stories in the Carroll County Times and a billboard on Route 140.

To further strengthen the college’s marketing function going forward, a full-time analyst position in Institutional Research was eliminated and reallocated to allow the conversion of a part-time Graphic Designer position to full-time status. This in turn allowed for a reallocation of responsibilities within the MACS office so that a new Senior Director of Marketing could be hired to lead the college’s next comprehensive strategic marketing program without the responsibility for overseeing day-to-day collateral production. The search process to replace the previous director, who left the college in September 2015, took seven months. Convening of the next Strategic Marketing Team was delayed until the new Senior Director was hired. The new director, Dr. Maya Demishkevich, started at the college on April 11, 2016.

Recommendations for FY2017:

1. Convene the Strategic Marketing Team to assist in the development of a multi-year Strategic Marketing Plan.
2. Present an outline of the Strategic Marketing Plan to the Planning Advisory Council at its October 2016 meeting.
3. Begin implementation of the Strategic Marketing Plan during FY2017.

## **Compass Priority III: County Economic Development**

### **III-1 Business Training and Services: Support economic development through customized training, business consulting services, and community partnerships.**

Reporter: Libby Trostle

The BTS Business Plan was revised and is being implemented; April revenue posting slightly behind goal; year-end revenue to be reviewed in July. Using Salesforce.com to track proposals, pipeline and sold contracts.

BTS is currently being rebranded and target date for launch is August/September 2016.

Miller has a new logo and name. Agreement with Commissioners to administer County's small business development activities including outreach, education and navigation services in place; branding and new promotion strategies underway. Miller public kick-off held April 22, 2016. New marketing campaign is being developed.

Free monthly webinars "Powerbrews" offered monthly to members of the business community. Recorded Powerbrews available on website. BTS client testimonial videos, awaiting BTS rebranding and will be released in early fall 2016 to support new branding efforts. Efforts to incorporate business photos into Hikel Business Training Center hallway by yearend. Social media video recordings produced and completed of BTS clients in county. Will be posted in early fall 2016 to support new promotional effort.

Recommendation for FY2017:

Continue to work the Business Plan. Work with Senior Director of Marketing to ensure successful rebranding launch in fall 2016.

**III-2 Career Pathways and Educational Transitions: Design, implement, and assess the effectiveness of career pathways incorporating Adult Education, noncredit career education, and degree-credit programs.**

Reporters: Steve Berry and Barbara Gregory

*A. Collaborate to develop effective pathways and stackable credentials to assist student in achieving their educational or career goals*

Based on the strategic goal to transition more students from Adult Education to credit or non-credit classes at the college, the transition group met to create a flow chart. The flow chart demonstrated how and where former Adult Education students would go on campus to receive appropriate services according to their goals. The group was comprised of non-credit program managers, the Adult Education career navigator, the

career development director, the non-credit student advisor and a tutoring center representative. As the paths were mapped, programs were identified that were short in length, not too expensive and did not require many or any academic prerequisites. These programs would be the most attractive to students with immediate career goals thus building career pathways. The group wanted to also identify the WIOA approved classes that BERC would pay for if the student was eligible for their services. Gaps in service were identified, and recommendations made to fill those areas. The group proposes that this be disseminated to all college admissions and advising staff, so regardless of the door entered, Adult Education students hear the same information.

#### Recommendations for FY2017:

- Provide a tool for the screening of second language learners, providing feedback on communication is expected in a particular training program
- Bridge Class for any student below an 8.9 grade level with contextualized instruction such as: Math for Health Careers, math for Trades, Professional Business Communications, Soft Skills for the Workplace
- Make sure that the programs that we suggest to students have WIOA approval, so they have the potential for BERC funding
- Create regular meetings between Adult Education and Credit to improve communication and service.
- Use of formal tracking document (student learning plan) in Datatel, so progress can be followed for each student. Written action plan established by the Adult Ed. Navigator and student to address barriers and track progress. Student would receive written copy. Scheduled meetings to follow progress
- A database and reporting that follows students longitudinally. This is not currently available for CET students through IR
- Use of consistent career assessments across Adult Ed, CET and Credit, as educationally appropriate.

*B. Collaborate to provide advising and information services that assist student with educational choices to meet short and long-term goals*



- New programs, rules and guidelines between credit and non-credit area are not consistently shared or understood. This does not enable staff to provide all educational options to students. No structure existed to track students referred from Advising to Career or CET. As a result, students did not necessarily make contact to the referred service. Monthly meetings have been established between admissions, CET, and Career to share information about programs, changes, and effective strategies for serving students. This has led to the establishment of a referral system to track students and ensure they do not leave without making a direct referral contact. Of the 20 students referred through the new structure, 12 have scheduled appointments and had follow up in Career Development. The remainder are being contacted for the second time. On demand response when available is given to assist with walk-in students; comments have been received on the improved connections and communication between CET and credit in meeting individual student advising needs. Example of information shared: Cyber students receiving Non-credit industry certifications must meet academic prerequisite requirements for the credit program.

Recommendation for FY2017:

- Develop Web content to be placed on “Not sure?” page, providing information on decision-making and pathways. This is waiting for input from the new Senior Director of Marketing.

*C: Begin developing an assessment plan to determine the effectiveness of integrated career pathways.*

- A draft of a credit assessment plan remains under discussion.
- Libby Trostle, Sonja Hand, Matt Day, and Rob Brown met earlier this year and created a DRAFT framework to evaluate the success of integrated pathways.
- Asked questions such as, “What data do we need to collect? What are the on ramps and off ramps for students? What are the various success measures (for example, for some success means employment, for others, it means they met their original goal of a certification, yet for others it means they earn their AA degree).

- Continuing to refine the document and hope to test it with the Cyber Security Data that has been collected to date for the grant.
- Target date for completion in June 30<sup>th</sup>, so this is still in progress.

Recommendation for FY2017:

- Trial the tool and revise as necessary based on the results.

*D: Produce marketing communications materials to publicize career pathways and transitions among Adult Education, noncredit career and degree-credit programs.*

- A flyer was created for "Apprenticeship to Degree: Turn your apprenticeship training hours into an Associate of Arts, Arts and Sciences degree".
- MACS awaiting additional copy development.

*E: Implement publicity for Adult Education offerings and transitional pathways to career training and career programs.*

- Social media video about GED graduate who is pursuing an AA degree was posted
- Event calendars publicized Adult Education classes
- Carroll County Times reporter attended Adult Education completion ceremony

**III-3 Apprenticeships, Certificates, and Middle Skills Job Preparation: Enhance non-degree career training program opportunities and market effectively to attract new student populations to campus.**

Reporters: Steve Berry and Laurie Shields

This initiative was designed to enhance non-degree career training programs opportunities and market effectively to attract new student populations to the campus. Continuing Education and training developed nine new certificates, Workforce Training and Business Services is exploring digital badges for certificate, several medical transition programs have been developed. Credit launched a letter of recognition in Personal

Training, reworked CIS offering certificates, sent the Network certificate and Entertainment Technology certificates to MHEC.

Additionally, Jan's and Karen's core teams met together to look at program development as well as bridging students from non-credit to credit programs. A rating sheet was developed and many programs were considered. From these discussions, credit programs in digital fabrication, robotics, and professional communications were chosen for further consideration and development.

PMA creates many publications as requested by constituents to attract new populations to the campus. Highlights of publications, projects, and campaigns this year to attract new students to our programs included:

- *Career Focus* (redesigned into pathways; highlighted Entrepreneurship, CIS, Cybersecurity, and STEM Scholars)
- New Credit Class mailer (replaces the credit schedule book for outreach purposes)
- New Hill Scholar materials
- New *Your Pathway to Success* brochure
- STEM Festival publications and advertising
- College Fair maps, postcard, and signage
- Refreshed Miller Small Business publications
- Rebranding of Business Training and Services

Recommendations for FY2017:

- Solicit program ideas from the college community and convene program development group annually to repeat the review process.
- Develop materials for STEM Scholar program.
- Evaluate community response to change in the Credit Class mailing.

## **Compass Priority IV: Advancing Excellence**

#### **IV-1 Employee Compensation: Evaluate the college's financial resources and organizational structure to support implementation of a competitive employee compensation and benefits program.**

Reporters: Tim League and Donna Marriott

This initiative is in support of *Compass 2020* as it relates to the following Compass Planning Principles:

- Attract and retain a superior workforce with competitive compensation
- Shepherd resources wisely and operate efficiently

The Administration team has been working with the President to create strategies to increase funding to improve salaries and maintain a competitive compensation package. A multi- facet strategy is in place to accomplish this goal

- 1) The College has been seeking additional financial resources from the Carroll County Government with the specific recommendations apply these funds to salaries. This will be an ongoing initiative.
- 2) The College concluded a study in FY16 of our healthcare benefit package recommending modifications effective July 1, 2016. As a result:
  - a. College will implement a three to five year process to lower institutional costs of our Health Care Benefit programs.
  - b. College will maintain an attractive plan compared to peer institutions
  - c. Funds will be reallocated to support salary adjustments and:
  - d. Assure long-term viability of post-retirement health care plans.
- 3) The college is conducting an administrative services review and academic program review in the spring of 2016 with the goal of evaluating efficiencies and identifying possible cost savings approaches. Funds from this process may be available to support future salary improvements.

Recommendations for FY2017:

- 1) Complete studies and evaluate recommendations
- 2) Continue to evaluate and implement appropriate changes to health care package
- 3) Continue to seek new funding from Governmental sources to improve salaries
- 4) Analysis efficiency opportunities and determine if funds are available to reallocate to support salary increases.

**IV-2 Faculty and Staff Development: Implement a program to enhance the effectiveness of adjunct faculty teaching and organizational engagement, and the professional skills of all employees.**

Reporters: Steve Berry and Alan Bogage

Background: Adjunct faculty are an important part of the college and, thus, they are included in and alerted to professional development opportunities and activities. In 2015, a Task Force was assembled to examine credit adjunct faculty professional development, organizational involvement, and promotion/compensation. A number of recommendations grew out of this task force. Budget recommendations were made to support the work of the task force.

Professional development opportunities are provided through in-house workshops, seminars, training, consultations, discussions, and labs. In addition, funds are provided for faculty/staff to attend off-campus conferences and training. The Instructional Quality committee in conjunction with the Director of College Communications, Media Relations & Staff Development, and the Coordinator of Wellness develop an extensive calendar of professional development and staff development activities. In addition, the Director of Human Resources plans and provides employee and supervisory training.

CET has moved to provide expanded adjunct faculty communication and training. A multi-year plan to address the needs of CET faculty has been created and implemented (see below).

In addition, a campus-wide needs assessment is in development to support and direct the future planning for staff development to further the existing efforts in this area.

Four specific strategies were identified to support Initiative IV-2:

- IV-2-ADM-a – Provide online training programs designed for supervisory development needs.
- IV-2-ASA-a – Create processes to implement feasible recommendations from the 2015 Adjunct Faculty Task Force.
- IV-2-CET-a - Develop and implement strategies that focus on the advancement of the quality of instruction provided by CET adjunct faculty.
- IV-2-PRE-a - In conjunction with various units of the College, coordinate an institutional training and development needs assessment for the College and coordinate the scheduling and publicity for the planned events.

Accomplishments in FY2016:

- The Instructional Quality committee planned and implemented the 2015 Summer Institute which included a week's worth of faculty development sessions organized around various tracks: Adult Learners, Instructional Technology, and Assessment.
  - Individual workshops included:
    - Rubrics and assignment design
    - Microsoft Office Mix
    - Empowering students
    - Video in the classroom
    - Critical Thinking discussion
    - Annual Assessment review
- Dr. Paul Hanstedt (English - Roanoke College), a well-known author (*General Education Essentials*) and researcher on General Education, was brought to campus to work with the credit faculty. Dr. Hanstedt addressed critical thinking and methods for integrating critical thinking

across the General Education curriculum with a focus on assignment design.

- A full schedule of Blackboard open labs and training opportunities were provided.
- New adjunct orientation was provided in August and January. This orientation provides hands-on training, presentations, and workshops on Carroll services and systems. Additionally, workshops on student engagement are included. Much of the orientation is now online.
- The new full-time faculty orientation schedule was offered in the Fall 2015 to the cohort of new faculty hired in Spring 2015 and Fall 2015 semesters.
- Total expenditures for Academic Affairs professional and staff related development (i.e. conferences and meetings) for FY2015 was \$69,604.63. Thus far the college has spent \$71,230.12 for fiscal year 2016.
- Each of the Academic and Student Affairs departments supported discipline-specific professional development opportunities including: Southern Graphics Council International conference (Fine and Performing Arts), 3D Modeling Software and Classroom Integration Symposium (Computer Graphics), Transitions and Transactions III Conference (English), Certification for Online Adjunct Teaching (several departments), Maryland Statewide Standards Committee's 10th conference, Association of Faculties for the Advancement of Community College Teaching (AFACCT) conference, National Academic Advising Association conference, Maryland Information Literacy Exchange conference (Library).
- Supervisory training was successfully completed in FY2015. The college's managers, supervisors and chairs were required to participate in a supervisory development program that included online training followed by group discussions. New supervisors hired during the year were provided an orientation to the training by HR and the opportunity to complete the training to catch- up with the current training schedule. (IV-2-ADM-a)

- A full schedule of workshops and discussions for supervisors and faculty/staff has been scheduled and will continue into the coming year including performance evaluation & time sheet overview (repeat sessions), workplace violence (online via LawRoom), EAP orientation, bullying in the workplace, and group discussions. (IV-2-ADM-a)
- An Adjunct Faculty Review committee was created in FY2015 to examine such areas as professional development, promotion, and compensation as they pertain to adjunct faculty. The recommendations included expanding promotional levels for experienced long term adjunct faculty, increased compensation for adjunct participation in committees, co-curricular work, training, and governance, and increased compensation for substitute classroom assignment. Budget recommendations to support this initiative were presented during the operational budget process, however, the recommendations could not be implemented at that time. Recommendations will be reconsidered in light of the Affordable Care Act and other priorities. (IV-2-ASA-a)
- Research and development of a needs assessment survey to identify the areas of need for training for all employees was initiated. The survey will focus on organizational engagement and enhancement of professional skills of employees. The survey implementation is planned for fall, 2016. (IV-2-PRE-a)
- Staff and faculty development workshops were presented in the spring and fall that focused on TITLE IX, teaching and learning, technology, wellness, and diversity topics. The schedule appeared as an icon on all employee desktops. (IV-2-PRE-a)
- Specific workshops included: Mental Health First Aid Workshop, The Power of Positive Language Pilot Presentations (Student Panel Video Group Discussion), Excellent Customer Service, Managing Conflict in the Workplace, Effective Communication in the Workplace. (IV-2-PRE-a)
- A multi-year plan has been developed and is in the process of implementation to address the needs of CET adjunct faculty. The four goals outlined in the plan include; streamlining administrative responsibilities, enhancing communications and adjunct engagement, developing and sharing resources, and developing and implementing



professional development resources. The strategies that have been accomplished this fiscal year include the development of an adjunct resource guide that is placed in all instructors packets, the development and population of a new adjunct portal site. The revised adjunct faculty handbook is in its final revisions. CET adjuncts will have the opportunity to attend some of the appropriate modules in this year's ASA summer institute. (IV-2-CET-a)

#### Recommendations for FY2017:

- Continue to provide a robust schedule of faculty, supervisory, and staff training and professional development offerings each year. Continue to support faculty attendance and participation in professional conferences, training, and affinity group meetings.
- As budget allows, implement the recommendations of the Adjunct Faculty review committee with regard to increased compensation for adjunct faculty promotions and organizational engagement.
- Complete the implementation of the CET multi-year plan and look for additional strategies to assist in the professional development of instructors.
- Implement, distribute, and analyze the results of the institutional training and development needs assessment survey.
- Based on the assessment, develop and implement staff and faculty training and development plan.
- Provide and promote the supervisory training schedule of online training and group discussions for all supervisors and managers.

#### **IV-3 Process Improvement and Business Intelligence: Implement business intelligence and data governance to support outcomes assessment and data-based decisionmaking across campus at all levels.**

Reporters: Craig Clagett, Karen Merkle and Jan Ohlemacher

The Data Governance Committee continued to explore ways to develop reports to support the needs of each area of the college. This year, in particular, committee members produced the following reports:

For Academic and Student Affairs, the emphasis was on Student Planning software and reports that could provide chairs with data to assist with course schedules. Many reports expanded data analysis based on questions from either chairs or Student Affairs directors. Additional data to support retention efforts also had priority. The latest reports will connect data from the National Student Clearinghouse to our students to assist with more specific information about transfer. Finally, a self-service option was instituted for financial aid, which will provide up-to-date information regarding funds.

For Continuing Education and Training, initial efforts worked on re-designing their universe and converting data reports, as appropriate. Reports are also being developed to better track student data. This will be critical as more combined programs (non-credit to credit and vice versa) are introduced.

For Finance, IT archived five years of financial data, which will help in tracking trends.

For Human Resources, reports continued to be developed to facilitate processes to make information more readily available. With the increase in reporting requirements from the state and federal government, it has become necessary to streamline where possible.

For Institutional Research, efforts continued to center on building reports to respond to additional state reporting requirements included in MAC-2 (Maryland Annual Collection). A reporting system also needs to be developed for grants in response to requests for data from the Cybersecurity grant.

A new area has been added for Compliance reporting needs. For now, it appears that reports already in place will provide the necessary data. Depending on reporting requirements, there may be a need for additional data reports.

Work continues on developing the Data Cookbook definitions. The committee has also periodically reviewed the strategic plan to stay on-task in developing reports supporting *Compass 2020*. Efforts are also underway to post documents on the portal for increased access and communication.

Recommendations for FY2017:

- Begin development of a data dashboard, with the use of consulting expertise, to make identified key information (4-6 data elements total) readily available.
- Continue implementation of reports for each area based on needs identified in the Strategic Plan.
- Continue development of the Data Governance portal site for internal access of information.

**IV-4 Instructional Portfolio and Scheduling Analysis: Assess the college's programs and scheduling, and implement strategies to promote efficiencies and return on investment while enhancing outcomes.**

Reporters: Jan Ohlemacher and Laurie Shields

RPK Group (consultant) has been engaged to look further at efficiencies in course offering and scheduling. Four programs engaged this year in their five-year comprehensive reviews (Business; Health and Wellness; Engineering and Mathematics; and Social and Behavioral Sciences) will work first with the consultant in May to develop and affirm a model for projecting demand and scheduling classes. The remaining faculty chairs will be engaged in the same process during their Assessment Day (June 8).

While chairs have already reduced offerings in anticipation of decreased student enrollment, initial review of the RPK data indicates that additional money can be saved, starting by reducing the number of sections and increasing section caps, as appropriate.

Recommendations for FY2017:

- The model developed will be used to facilitate conversations with chairs and utilized to review 2016-2017 credit offerings.
- RPK Group work with faculty chairs needs to be completed and shared.
- Link above results with other data for improvement.
- Review credit schedules for fall and future.

**IV-5 Compliance and Re-accreditation: Complete the college's Periodic Review Report to Middle States and ensure compliance with all federal and state regulations.**

Reporter: Michael Kiphart

The status of this initiative is reported separately for each supporting task:

**IV-5-ADM-a: Formalize and enhance the college's OSHA program and establish training plans and documentation.**

Reporter: Terry Bowen

OSHA regulations have been revised and Material Safety Data Sheets (MSDS) have now been renamed Safety Data Sheets (SDS). New format, language and graphics have been required by OSHA for standardization on all SDS. Not all vendors have met the January 1, 2016 deadline for the change from MSDS to SDS but for all those that have, SDS has been secured and binders updated. This project is 95% complete. Information on SDS and its requirement and importance in the workplace will be included in our Safety Manual which should be complete during fall 2016.

Recommendation for FY2017:

Continue to update SDS binders as manufacturers and vendors update from MSDS to SDS for all chemicals brought onto campus when received.

**IV-5-CMP-a: Provide required Title IX training to all students and employees**

Reporters: Michael Kiphart, Donna Marriott, and Kristie Crumley

Online Title IX training through LawRoom and CampusClarity was completed for students and employees for the 2015 fall semester. Employee training was initiated within the January 15, 2016 deadline. The training for employees is an ongoing process as each new employees is hired. Each new employee must complete the training as a requirement of employment. Student employees were included in the mandatory aspect of the online employee training as well.

Student online training was delayed for the 2016 spring semester due to College organization restructuring and the implementation of a Title IX Campus Climate Survey required by federal and state law. Participation results for both the student and employee Title IX training will be analyzed and future recommendations for the implementation of both the student and employee training will be considered. Feedback regarding the Title IX online training will also be analyzed to shape future efforts.

Recommendation for FY2017:

Examine participation rates, feedback, and concerns related to the Title IX online training and the Title IX Campus Climate Survey to assist in future implementation efforts, increased participation, and understanding for staff, faculty, and students.

**IV-5-CMP-b: Conduct the Periodic Review Report process to complete the PRR report for reaffirmation of accreditation by MSCHE**

Reporters: Rob Brown and Michael Kiphart

The second draft of the PRR Report and PRR Compliance Report have been distributed to the college community for comment and reaction with a due date of Friday, April 29, 2016. Appendices have been provided by the PRR Committee members and are presently being gathered for proper linking in the document. The draft of the PRR and PRR Compliance Report will be provided to the Board of Trustees on May 9, 2016 for consideration at the Board meeting on May 18, 2016. The target date for completion of the final draft of the PRR Report and PRR Compliance report document is May 20, 2016, with a delivery date to MSCHE no later than June 1, 2016.

Recommendation for FY2017:

No recommendations due to the near completion and deadline of the submission of the documents.

**IV-5-CMP-c: Develop Title IX information pieces and distribute information pieces to appropriate populations of the college community.**

Reporters: Sylvia Blair and Michael Kiphart

Two information pieces regarding Title IX have been developed and distributed for both students and faculty. Information letters were also developed for both student and employee regarding the Title IX online training. A comprehensive questions and answers document was created for both students and faculty regarding the online Title IX training and the Campus Climate Survey administered campus wide as required by law. In addition, we created and developed an information campaign called "Respect. Boundaries. Consent" to alert students to the college wide Campus Climate survey before they received it. Media included messages on electronic monitors around campus, social media postings, a website banner and a letter from the President to students.

Future information pieces should include: reporting sexual assault, what is harassment, how to determine you are being stalked and what to do, and responsible employee reporting with steps to follow when working with potential victims. Establishing a web and portal presence for Title IX and the Office of Compliance and Integrity. Will be ongoing throughout 2016 and beyond.

Recommendations for FY2017:

- Complete the website for Office of Compliance and Integrity and Title IX.
- Develop further information pieces for students, faculty, and staff regarding Title IX, HIPPA, and Civil Rights Discrimination.

**IV-5-CMP-d: Initiate a process for a compliance audit for the college working with the Compliance Committee.**

Reporter: Michael Kiphart

With the advent of compliance related efforts with online Title IX training, the Campus Climate Survey, Title IX reporting, and the Periodic Review Report (PRR) and the PRR Compliance Report the Compliance Committee meetings and the compliance audit were put on hold for the 2016 spring semester. Preparations for the compliance audit will be developed over the 2016 summer for a meeting of the Compliance Committee an implementation of the Compliance Audit for the 2016 fall semester.

Recommendation for FY2017:

Imitate and implement the compliance audit for the college.

## **Compass 2020 Priority V: Resource Management**

### **V-1 Five-year Financial Plan: Identify revenue and expenditure implications of enrollment assumptions and departmental and program plans, and prepare a five-year strategic financial plan through June 30, 2020.**

Reporter: Alan Schuman

In support of *Compass 2020*, a Strategic Operating Budget Plan for FY2016—FY2020 is being developed. As part of that process there is an emphasis on aligning resources with priorities.

The financial planning assumptions for this effort and *status* follow:

#### Compass Planning Parameter

- Specifies priority academic (credit) and continuing education and training (non-credit) programs and incorporates the facility, financial, marketing, staffing, and technological resources necessary to support them. This is necessary for budget planning purposes.

- 1) Analyze cost implications of new and expanded credit and non-credit programs.

- a. A college planning group consisting of Academic, Continuing Education & Training (CET), and Student Affairs team members was established to engage the instructional areas of the College to research and prioritize new or expanded instructional programs that will support enrollment growth over the next five years and to make recommendations for implementation.*
  - b. The programs have been identified. Currently the cost and revenue assumptions are being developed.*
- 2) Improve the College's return on investment in programs and course offerings.
  - Develop a model for analyzing cost efficiency in programs and courses.
    - *Academic Affairs is working with a consultant to develop options and strategies.*
  - Develop a data dashboard for monitoring return on investment.
    - *Future item.*
  - Implement methods for improving cost efficiencies of programs and courses.
    - *Reviews are underway and some adjustments to course offerings have been implemented. When the study is complete a more comprehensive approach will be implemented.*
- 3) Identify areas that would be most impacted by changing enrollment.
  - Develop 5-year strategic staffing plan to prioritize needs and hiring/replacement strategies based on enrollment analysis and departmental needs.
    - *The Academic Plan and implementation schedule is in development.*
  - Review the current Organizational Structure to include all classification of employee to assure that the structure supports the Strategic Plan.
    - *The college is currently working with a consultant to analyze administrative support functions with a goal of analyzing efficiency.*
  - Evaluate each position that becomes vacant for its relative priority in supporting the Strategic Plan.



- *The College is evaluating every position as it becomes vacant to determine the priority of replacing the position, determining if there is an alternative method for performing the function, and analyzing the overall priority of the position against future needs still under development.*
  - Reallocate as appropriate.
    - *Two vacant positions were reallocated to meet higher priorities in FY2016. This will be an ongoing evaluation as positions become vacant.*
- 4) Develop Five-year Planning Budget including:
- Expenditure Assumptions
  - Governmental Funding Assumptions
  - Tuition Assumptions
    - *A five-year budget planning modeling tool has been developed.*
    - *Once cost of expanded or new CET and Academic programs are developed they will be entered into the model*
    - *Revenue assumptions are under development.*

Recommendations for FY2017:

- Finalize cost/revenue impact of expanded and new CET and Academic Programs.
- Determine which year each of these initiatives will be implemented.
- Finalize organizational review and future vacancy analysis.
- Update five-year budget planning model to incorporate revised expenditure and revenue assumptions.

**V-2 Workforce Planning: Analyze staffing and anticipated retirements across all functions, in response to enrollment and revenue assumptions and *Compass 2020* strategic priorities.**

Reporter: Donna Marriott

This initiative is in support of *Compass 2020* as it relates to the following:  
Compass Planning Principles:

- Attract and retain a superior workforce with competitive compensation
- Shepherd resources wisely and operate efficiently

A retirement and turnover analysis was conducted to identify trends affecting employee separation, impact to the college, and further recruitment needs. The analysis was conducted using historical data from FY2014 to date to analysis turnover trends. In addition the period of calendar year 2016-2018 was used to predict the number of employees likely to retire over the next few years.

Analysis of this data is underway with the goal of estimating the number of positions that will be subject to review to determine if resources will be available to be reallocated to new priorities.

The college is conducting an administrative services review and academic program review in the spring of 2016 with the goal of evaluating efficiencies. These data in conjunction with potential turnover of staff will be used to prioritize the filling of positions.

Recommendations for FY2017:

- Complete studies and evaluate recommendations.
- Analysis efficiency opportunities and determine if positions are likely to become available to be reallocated to other priorities.

### **V-3 Technology Master Plan: Update the college's Technology Master Plan through June 30, 2020.**

Reporters: Alan Bogage and Patti Davis

- In process of developing a new Technology Master Plan (TMP) 2016-2020 which will identify general goals as well as specific projects and initiatives that will support the college Mission and align with *Compass 2020* priorities:
  - Student achievement
  - Enrollment Development

- County Economic Development
  - Advancing Excellence
  - Resource Management
- The TMP will address each of these areas and provide a broad framework for technological support for each priority. Technology that will be associated with each priority are identified below.
    - Student Achievement – technology support for teaching/learning/curriculum: Learning Management System (LMS), student portal, labs/library, distance technologies, media, instructional software support, analytics, learning outcomes and assessment support.
    - Enrollment Development – technology support for program development: Ellucian, LMS, Business Objects, distance learning, lab/classroom space analysis, mobility, bring your own device (BYOD), marketing through social media, website development and integration.
    - County Economic Development – Continuing Education and Training, career pathways, Business Training and Services, broadband, partnerships (CCPS, CMC, CCPL, BEREC, CCPN).
    - Advancing Excellence – adjunct and full-time faculty support, Business Objects/Web Intelligence, compliance, faculty/staff technology training.
    - Resource management – technology budgeting process, capital funding, infrastructure, BYOD, IT staffing, facility management, scheduling, portal, security, hosted applications, cloud storage.
  - The [Annual Report to the Planning Advisory Council – FY2017 Recommendation & Update](#) is available to all employees on the C3 employee portal.

#### Recommendations for FY2017:

- Finalize the Technology Master Plan for 2016-2020 so it is ready at the beginning of FY2017.
- Prepare annual review/update of the TMP project list by the Technology Advisory Group/TAG Leadership, review with President

and Executive Team, and deliver presentation to the Planning Advisory Council in April 2017.

**V-4 Fundraising: Support the Carroll Community College Foundation in attracting and shepherding donors to further contributions to the college.**

Reporter: Steve Wantz

Total giving through the Foundation in FY2016 should range between \$700,000 and \$750,000. This is slightly lower than planned mostly as a result of staffing changes in the department and also from ongoing pledge payments to the Making the Difference Campaign.

We experienced a 55 percent increase in President's Society funding in FY2016 over FY2015 though the level is still well below the \$60,000 goal. This will continue to be an important area of annual giving focus going forward.

College funding priorities were identified by the Executive Team. A preliminary case for support was drafted and tested with over 60 constituents in Carroll County during April. The final report will be presented to the Foundation Board on May 19<sup>th</sup>. A campaign decision will follow by June 30<sup>th</sup>.

A development audit was conducted in preparation of a potential campaign. An upgrade to the RE NXT donor database system will take place in early May 2016. The Foundation will also apply for a license to offer charitable gift annuities during early part of fiscal year 2017 to better position us with tools for planned/legacy giving.

Our signature events generated net revenue of \$201,200 in the current fiscal year. This is 8.7 percent above goal and 15 percent above FY2015.

Finally, we brought four new members onto the Foundation Board to further expand our reach into the community. Board members have been provided initial training to equip them with necessary skills and tools as we plan to enter a campaign.

## Recommendations for FY2017:

- With its consultant, conduct a feasibility study in preparation of a major gifts campaign in conjunction with the college's 25<sup>th</sup> anniversary in 2018.
- Meet or exceed the net revenue goals of the Foundation's major fundraising events.

# **COMPASS 2015**

## **STUDENT ACHIEVEMENT**

- I. Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.**

## **ENROLLMENT DEVELOPMENT**

- II. Respond to community and student needs through innovation and resourcefulness in instruction, programs, and services.**

## **PARTNERSHIPS**

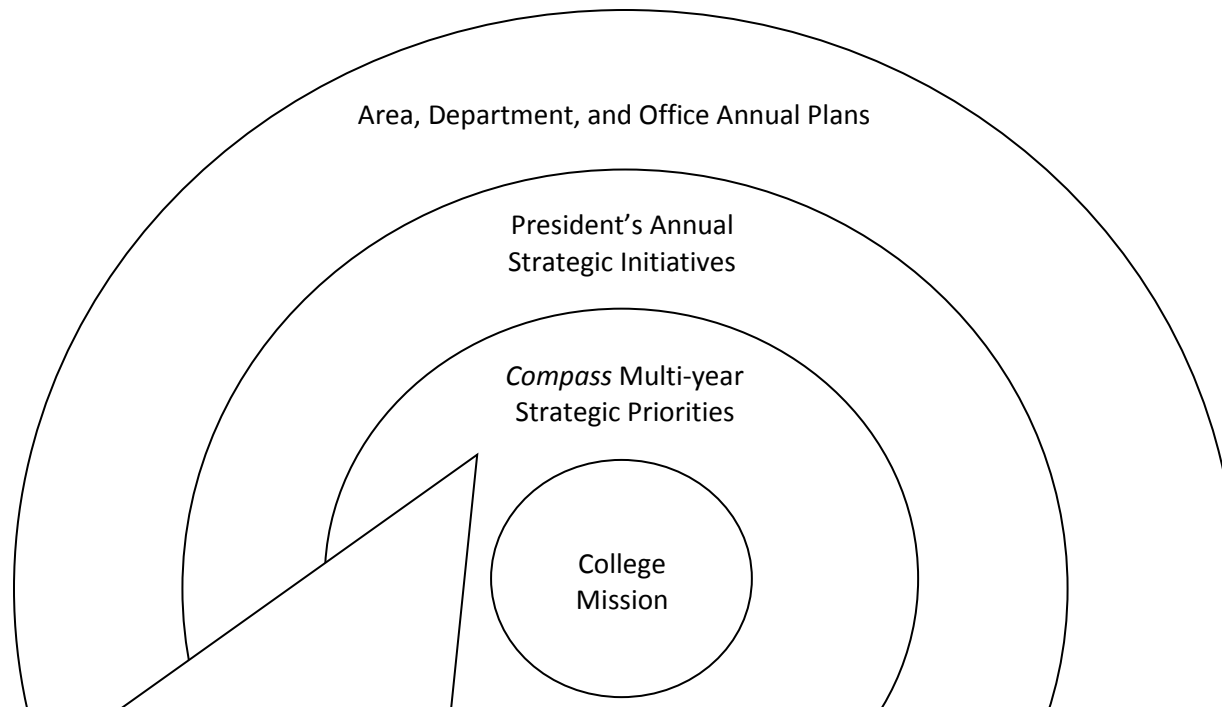
- III. Collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college's mission.**

## **CONTINUOUS IMPROVEMENT**

- IV. Invest in the college's employees, technology, and decision support systems in continuous improvement efforts to further the college's excellence.**

## **RESOURCE MANAGEMENT**

- V. Develop resource management strategies to respond to anticipated levels of governmental and student revenues.**



# COMPASS 2015 PRIORITIES

**FIVE STRATEGIC PRIORITIES  
GUIDE COLLEGE PLANNING  
DURING FISCAL YEARS  
2013 THROUGH 2015**

**ADOPTED  
JUNE 7, 2012**

## **Student Achievement**

Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.

## **Enrollment Development**

Respond to community and student needs through innovation and resourcefulness in instruction, programs, and services.

## **Partnerships**

Collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college's mission.

## **Continuous Improvement**

Invest in the college's employees, technology, and decision-support systems in continuous improvement efforts to further the college's excellence.

## **Resource Management**

Develop resource management strategies to respond to anticipated levels of governmental and student revenues.

Appendix 25  
**Carroll Community College  
Westminster, Maryland**




# **Institutional Effectiveness Assessment Report**



**Presented to the Board of Trustees  
December 18, 2013**

**Revised Measures Approved by the President and  
Planning Advisory Council  
December 3, 2012**

Key:

	Meets or exceeds benchmark
	Below benchmark but improving
	Below benchmark and not improving



# Institutional Effectiveness Assessment

## Mission Goals

One way the college assesses its overall institutional effectiveness is by monitoring the achievement of the mission goals in its Mission Statement. The college has 10 such goals:

- |  |  |
|--|--|
| • Access, Affordability, and Learner Support | • Business and Community Development     |
| • Core Competencies                          | • World View, Diversity, and Citizenship |
| • Baccalaureate Preparation                  | • Community Enrichment                   |
| • Career Education and Development           | • Organizational Culture                 |
| • Learning Outcomes and Assessment           | • Effective Resource Use                 |

## Institutional Effectiveness Assessment Measures

For each of the ten mission goals, the college has identified quantitative measures to assess their accomplishment. Institutional Effectiveness Assessment Measures were initially developed by the Planning Advisory Council and approved by the President and Board in 1999; they were revised in 2003, 2008, and again in 2012. The Board of Trustees reviews a report on the measures every December. The Planning Advisory Council reviews the measures every February to identify areas needing improvement strategies. The report is shared with the Board of County Commissioners in the spring and posted to the college website for public access.

## Benchmarks

After reviews of national, state, and peer college data, examination of the college's data trends, and discussions with the Planning Advisory Council and selected faculty and staff, the college president established benchmarks for each assessment measure. For measures that are also indicators in the state-mandated Performance Accountability Report the Board of Trustees also approved the benchmarks. The measures, definitions, and benchmarks were revised or confirmed in 2012.

## Application of Assessment Findings

The Planning Advisory Council reviews the college's Institutional Effectiveness Assessment Report in February. Measures that are below benchmark values and not improving are identified for further analysis (in orange in the following charts). The analysis informs development of new institutional strategic initiatives and guides planning in a continuing assessment → planning → action → assessment cycle. This process received commendation from the Middle States Evaluation Team after their visit in April 2011.

## Access, Affordability, and Learner Support

I. Provide an affordable center of learning with supportive and caring faculty and staff, appropriate admissions practices, effective learner support services, relevant programs, and a variety of teaching and learning strategies.

### 1 Annual Unduplicated Headcount

Annual total unduplicated headcount of students enrolled in credit and noncredit courses, reported by fiscal year.

Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
13,600	13,533	13,987	13,949	13,881	13,191
√ = Achieved		√	√	√	

### 2 FTE Enrollment

Annual total, state-funded full-time-equivalent (FTE) student enrollment including credit and noncredit courses, reported by fiscal year.

Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
3,000	2,921	3,138	3,347	3,173	3,167
√ = Achieved		√	√	√	√

### 3 First-time Full-time Market Share

Percent of Carroll County residents attending Maryland colleges and universities as first-time full-time undergraduates, attending Carroll Community College.

Benchmark	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
50.0	50.8	54.6	51.1	47.0	49.0
√ = Achieved	√	√	√		

### 4 Part-time Market Share

Percent of Carroll County residents attending Maryland colleges and universities as part-time undergraduates, attending Carroll Community College.

Benchmark	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
70.0	69.0	71.6	73.3	72.9	73.4
√ = Achieved		√	√	√	√

### 5 High School Graduate Enrollment Rate

Percent of Carroll County public high school graduates attending Carroll Community College in the fall semester following their high school graduation.

Benchmark	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
25.0	27.1	27.5	23.7	25.9	23.8
√ = Achieved	√	√		√	

<b>6 Applicant Yield Rate</b>					
Percent of fall applicants enrolled in credit classes as of the official third week census date.					
Benchmark	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
70%	74.2	71.8	65.0	66.7	59.1
√ = Achieved	√	√			
Applicants	1,580	1,630	1,505	1,502	1,485

<b>7 Tuition and Fees Compared to USM Average</b>					
In-county, credit student tuition and fees as a percent of the average for the University System of Maryland; as reported in MHEC Performance Accountability Report.					
Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
≤50.0	47.8	49.0	48.1	47.3	48.5
√ = Achieved	√	√	√	√	√

<b>8 Tuition and Fees Compared to Median Household Income</b>					
Annual, in-county, full-time credit student tuition and fees as a percent of the median household income in Carroll County.					
Benchmark	2007	2008	2009	2010	2011
≤4.50	3.92	4.33	4.42	4.42	4.48
√ = Achieved	√	√	√	√	√
Annual tuition	3,234	3,407	3,505	3,624	3,696
Median income	82,492	78,653	79,227	82,077	82,553

<b>9 Met Need of Pell Recipients</b>					
Percent of Pell Grant recipients who have 50 percent or more of their total need met by grants and scholarships.					
Benchmark	FY2008	FY2009	FY2010	FY2011	FY2012
50%	44.9	67.6	54.2	22.2	21.4
√ = Achieved		√	√		
Pell Recipients	379	417	640	1,044	1,091

<b>10 Met Need of Non-Pell Recipients</b>					
Percent of students with financial need, who did not receive Pell Grants, who have 50 percent or more of their total need met by grants and scholarships					
Benchmark	FY2008	FY2009	FY2010	FY2011	FY2012
30%	49.3	40.0	13.0	29.4	13.2
√ = Achieved	√	√			
Students	75	65	54	68	68

<b>11 Student Perception of Institutional Financial Support</b>					
Community College Survey of Student Engagement (CCSSE) item 9f: How much does the college provide the financial support you need to afford your education? Measure is percent responding very much or quite a bit (top two choices on four-point scale).					
Benchmark	2004	2006	2008	2010	2012
50%	31.9	37.5	38.1	38.1	46.8
√ = Achieved					
<b>CCSSE national</b>	42.3	43.9	45.1	48.2	52.3

<b>12 Student Perception of Institutional Learning Support</b>					
Community College Survey of Student Engagement (CCSSE) item 9b: How much does the college provide the learning support you need to succeed at this college? Measure is percent responding very much or quite a bit (top two choices on four-point scale).					
Benchmark	2004	2006	2008	2010	2012
80%	71.9	73.3	75.4	78.7	78.1
√ = Achieved					
<b>CCSSE national</b>	68.5	69.5	71.2	72.3	72.9

<b>13 Student Satisfaction with Academic and Student Services</b>					
A composite rating of selected college academic and student services by students who indicate they have used the services from responses to the college's credit student satisfaction survey.					
Benchmark	N/A	N/A	N/A	N/A	2013
85%					87.4
√ = Achieved					√

<b>14 Developmental Course Enrollment within First Year</b>					
Percent of first-time fall students beginning prescribed developmental coursework within one year. (Carroll Community College catalog recommends completion of developmental courses within first 12 credit hours and states that English and mathematics sequences must be begun by completion of first 24 credit hours or registration will be blocked.)					
Benchmark	N/A	N/A	Fall 2010	Fall 2011	Fall 2012
90%					
English			80.9	84.5	84.9
√ = Achieved					
Reading			89.4	90.8	93.1
√ = Achieved				√	√
Mathematics			85.4	84.4	84.4
√ = Achieved					

15 Learning Beyond the Classroom					
Number of students participating in learning activities outside the classroom, including service learning projects, Academic Communities, and clubs (may be duplicated across categories).					
Benchmark TBD	N/A	N/A	N/A	N/A	FY2013
AC field trips					217
Clubs					310
Service Learning					780
√ = Achieved					

**Core Competencies**  
 II. Provide opportunities for all learners to develop competencies in communications skills, critical thinking, quantitative and scientific reasoning, information and technological literacy, creativity, global awareness, and personal development.

16 Core Competencies Proficiency					
Percent of students scoring satisfactory or proficient across all dimensions of each core competency learning goal.					
Benchmark TBD	N/A	N/A	FY2010	FY2011	FY2012
<b>Written Communication</b>					
				73%	
√ = Achieved					
<b>Oral Communication</b>					
				70%	
√ = Achieved					
<b>Creativity</b>					
√ = Achieved					
<b>Critical Thinking</b>					
					57%
√ = Achieved					
<b>Global Awareness</b>					
				50%	
√ = Achieved					
<b>Information and Technology Literacy</b>					
			65%		
√ = Achieved					
<b>Personal Development</b>					
√ = Achieved					
<b>Quantitative and Scientific Reasoning</b>					
					94%
√ = Achieved					

## Baccalaureate Preparation

III. Prepare students for completion of the baccalaureate degree through rigorous transfer programs, appropriate advising and support services, and effective articulation agreements.

### 17 First-year Transfers in Good Standing

Percent of Carroll transfers with cumulative grade point averages of 2.0 and above after one year at Maryland public four-year institutions.

Benchmark	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12
85.0	84.4	87.7	83.6	88.4	87.1
√ = Achieved		√		√	√
<b>Statewide</b>	79.3	82.3	82.2	N/A	N/A

### 18 Graduate Satisfaction with Transfer Preparation

Percent of Carroll transfers rating their preparation for transfer very good or good on a five-point scale, from statewide graduate follow-up surveys; as reported in MHEC Performance Accountability Report.

Benchmark	Class of 2000	Class of 2002	Class of 2005	Class of 2008	Class of 2011
80%	71%	79%	79%	73%	77%
√ = Achieved					
<b>Statewide</b>	78%	85%	82%	79%	82%

### 19 Baccalaureate Attainment Rate

Percent of Carroll transfers to Maryland public four-year institutions earning baccalaureate degrees within five years of transfer, reported by academic year of transfer.

Benchmark	2001-02	2002-03	2003-04	2004-05	2005-06
60.0	53.1	62.4	58.7	58.9	62.7
√ = Achieved		√			√
<b>Statewide</b>	54.0	56.1	59.0	54.8	53.5

## Career Education and Development

IV. Provide career preparation, job skill enhancement, continuing professional education, and career development services through credit and noncredit programs.

### 20 Adult Education High School Diploma Graduates

Annual number of graduates completing their high school diploma through the college's Adult Education program, including GED and National External Diploma completers, as reported to the Maryland Department of Labor, Licensing, and Regulation.

Benchmark	FY2008	FY2009	FY2010	FY2011	FY2012
55	58	65	54	58	57
√ = Achieved	√	√		√	√

### 21 AAS/AS Graduate Employment/Continuing Education

Percentage of A.A.S. and A.S. graduates reporting employment in a job related to their Carroll program or transfer to a four-year institution within a year of graduation.

Benchmark	Class of 2000	Class of 2002	Class of 2005	Class of 2008	Class of 2011
90%	77%	100%	90%	91%	98%
√ = Achieved		√	√	√	√

### 22 Licensure Examination Pass Rates

Percent of Carroll program completers passing licensure examinations on their first attempt, separately reported for each exam: Licensed Practical Nursing, Registered Nursing, Physical Therapist Assistant.

Benchmark	2008	2009	2010	2011	2012
LPN = 90%	100%	100%	100%	100%	100%
√ = Achieved	√	√	√	√	√
RN = 90%	92%	91%	90%	91%	96%
√ = Achieved	√	√	√	√	√
PTA = 90%	92%	91%	100%	100%	96%
√ = Achieved	√	√	√	√	√

### 23 Enrollment in Noncredit Workforce Development Courses

Course enrollments in Continuing Education and Training noncredit open-enrollment workforce development and contract training courses each fiscal year, as reported in MHEC Performance Accountability Report.

Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
8,800	8,908	8,695	9,421	8,803	8,221
√ = Achieved	√		√	√	

<b>24 Continuing Education Licensure/Certification Enrollment</b>					
Annual unduplicated headcount and course enrollments in CET Continuing Education Licensure and Certification classes, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
HC = 4,000	3,786	3,554	3,623	3,370	N/A
√ = Achieved					
ENR = TBD	5,797	4,516	5,101	4,290	N/A
√ = Achieved					

<b>25 Continuing Education Completers (new—will report in 2014)</b>					
Number of students successfully completing CET workforce training courses, and number of students successfully completing Continuing Education Certificate programs comprised of multiple courses, reported according to MCCACET guidelines and best practices.					
Benchmark	N/A	N/A	N/A	N/A	FY2013
Courses					N/A
√ = Achieved					
Certificates					N/A
√ = Achieved					

<b>26 Career Counseling Services Use</b>					
Number of students receiving career planning and development services during the fiscal year; from data collected by the Career Development Center. Count includes students meeting with a career counselor, attending a workshop, attending a career fair or event, or participating in a career exploration or planning classroom activity.					
Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
1,000	1,078	884	1,415	1,045	1,818
√ = Achieved	√		√	√	√

**Learning Outcomes Assessment and Program Evaluation**  
 V. Ensure learning through ongoing assessment of student progress and achievement, and evaluation of the effectiveness of instructional programs and support services.

<b>27 Developmental Course Pass Rates</b>					
Percent of enrollees in Developmental English, Reading, and Mathematics earning grades C or above, reported separately for each discipline, fall terms.					
Benchmark	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
English = 70.0	77.2	71.5	76.1	75.4	69.4
√ = Achieved	√	√	√	√	
Reading = 70.0	66.1	66.4	70.1	71.5	75.1
√ = Achieved			√	√	√
Math = 70.0	68.7	66.4	66.4	61.4	62.9
√ = Achieved					



## 28 Developmental Program Completion Rate

Percent of fall, first-time cohort needing developmental coursework who completed all recommended developmental courses within four years of entry; from MHEC Performance Accountability Report, Degree Progress Analysis.

Benchmark	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
60.0	56.3	51.3	57.7	56.8	58.6
√ = Achieved					
<b>Statewide</b>	44.0	43.2	38.3	N/A	N/A

## 29 Successful Transition to Credit Courses

Percent of fall students successfully completing a highest-level developmental course who attempt and pass a college-level course in the same discipline within one year. Reported for English (ENG-097) and mathematics (MAT-099).

Benchmark 60%	N/A	Fall 2008	Fall 2009	Fall 2010	Fall 2011
English		57.9	58.4	64.0	62.3
√ = Achieved				√	√
Math		57.8	56.1	58.3	60.5
√ = Achieved					√

## 30 Course Success Rate

Percent of degree-credit course enrollees as of the official enrollment date who earn final course grades of C or above.

Benchmark	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
75.0	77.7	77.7	77.5	78.5	78.1
√ = Achieved	√	√	√	√	√

## 31 Fall-to-spring Retention Rates

Percent of first-time fall cohort enrolling in subsequent spring term; reported separately for full-time and part-time students.

Benchmark	2008-09	2009-10	2010-11	2011-12	2012-13
Full-time = 85.0	79.8	82.3	85.0	84.3	83.7
√ = Achieved			√		
Part-time = 60.0	58.3	59.4	62.8	64.2	61.6
√ = Achieved			√	√	√

### 32 Graduation-Transfer Rate

Percent of fall, first-time cohort attempting 18 hours during first two years, who graduated from Carroll or transferred, measured four years after entry; from MHEC Performance Accountability Report, Degree Progress Analysis.

Benchmark	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
60.0	55.9	58.6	57.9	58.8	56.5
<b>√ = Achieved</b>					
<b>Statewide</b>	50.8	50.1	51.4	N/A	N/A

### 33 Associate Degree Completion Rate

Percent of fall, first-time cohort attempting 18 hours during first two years, who graduated from Carroll with an Associate Degree within four years.

Benchmark	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
31%	27.4	28.2	31.2	29.4	34.4
<b>√ = Achieved</b>			<b>√</b>		<b>√</b>
<b>Statewide</b>	19.8	18.6	19.6	N/A	N/A

### 34 Successful-Persister Rate

Percent of fall, first-time cohort attempting 18 hours during first two years, who graduated, transferred, earned at least 30 credit hours with a cumulative grade point average  $\geq 2.0$ , or were still enrolled four years after entry.

Benchmark	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
80.0	74.5	75.3	75.1	79.3	76.4
<b>√ = Achieved</b>					
<b>Statewide</b>	73.1	71.2	71.9	N/A	N/A

### 35 Non-graduating Leavers Self-reported Goal Achievement

Percent of non-graduating leavers indicating that their goal in attending Carroll was fully or mostly met, as reported in MHEC Performance Accountability Report.

Benchmark	Spr-Fall 2008	Spr-Fall 2009	Spr-Fall 2010	Spr-Fall 2011	Spr-Fall 2012
70%	67%	65%	68%	66%	71%
<b>√ = Achieved</b>					<b>√</b>
<b>NCCBP national</b>	66%	50%	50%	N/A	N/A

<b>36 Program Learning Goals Achievement</b>					
Percent of courses with students achieving 75 percent or higher on identified program content outcomes related to program learning goals.					
Benchmark	N/A	N/A	N/A	FY2011	FY2012
TBD				85%	100%
√ = Achieved					√

<b>37 Courses Meeting General Education Benchmarks</b>					
Percent of courses in programs which met learning outcomes benchmarks for general education competencies.					
Benchmark	N/A	N/A	N/A	FY2011	FY2012
TBD				78%	92%
√ = Achieved					

<b>38 Active and Collaborative Learning</b>					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 7 survey items; standardized national sample mean=50.					
Benchmark	2004	2006	2008	2010	2012
50.0	47.3	46.8	48.0	50.0	46.7
√ = Achieved				√	

<b>39 Student-Faculty Interaction</b>					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 6 survey items; standardized national sample mean=50.					
Benchmark	2004	2006	2008	2010	2012
50.0	50.5	50.0	53.0	53.0	50.6
√ = Achieved	√	√	√	√	√

<b>40 Academic Challenge</b>					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 10 survey items; standardized national sample mean=50.					
Benchmark	2004	2006	2008	2010	2012
50.0	45.8	47.4	48.6	51.7	47.3
√ = Achieved				√	

<b>41 Student Effort</b>					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 8 survey items; standardized national sample mean=50.					
Benchmark	2004	2006	2008	2010	2012
50.0	52.8	51.7	52.3	52.8	48.8
√ = Achieved	√	√	√	√	

**Business and Community Development**  
 VI. Support County business growth by providing training and services directly to businesses, and by partnering with industry, community organizations, Carroll County schools, higher education institutions, and government entities to advance economic and community development.

<b>42 Contract Training Clients</b>					
Number of business, government, and non-profit organizational units contracting with the college for customized training and services each year, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
80	80	86	88	85	79
√ = Achieved	√	√	√	√	

<b>43 Contract Training Student Headcount</b>					
Annual unduplicated headcount of workforce development students served through contract training arrangements, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
3,200	3,397	2,991	3,165	3,181	2,597
√ = Achieved	√				

<b>44 Client Satisfaction with Contract Training</b>					
Employer satisfaction with contract training provided by Carroll Community College, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
95%	100%	100%	100%	94%	98%
√ = Achieved	√	√	√		√

45 Miller Center for Small Business Enrollment					
Fiscal year enrollment in courses offered by the Miller Center for Small Business.					
Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
HC = TBD					749
√ = Achieved					
ENR = 1,000	1,001	906	1,067	904	940
√ = Achieved	√		√		

**World View, Diversity, and Citizenship**  
 VII. Embrace an increasingly diverse and changing world by encouraging students, faculty, and staff to value diversity, cultivate global awareness, and practice responsible citizenship.

46 Student Perception of College Commitment to Diversity					
Percent of students agreeing that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity ; from college's student satisfaction surveys; top 3 ratings on five-point scale.					
Benchmark	N/A	N/A	N/A	N/A	Spring 2013
90.0%					95.4%
√ = Achieved					√

47 Student Perception of Climate of Inclusion on Campus					
Percent of students agreeing that the college creates an atmosphere of inclusion for all members of the college community ; from student satisfaction surveys; top 3 ratings on five-point scale.					
Benchmark	N/A	N/A	N/A	N/A	Spring 2013
90.0%					96.9%
√ = Achieved					√

48 Employee Perception of College Commitment to Diversity					
Percent of employees agreeing that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity; from employee satisfaction surveys conducted by Institutional Research; top 3 ratings on five-point scale.					
Benchmark	N/A	N/A	N/A	N/A	Spring 2013
90.0%					94.0%
√ = Achieved					√

49 Employee Perception of Climate of Inclusion on Campus					
Percent of employees agreeing that the college creates an atmosphere of inclusion for all members of the college community; from employee satisfaction surveys; top 3 ratings on five-point scale.					
<b>Benchmark</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>Spring 2013</b>
90.0%					94.0%
<b>√ = Achieved</b>					<b>√</b>

**Community Enrichment**  
 VIII. Provide cultural and community enrichment through lifelong learning opportunities, creative arts activities, and special events that educate and entertain.

50 Youth Course Enrollment					
Number of enrollments in courses offered by Continuing Education and Training for youth, including Summer Kids@Carroll, Teen College, and Career Pathways; annual unduplicated headcount; reported for calendar summer, not by fiscal year.					
<b>Benchmark</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
ENR = 1,800	1,313	1,447	1,518	1,817	1,895
<b>√ = Achieved</b>				<b>√</b>	<b>√</b>
HC= 980	760	823	791	955	901
<b>√ = Achieved</b>					

51 Adult Personal Enrichment Enrollment					
Number of enrollments and unduplicated annual headcount in Adult Personal Enrichment courses offered by Continuing Education and Training. Includes enrollments in senior centers; excludes Adult Education Program and enrollments in youth-targeted programs.					
<b>Benchmark</b>	<b>FY2009</b>	<b>FY2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>
ENR = 4,000	4,173	4,145	4,189	3,959	4,025
<b>√ = Achieved</b>	<b>√</b>	<b>√</b>	<b>√</b>		<b>√</b>
HC= 2,200	2,321	2,285	2,237	2,127	2,141
<b>√ = Achieved</b>	<b>√</b>	<b>√</b>	<b>√</b>		

52 Adult Personal Enrichment Student Repeat Rate					
Percent of CET Adult Personal Enrichment students in a fiscal year taking a CET course in the following fiscal year.					
<b>Benchmark</b>	<b>FY08-FY09</b>	<b>FY09-FY10</b>	<b>FY10-FY11</b>	<b>FY11-FY12</b>	<b>FY12-FY13</b>
30.0	29.4	32.5	31.5	30.6	32.8
<b>√ = Achieved</b>		<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>

<b>53 College-sponsored Community Enrichment Events</b>					
Number of college-sponsored cultural events open to the public, including theater and music productions, art exhibitions, movies, lectures, and special events; includes performances staged in county schools and other off-campus locations as well as on-campus events.					
Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
60	69	65	65	66	61
= Achieved	√	√	√	√	√

**Organizational Culture**  
 IX. Nurture a learning-centered, inclusive, and collaborative organizational culture that fosters personal and professional growth, leadership skills, and the development and implementation of best practices.

<b>54 Employee Job Satisfaction</b>					
Percent of employees agreeing that their job meets their personal professional goals; from campus employee surveys; top 3 ratings on five-point scale.					
Benchmark	2002	2007	2009	2011	2013
90%	92%	91%	96%	96%	91%
√ = Achieved	√	√	√	√	√

<b>55 College Support for Innovation</b>					
Percent of employees agreeing that the college encourages innovation; from campus employee surveys conducted by Institutional Research; top 3 ratings on five-point scale.					
Benchmark	2002	2007	2009	2011	2013
90%	93%	89%	83%	90%	83%
√ = Achieved	√			√	

<b>56 Employee Perceptions of Overall Campus Climate</b>					
Percent of employees rating overall campus climate with top 3 ratings on five-point scale; from employee surveys conducted by Institutional Research.					
Benchmark	2002	2007	2009	2011	2013
95%	98%	97%	97%	98%	97%
√ = Achieved	√	√	√	√	√

<b>57 College Investment in Employee Professional Development</b>					
Total annual faculty/staff development expenditures including conference attendance and job skill training, but excluding tuition reimbursement/waivers per FTE employee (National Community College Benchmark Project)					
Benchmark	2008	2009	2010	2011	2012
\$400	\$774	\$554	\$628	\$431	\$585
√ = Achieved	√	√	√	√	√
Expenditures	\$251,631	\$194,575	\$221,041	\$164,451	\$231,690
NCCBP Median	\$336	\$270	\$287	\$300	\$295
NCCBP Rank	83%	82%	85%	68%	80%

**Effective Resource Use**  
 X. Employ the college's financial, physical, and technological resources effectively and efficiently to fulfill the college's mission.

<b>58 Enrollments per Section</b>					
Mean credit course class size, excluding online, television, self-paced, internship, and independent study courses.					
Benchmark	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
≤20.0-24.0	20.08	19.44	19.22	18.79	19.14
√ = Achieved	√				

<b>59 Teaching by Full-time Faculty</b>					
Percent of total teaching load hours (TLH) taught by full-time faculty in fall and spring terms.					
Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
50.0	51.0	48.5	46.3	43.4	46.9
√ = Achieved	√				

<b>60 Expenditures per FTE Student</b>					
Unrestricted current fund operating expenditures per full-time-equivalent student; benchmark is to be below statewide community college average.					
Benchmark	FY2009	FY2010	FY2011	FY2012	FY2013
<state average	7,900	7,711	7,495	8,205	8,655
√ = Achieved	√	√	√	√	
Statewide	8,522	7,994	8,131	8,334	N/A



<b>61 Expenditure on Instruction and Academic Support</b>					
Percent of total educational and general operating expenditures expended on instruction and selected academic support.					
<b>Benchmark</b>	<b>FY2009</b>	<b>FY2010</b>	<b>FY2011*</b>	<b>FY2012*</b>	<b>FY2013*</b>
52.0	54.4	52.6	57.1	57.2	58.7
<b>√ = Achieved</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>

\*CET administrative salaries were moved from Academic Support function to Instructional function.

<b>62 Campus Security</b>					
Campus crime statistics as reported in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Number reflects crimes committed on campus. Disciplinary actions and larceny are not included in this measure.					
<b>Benchmark</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
0	3	0	0	1	N/A
<b>√ = Achieved</b>		<b>√</b>	<b>√</b>		

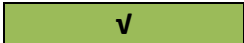


**Carroll Community College  
Westminster, Maryland**

**Institutional Effectiveness  
Assessment Report**



**Presented to the Board of Trustees  
December 16, 2015**

Key:

	<b>Meets or exceeds benchmark</b>
	<b>Below benchmark but improving</b>
	<b>Below benchmark and not improving</b>

# Institutional Effectiveness Assessment

## Mission Goals

One way the college assesses its overall institutional effectiveness is by monitoring the achievement of the mission goals in its Mission Statement. The college has 10 such goals:

- |  |  |
|--|--|
| • Access, Affordability, and Learner Support | • Business and Community Development     |
| • Core Competencies                          | • World View, Diversity, and Citizenship |
| • Baccalaureate Preparation                  | • Community Enrichment                   |
| • Career Education and Development           | • Organizational Culture                 |
| • Learning Outcomes and Assessment           | • Effective Resource Use                 |

## Institutional Effectiveness Assessment Measures

For each of the ten mission goals, the college has identified quantitative measures to assess their accomplishment. Institutional Effectiveness Assessment Measures were initially developed by the Planning Advisory Council and approved by the President and Board of Trustees in 1999; they were revised in 2003, 2008, 2012, and again in 2015. The Board of Trustees reviews a report on the measures every December. The Planning Advisory Council reviews the measures every February to identify areas needing improvement strategies. The report is shared with the Board of County Commissioners and posted to the college website for public access.

## Benchmarks

After reviews of national, state, and peer college data, examination of the college's data trends, and discussions with the Planning Advisory Council and selected faculty and staff, the college president established benchmarks for each assessment measure. For measures that are also indicators in the state-mandated Performance Accountability Report the Board of Trustees also approved the benchmarks. The measures, definitions, and benchmarks were revised or confirmed in 2015.

## Application of Assessment Findings

The Planning Advisory Council reviews the college's Institutional Effectiveness Assessment Report in February. Measures that are below benchmark values and not improving are identified for further analysis (in orange in the following charts). The analysis informs development of new institutional strategic initiatives and guides planning in a continuing assessment → planning → action → assessment cycle. This process received commendation from the Middle States Evaluation Team after their visit in April 2011.

## Access, Affordability, and Learner Support

I. Provide an affordable center of learning with supportive and caring faculty and staff, appropriate admissions practices, effective learner support services, relevant programs, and a variety of teaching and learning strategies.

### 1 Annual Unduplicated Headcount

Annual total unduplicated headcount of students enrolled in credit and noncredit courses, reported by fiscal year.

Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
12,000	13,949	13,881	13,191	12,062	12,345
√ = Achieved	√	√	√	√	√

### 2 FTE Enrollment

Annual state-funded full-time-equivalent (FTE) student enrollment including credit and noncredit courses, reported by fiscal year.

Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
2,750	3,347	3,173	3,167	2,920	2,803
√ = Achieved	√	√	√	√	√

### 3 First-time Full-time Market Share

Percent of Carroll County residents attending Maryland colleges and universities as first-time full-time undergraduates, attending Carroll Community College.

Benchmark	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
50.0	51.1	47.0	49.0	46.4	46.4
√ = Achieved	√				

### 4 Part-time Market Share

Percent of Carroll County residents attending Maryland colleges and universities as part-time undergraduates, attending Carroll Community College.

Benchmark	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
70.0	73.3	72.9	73.4	71.5	69.1
√ = Achieved	√	√	√	√	

### 5 High School Graduate Enrollment Rate

Percent of Carroll County public high school graduates attending Carroll Community College in the fall semester following their high school graduation.

Benchmark	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
25.0	23.7	25.9	23.8	22.2	26.2
√ = Achieved		√			√

6 Applicant Yield Rate					
Percent of fall applicants enrolled in credit classes as reported in the New Student Enrollment Milestone Report prepared by Student Affairs.					
Benchmark	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
65.0	N/A	72.6	64.9	61.0	63.5
√ = Achieved		√			
Applicants		1,612	1,584	1,637	1,671

7 Tuition and Fees Compared to USM Average					
In-county, credit student tuition and fees as a percent of the average for the University System of Maryland; as reported in MHEC Performance Accountability Report.					
Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
≤50.0	48.1	47.3	48.5	49.9	50.6
√ = Achieved	√	√	√	√	

8 Tuition and Fee Costs of Pell Grant Recipients					
<i>MEASURE UNDER DEVELOPMENT</i>					
Percent of Pell Grant recipients who have 100 percent of their tuition and fees paid by grants and scholarships.					
Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
90.0%					
√ = Achieved					
Pell Recipients	1,044	1,091			

9 Tuition and Fee Costs of Non-Pell Recipients with Financial Need					
<i>MEASURE UNDER DEVELOPMENT</i>					
Percent of students with financial need, who did not receive Pell Grants, who have 50 percent or more of their tuition and fees paid by grants and scholarships.					
Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
30.0%					
√ = Achieved					
Students	68	68			

10 Student Perception of Institutional Financial Support					
Community College Survey of Student Engagement (CCSSE) item 9f: How much does the college provide the financial support you need to afford your education? Measure is percent responding very much or quite a bit (top two choices on four-point scale).					
Benchmark	2006	2008	2010	2012	2014
45.0%	37.5	38.1	38.1	46.8	43.0
√ = Achieved				√	
CCSSE national	43.9	45.1	48.2	52.3	53.5

11 Student Perception of Institutional Learning Support					
Community College Survey of Student Engagement (CCSSE) item 9b: How much does the college provide the learning support you need to succeed at this college? Measure is percent responding very much or quite a bit (top two choices on four-point scale).					
Benchmark	2006	2008	2010	2012	2014
80.0%	73.3	75.4	78.7	78.1	77.0
√ = Achieved					
<b>CCSSE national</b>	69.5	71.2	72.3	72.9	74.1

12 Student Satisfaction with Academic and Student Services					
A composite rating of selected college academic and student services by students who indicate they have used the services from responses to the college's credit student satisfaction survey.					
Benchmark	N/A	N/A	N/A	2013	2015
85.0%				87.4	83.4
√ = Achieved				√	

13 Developmental Course Enrollment within First Year					
Percent of first-time fall students beginning prescribed developmental coursework within one year. (Carroll Community College catalog recommends completion of developmental courses within first 12 credit hours and states that English and mathematics sequences must be begun by completion of first 24 credit hours or registration will be blocked.)					
Benchmark	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
90.0%					
English	80.9	84.5	84.9	81.4	85.3
√ = Achieved					
Reading	89.4	90.8	93.1	93.8	95.6
√ = Achieved		√	√	√	√
Mathematics	85.4	84.4	84.4	88.0	87.0
√ = Achieved					

14 Learning Beyond the Classroom					
Number of students participating in learning activities outside the classroom, including service learning projects, Academic Communities, and clubs (duplicated within categories).					
Benchmarks	N/A	N/A	FY2013	FY2014	FY2015
Club Partic. <b>300</b>			310	300	313
√ = Achieved			√	√	√
Field Trips <b>230</b>			217	256	722
√ = Achieved				√	√
Service Learn <b>700</b>			780	710	799
√ = Achieved			√	√	√
Workshops <b>400</b>			N/A	N/A	408
√ = Achieved					√

## Core Competencies

II. Provide opportunities for all learners to develop competencies in communications skills, critical thinking, quantitative and scientific reasoning, information and technological literacy, creativity, global awareness, and personal development.

15 Core Competencies Proficiency					
Percent of students scoring satisfactory or proficient across all dimensions of each core competency learning goal.					
Benchmark TBD	FY2010	FY2011	FY2012	FY2013	FY2014
<b>Written Communication</b>					
		73%			
<b>v</b> = Achieved					
<b>Oral Communication</b>					
		70%			
<b>v</b> = Achieved					
<b>Creativity</b>					
				68%	
<b>v</b> = Achieved					
<b>Critical Thinking</b>					
			57%		
<b>v</b> = Achieved					
<b>Global Awareness</b>					
		50%			
<b>v</b> = Achieved					
<b>Information and Technology Literacy</b>					
	65%				
<b>v</b> = Achieved					
<b>Personal Development</b>					
				67%	
<b>v</b> = Achieved					
<b>Quantitative and Scientific Reasoning</b>					
			94%		
<b>v</b> = Achieved					

## Baccalaureate Preparation

III. Prepare students for completion of the baccalaureate degree through rigorous transfer programs, appropriate advising and support services, and effective articulation agreements.

### 16 First-year Transfers in Good Standing

Percent of Carroll transfers with cumulative grade point averages of 2.0 and above after one year at Maryland public four-year institutions.

Benchmark	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
85.0	87.7	83.6	88.4	87.1	87.8
√ = Achieved	√		√	√	√
<b>Statewide</b>	82.3	82.2	82.4	82.3	NA

### 17 Graduate Satisfaction with Transfer Preparation

Percent of Carroll transfers rating their preparation for transfer very good or good on a five-point scale, from statewide graduate follow-up surveys; as reported in MHEC Performance Accountability Report.

Benchmark	Class of 2002	Class of 2005	Class of 2008	Class of 2011	Class of 2014
80%	79%	79%	73%	77%	80%
√ = Achieved					√
<b>Statewide</b>	85%	82%	79%	82%	N/A

### 18 Baccalaureate Attainment Rate

Percent of Carroll transfers to Maryland public four-year institutions earning baccalaureate degrees within five years of transfer, reported by academic year of transfer.

Benchmark	2004-05	2005-06	2006-07	2007-08	2008-09
60.0	58.9	62.7	67.1	71.3	61.1
√ = Achieved		√	√	√	√
<b>Statewide</b>	54.8	53.5	61.3	62.1	60.4



## Career Education and Development

IV. Provide career preparation, job skill enhancement, continuing professional education, and career development services through credit and noncredit programs.

### 19 Adult Education High School Diploma Graduates

Annual number of graduates completing their high school diploma through the college's Adult Education program, including GED and National External Diploma completers, as reported to the Maryland Department of Labor, Licensing, and Regulation.

Benchmark	FY2010	FY2011	FY2012	FY2013	FY2014
55	54	58	57	65	59
√ = Achieved		√	√	√	√

### 20 AAS/AS Graduate Employment/Continuing Education

Percentage of A.A.S. and A.S. graduates reporting employment in a job related to their Carroll program or transfer to a four-year institution within a year of graduation.

Benchmark	Class of 2002	Class of 2005	Class of 2008	Class of 2011	Class of 2014
90%	100%	90%	91%	98%	96%
√ = Achieved	√	√	√	√	√

### 21 Licensure Examination Pass Rates

Percent of Carroll program completers passing licensure examinations on their first attempt, separately reported for each exam: Licensed Practical Nursing, Registered Nursing, Physical Therapist Assistant.

Benchmark	2011	2012	2013	2014	2015
LPN = 90%	100%	100%	100%	93%	100%
√ = Achieved	√	√	√	√	√
RN = 90%	91%	96%	88%	85%	92%
√ = Achieved	√	√			√
PTA = 90%	100%	96%	96%	100%	
√ = Achieved	√	√	√	√	
EMS = 80%	N/A	N/A	50%	50%	
√ = Achieved					

### 22 Enrollment in Noncredit Workforce Development Courses

Course enrollments in Continuing Education and Training noncredit open-enrollment workforce development and contract training courses each fiscal year, as reported in MHEC Performance Accountability Report.

Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
8,200	9,421	8,803	8,221	7,647	7,503
√ = Achieved	√	√	√		

<b>23 Continuing Education Licensure/Certification Enrollment</b>					
Annual unduplicated headcount and course enrollments in CET Continuing Education Licensure and Certification classes, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
HC = 3,000	3,623	3,370	3,061	2,857	2,872
√ = Achieved	√	√	√		
ENR = 4,500	5,101	4,290	4,365	4,546	4,001
√ = Achieved	√			√	

<b>24 Continuing Education Completers</b>					
Number of students successfully completing Continuing Education Completer programs comprised of a course or a series of courses leading to licensure or certification, employment, or both, and reported according to MCCACET guidelines and best practices.					
Benchmark	N/A	N/A	N/A	N/A	FY2015
<b>TBD</b>					422
√ = Achieved					
<b>Programs</b>					31

<b>25 Career Counseling Services Use</b>					
Number of students receiving career planning and development services during the fiscal year; from data collected by the Career Development Center. Count includes students meeting with a career counselor, attending a workshop, attending a career fair or event, or participating in a career exploration or planning classroom activity.					
Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
1,000	1,415	1,045	1,818	1,395	1,394
√ = Achieved	√	√	√	√	√

## Learning Outcomes Assessment and Program Evaluation

V. Ensure learning through ongoing assessment of student progress and achievement, and evaluation of the effectiveness of instructional programs and support services.

### 26 Developmental Course Pass Rates

Percent of enrollees in Developmental English, Reading, and Mathematics earning grades C or above, reported separately for each discipline, fall terms.

Benchmark	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
English = 70.0	76.1	75.4	69.4	70.0	73.2
√ = Achieved	√	√		√	√
Reading = 70.0	70.1	71.5	75.1	75.8	70.1
√ = Achieved	√	√	√	√	√
Math = 70.0	66.4	61.4	62.9	60.4	58.6
√ = Achieved					

### 27 Developmental Program Completion Rate

Percent of fall, first-time cohort needing developmental coursework who completed all recommended developmental courses within four years of entry; from MHEC Performance Accountability Report, Degree Progress Analysis.

Benchmark	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
60.0	57.7	56.8	58.6	57.5	59.4
√ = Achieved					
<b>Cohort</b>	655	736	695	825	780

### 28 Successful Transition to Credit Courses

Percent of fall students successfully completing a highest-level developmental course who attempt and pass a college-level course in the same discipline within one year. Reported for English (ENG-097) and mathematics (MAT-099).

Benchmark 60%	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
English	58.4	64.0	62.3	54.5	58.9
√ = Achieved		√	√		
Math	56.1	58.3	60.5	61.5	63.5
√ = Achieved			√	√	√

### 29 Course Success Rate

Percent of degree-credit course enrollees as of the official enrollment date who earn final course grades of C or above.

Benchmark	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
75.0	77.5	78.5	78.1	79.2	77.9
√ = Achieved	√	√	√	√	√

### 30 Fall-to-spring Retention Rates

Percent of first-time fall cohort enrolling in subsequent spring term; reported separately for full-time and part-time students.

Benchmark	2010-11	2011-12	2012-13	2013-14	2014-15
Full-time = 80.0	85.0	84.3	83.7	84.5	83.9
√ = Achieved	√	√	√	√	√
Part-time = 60.0	62.8	64.2	61.6	74.7	67.2
√ = Achieved	√	√	√	√	√

### 31 Graduation-Transfer Rate

Percent of fall, first-time cohort attempting 18 hours during first two years, who graduated from Carroll or transferred, measured four years after entry; from MHEC Performance Accountability Report, Degree Progress Analysis.

Benchmark	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
60.0	57.9	58.8	56.5	58.6	57.7
√ = Achieved					
<b>Statewide</b>	51.4	51.5	50.8	49.2	N/A

### 32 Associate Degree Completion Rate

Percent of fall, first-time cohort attempting 18 hours during first two years, who graduated from Carroll with an Associate Degree within four years.

Benchmark	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
35.0	31.2	29.4	34.4	37.7	36.6
√ = Achieved	√			√	√
<b>Cohort</b>	587	656	627	759	737

### 33 Successful-Persister Rate

Percent of fall, first-time cohort attempting 18 hours during first two years, who graduated, transferred, earned at least 30 credit hours with a cumulative grade point average  $\geq 2.0$ , or were still enrolled four years after entry.

Benchmark	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
80.0	75.1	79.3	76.4	76.4	73.1
√ = Achieved					
<b>Statewide</b>	71.9	73.7	71.4	69.3	N/A

### 34 Non-graduating Leavers Self-reported Goal Achievement

Percent of non-graduating leavers indicating that their goal in attending Carroll was fully or mostly met, as reported in MHEC Performance Accountability Report.

Benchmark	Spr-Fall 2010	Spr-Fall 2011	Spr-Fall 2012	Spr-Fall 2013	Spr-Fall 2014
70%	68%	66%	71%	69%	66%
√ = Achieved			√		

35 Program Learning Goals Achievement					
Percent of courses with students achieving 75 percent or higher on identified program content outcomes related to program learning goals.					
Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
85%	85%	100%	100%	82%	91%
√ = Achieved	√	√	√		√

36 Courses Meeting General Education Benchmarks					
Percent of courses in programs which met learning outcomes benchmarks for general education competencies.					
Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
TBD	78%	92%	91%	91%	100%
√ = Achieved					√

37 Active and Collaborative Learning					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 7 survey items; standardized national sample mean=50.					
Benchmark	2006	2008	2010	2012	2014
50.0	46.8	48.0	50.0	46.7	49.9
√ = Achieved			√		

38 Student-Faculty Interaction					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 6 survey items; standardized national sample mean=50.					
Benchmark	2006	2008	2010	2012	2014
50.0	50.0	53.0	53.0	50.6	50.0
√ = Achieved	√	√	√	√	√

39 Academic Challenge					
Community College Survey of Student Engagement (CCSSE) composite benchmark score of 10 survey items; standardized national sample mean=50.					
Benchmark	2006	2008	2010	2012	2014
50.0	47.4	48.6	51.7	47.3	51.5
√ = Achieved			√		√

40 Student Effort—Hours per Week Preparing for Class					
Community College Survey of Student Engagement (CCSSE) item 10a: About how many hours do you spend in a typical 7-day week preparing for class? Indicator reports percent of students responding more than 10 hours per week; reported separately for full- and part-time students.					
Benchmark	2006	2008	2010	2012	2014
Full-time <b>40.0</b>	33.0	32.0	29.7	30.1	42.6
√ = Achieved					√
Part-time <b>25.0</b>	12.2	18.8	22.0	17.5	32.6
√ = Achieved					√

**Business and Community Development**  
 VI. Support County business growth by providing training and services directly to businesses, and by partnering with industry, community organizations, Carroll County schools, higher education institutions, and government entities to advance economic and community development.

41 Contract Training Clients					
Number of business, government, and non-profit organizational units contracting with the college for customized training and services each year, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
80	88	85	79	88	88
√ = Achieved	√	√		√	√

42 Contract Training Student Headcount					
Annual unduplicated headcount of workforce development students served through contract training arrangements, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
3,000	3,165	3,181	2,597	2,454	2,796
√ = Achieved	√	√			

43 Client Satisfaction with Contract Training					
Employer satisfaction with contract training provided by Carroll Community College, as reported in MHEC Performance Accountability Report.					
Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
95%	100%	94%	98%	100%	98%
√ = Achieved	√		√	√	√

44 Miller Center for Small Business Enrollment					
Fiscal year headcount and enrollments in courses offered by the Miller Center for Small Business; number of individuals accessing resources and services in the Center.					
Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
HC = 200				214	311
√ = Achieved				√	√
ENR = 300				312	348
√ = Achieved				√	√
SERVED= <b>TBD</b>				N/A	N/A
√ = Achieved					

**World View, Diversity, and Citizenship**  
 VII. Embrace an increasingly diverse and changing world by encouraging students, faculty, and staff to value diversity, cultivate global awareness, and practice responsible citizenship.

45 Student Perception of College Commitment to Diversity					
Percent of students agreeing that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity ; from college's student satisfaction surveys; top 3 ratings on five-point scale.					
Benchmark	N/A	N/A	N/A	Spring 2013	Spring 2015
90.0%				95%	91%
√ = Achieved				√	√

46 Student Perception of Climate of Inclusion on Campus					
Percent of students agreeing that the college creates an atmosphere of inclusion for all members of the college community ; from student satisfaction surveys; top 3 ratings on five-point scale.					
Benchmark	N/A	N/A	N/A	Spring 2013	Spring 2015
90.0%				97%	95%
√ = Achieved				√	√

47 Employee Perception of College Commitment to Diversity					
Percent of employees agreeing that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity; from employee satisfaction surveys conducted by Institutional Research; top 3 ratings on five-point scale.					
Benchmark	N/A	N/A	N/A	Spring 2013	Spring 2015
90.0%				94%	95%
√ = Achieved				√	√

48 Employee Perception of Climate of Inclusion on Campus					
Percent of employees agreeing that the college creates an atmosphere of inclusion for all members of the college community; from employee satisfaction surveys; top 3 ratings on five-point scale.					
Benchmark	N/A	N/A	N/A	Spring 2013	Spring 2015
90.0%				94%	93%
√ = Achieved				√	√

**Community Enrichment**  
 VIII. Provide cultural and community enrichment through lifelong learning opportunities, creative arts activities, and special events that educate and entertain.

49 Youth Course Enrollment					
Number of enrollments in courses offered by Continuing Education and Training for youth, including Summer Kids@Carroll, Teen College, and Career Pathways; annual unduplicated headcount; reported for calendar summer, not by fiscal year.					
Benchmark	2011	2012	2013	2014	2015
HC= 980	791	955	901	1,003	986
√ = Achieved				√	√
ENR = 1,800	1,518	1,817	1,895	1,950	1,929
√ = Achieved		√	√	√	√

50 Adult Personal Enrichment Enrollment					
Number of enrollments and unduplicated annual headcount in Adult Personal Enrichment courses offered by Continuing Education and Training. Includes enrollments in senior centers; excludes Adult Education Program and enrollments in youth-targeted programs.					
Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
HC= 1,800	2,237	2,127	2,141	1,800	1,825
√ = Achieved	√	√	√	√	√
ENR = 3,000	4,189	3,959	4,025	3,538	3,369
√ = Achieved	√	√	√	√	√

51 Adult Personal Enrichment Student Repeat Rate					
Percent of CET Adult Personal Enrichment students in a fiscal year taking a CET course in the following fiscal year.					
Benchmark	FY09-FY10	FY10-FY11	FY11-FY12	FY12-FY13	FY13-14
30.0	32.5	31.5	30.6	32.8	32.9
√ = Achieved	√	√	√	√	√



## 52 College-sponsored Community Enrichment Events

Number of college-sponsored cultural events open to the public, including theater and music productions, art exhibitions, movies, lectures, and special events; includes performances staged in county schools and other off-campus locations as well as on-campus events.

Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
60	65	66	61	62	53
= Achieved	√	√	√	√	

## Organizational Culture

IX. Nurture a learning-centered, inclusive, and collaborative organizational culture that fosters personal and professional growth, leadership skills, and the development and implementation of best practices.

## 53 Employee Job Satisfaction

Percent of employees agreeing that their job meets their personal professional goals; from campus employee surveys; top 3 ratings on five-point scale.

Benchmark	2007	2009	2011	2013	2015
90%	91%	96%	96%	91%	87%
√ = Achieved	√	√	√	√	

## 54 Employee Perceptions of Overall Campus Climate

Percent of employees rating overall campus climate with top 3 ratings on five-point scale; from employee surveys conducted by Institutional Research.

Benchmark	2007	2009	2011	2013	2015
95%	97%	97%	98%	97%	95%
√ = Achieved	√	√	√	√	√

## 55 College Investment in Employee Professional Development

Total annual faculty/staff development expenditures including conference attendance and job skill training, but excluding tuition reimbursement/waivers per FTE employee (National Community College Benchmark Project)

Benchmark	2010	2011	2012	2013	2014
\$400	\$628	\$431	\$585	\$603	\$578
√ = Achieved	√	√	√	√	√
Expenditures	\$221,041	\$164,451	\$231,690	\$242,561	\$227,078
NCCBP Median	\$287	\$300	\$295	\$329	\$315
NCCBP Rank	85%	68%	80%	81%	82%

### Effective Resource Use

X. Employ the college's financial, physical, and technological resources effectively and efficiently to fulfill the college's mission.

#### 56 Enrollments per Section

Mean fall term credit course class size, excluding online, television, self-paced, internship, and independent study courses.

Benchmark	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
≤20.0-24.0	17.70	17.31	16.89	16.69	17.08
√ = Achieved					
Sections	543	563	526	500	490

#### 57 Teaching by Full-time Faculty

Percent of total teaching load hours (TLH) taught by full-time faculty in fall and spring terms.

Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
50.0	46.3	43.4	46.9	49.7	47.3
√ = Achieved					

#### 58 Expenditures per FTE Student

Unrestricted current fund operating expenditures per full-time-equivalent student; benchmark is to be below statewide community college average.

Benchmark	FY2010	FY2011	FY2012	FY2013	FY2014
<state average	7,711	7,495	8,205	8,655	9,396
√ = Achieved	√	√	√		
Statewide	7,994	8,131	8,334	8,575	9,217

#### 59 Expenditure on Instruction and Academic Support

Percent of total educational and general operating expenditures expended on instruction and academic support.

Benchmark	FY2011	FY2012	FY2013	FY2014	FY2015
55.0	57.1	57.2	58.7	57.3	57.3
√ = Achieved	√	√	√	√	√

#### 60 Campus Security

Campus crime statistics as reported in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Number reflects crimes committed on campus. Disciplinary actions and larceny are not included in this measure.

Benchmark	2010	2011	2012	2013	2014
0	0	0	1	0	0
√ = Achieved	√	√		√	√

## Appendix 27

### Carroll Community College Data Governance Team Charter July, 2011

To realize the value of a business intelligence approach, Carroll Community College must have accurate and complete source data, along with a well developed interface to access that data. Carroll currently has applications supporting the key functions of the college, but for multiple reasons these data sources are sometimes disconnected and often not accurate or complete. As a result, attempts to get consistent reports (especially those that require data across systems) or to make decisions based on data result in frustration. The college now needs to establish a broad-based team to provide guidance to resolve these issues and offer consistent management of data to support the accomplishment of strategic priorities for the next decade.

#### Team Goals:

- Develop and maintain a data dictionary with complete and accurate data and data definitions for all source systems and for the ODS, which feeds the BI platform.  
Outcome: 15% of all data elements within Colleague and used in reports are defined in the data dictionary within first three years.
- Create and update institutional processes for governance of data and data definitions.  
Outcome: 100% of processes currently in place will be reviewed and updated by 2014.
- Create steward roles and develop awareness of the critical responsibility these roles hold through established communication strategies within the college.  
Outcome: All roles will be developed by 2012. A communication plan to develop awareness of these roles and their responsibilities will be in place by 2014.
- Develop business unit ownership and responsibility for data quality through appropriate training.  
Outcome: 100% of all committee members are trained in the report and data request process by 2013 and IT support requests are reduced by 10%.
- Complete implementation projects to demonstrate how systems can work together.  
Outcome: The course success and grade distribution report project will be operational and contributing to the college dashboard by 2012.

Charter Start Date  
July 1, 2011

Initial Team Members:

Mr. Joseph Bradley, Senior Manager, IT  
Mr. Robert Brown, Dean of Business, Mathematics, and Sciences  
Mr. John Gay, Director of Financial Aid  
Mr. Peter Hobbes, Continuing Education Director, Information Systems  
Ms. Barbie Lim, Controller  
Ms. Jessica Martin, Coordinator, Student Retention  
Ms. Janet Nickels, Director, Institutional Research  
Dr. Jan Ohlemacher, Director, Learning Outcomes Assessment and Instructional  
Development and Team Chair  
Ms. Dena Ruby, HRIS/Payroll Manager  
Ms. Laurie Shields, Registrar and Testing Center Coordinator  
Ms. Dawn Weimer-Reynolds, Database Manager

Sub-committee Members

Ms. Kate Demarest  
Ms. Jean Marriott  
Ms. Nicole Myers

The team will report to the Technology Advisory Group (TAG), with Patti Davis as the liaison and Dr. James Ball as the executive team liaison.

## Appendix 28

### Carroll Community College Annual Assessment and Outcomes Report AY 2010-2015

Updated: September 18, 2015

<b>PROGRAM</b>	Accounting		
<b>Chair/Director/Coordinator</b>	Nancy Kimble, Chair		
<b>DATE PROGRAM INITIATED</b>			
<b>PROGRAM TYPE</b> <i>(indicate with an X)</i>	Degree	Certificate	Letter of Recognition
	X	X	

#### **I. PROGRAM DESCRIPTION/INFORMATION**

##### a. Purpose/Mission of the Program

The Accounting program seeks to provide students with knowledge of accounting that will allow them to reach their personal and professional goals. For students who plan to complete an associate's degree in Business Administration or transfer to a four-year college, the two principles classes provide students with the context to interpret accounting information, including, but not limited to, financial statements. Students who complete the associate's degree in Accounting will have the skills to enter the workforce directly as an accounting para-professional or transfer to four-year colleges and continue a major in accounting. Finally, through the CPA Certificate program, the college prepares those who have already attained bachelors' degrees for the uniform CPA examination and entrance into the profession of accounting.

##### b. List program learning goals and provide a link to the program page on the Website.

- 1) Students will demonstrate quantitative literacy by using accounting models to define, represent, and solve mathematical problems.
- 2) Students will use critical thinking to analyze financial transactions.
- 3) Students will prepare and analyze financial statements.
- 4) Students will analyze financial transactions and understand their impact on the firm.
- 5) Students will explain fundamental concepts of business law including torts, contracts, warranties, the Sales Article of the Uniform Commercial Code, agency, labor and employment law, and business ethics.
- 6) Students will apply basic concepts of micro- and macroeconomics.

##### c. List any marketing, promotion, or recruitment activities for your program (including dates, locations, etc.).

List effectiveness from activities (if any). For example, my program received 10 inquiries after placing an advertisement, or Program Coordinator worked with Public Relations to run an ad about a successful student in the program.

- In spring 2015 we met with the marketing and public relations teams to plan targeted marketing of the accounting program, beyond what appears on the local cable channel, Ch. 21. We are promoting the accounting/CPA/Bookkeeping programs through the "Career Focus" college publication (Fall 2015 – Cyber issue), as well as on social media. More posts will appear on social media in the 2015-2016

academic year. There are frequent inquiries about the CPA certificate program and, anecdotally, we have a relatively high yield rate from these discussions.

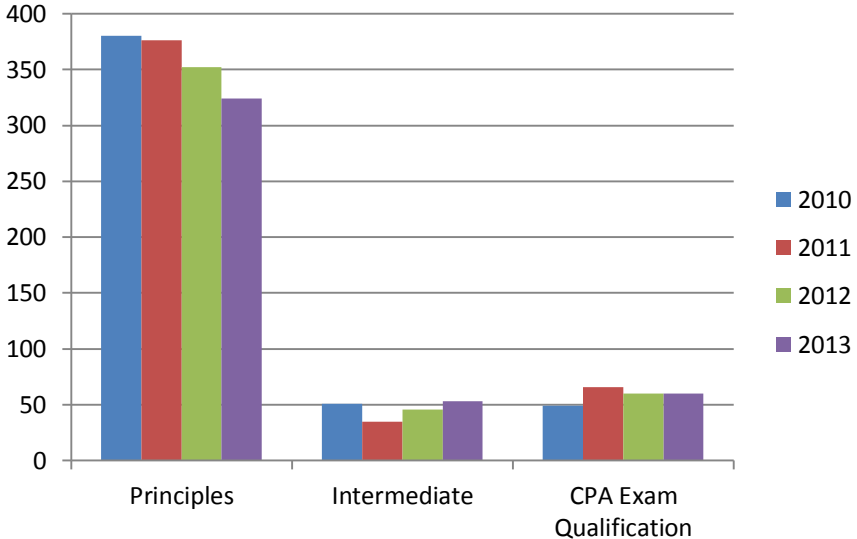
- Kate Demarest promotes Carroll's accounting program through the CCPS Academy of Finance program. Each December, students enrolled in the CCPS program travel to NYC with the college faculty and tour the NY Stock Exchange and when available the Federal Reserve.
- The department will work with the new media specialist from Media/Library, to develop a video to promote the accounting program, CPA certification program, and the Bookkeeping certificate, along with the Business Administration programs, and the new accelerated class offerings. The plan is to finish the script for the video, and film and edit the final video by fall 2016.

Internally (on-campus) the accounting and business administration faculty have participated in the following events to promote the programs:

- Phi Theta Kappa – Nancy Kimble was the keynote speaker at the May 2015 induction ceremony – promoted the accounting and business administration programs.
- August 2014/January 2014 – New Student Orientation and the Fall/Winter/Spring Open Houses.
- August 2013/January 2014 – New Student Orientation – promoting the business/accounting events and activities planned for the academic year. This information is part of the Program of Study and Academic Pathway in Accounting and Business Administration.
- September 2013 – Opportunities Fair – faculty joined the Advising team and spoke with students about degree/certificate programs and career opportunities in accounting and business administration.
- October 2013/March-April 2014 – Academic Planning Classroom Activity in all 101 level courses to promote degree programs and course enrollment planning.
- October 2013/February 2014 – Open House – faculty spoke with prospective students interested in the accounting and business administration degree/certificate programs.
- November 2013 – Advise & A Slice business panel – coordinated with Career Development Center – giving students an opportunity to talk with business professionals about careers in accounting, insurance, construction, marketing/web design, and criminal justice system. This panel built on the Entrepreneurial Roundtable/Advice & A Slice held in March 2013 – faculty hosted with the Career Development Center to give students an opportunity to talk with local entrepreneurs and learn about the challenges of owning your own business.
- April 2014 – Commit to Complete – faculty joined the Advising team and spoke with students interested in the degree programs and the importance of completing their degrees.

## II. PROGRAM BENCHMARKS

For each benchmark area, list the assessment measures used and the benchmarks that have been established.

<u>Academic Year</u>	<u>Results/Evidence</u> (Include specific data such as percentages to show benchmark has been met)		<u>Analysis /Improvements</u> (If benchmark was met, how will the measure continue; or if the benchmark was not met, what strategies will be implemented.)																									
Enrollment: Enrollment is analyzed in total, as well as by course level. Data is collected from the Course Success Universe.																												
<b>2009-10</b>	Principles	380	 <table border="1" data-bbox="709 423 1560 959"> <caption>Enrollment Data by Course Level and Year</caption> <thead> <tr> <th>Course Level</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Principles</td> <td>380</td> <td>376</td> <td>352</td> <td>324</td> </tr> <tr> <td>Intermediate</td> <td>51</td> <td>35</td> <td>46</td> <td>53</td> </tr> <tr> <td>CPA Exam</td> <td>49</td> <td>66</td> <td>60</td> <td>60</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>480</b></td> <td><b>477</b></td> <td><b>458</b></td> <td><b>437</b></td> </tr> </tbody> </table>	Course Level	2010	2011	2012	2013	Principles	380	376	352	324	Intermediate	51	35	46	53	CPA Exam	49	66	60	60	<b>TOTAL</b>	<b>480</b>	<b>477</b>	<b>458</b>	<b>437</b>
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<b>Enrollment:</b> Enrollment is analyzed in total, as well as by course level. Data is collected from the Course Success Universe.																											
<b>2013-14</b>	Principles	343*	<table border="1" data-bbox="716 326 1451 846"> <caption>Enrollment Data by Course and Year</caption> <thead> <tr> <th>Course</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Principles</td> <td>380</td> <td>375</td> <td>350</td> <td>325</td> <td>345</td> </tr> <tr> <td>Intermediate</td> <td>50</td> <td>35</td> <td>45</td> <td>55</td> <td>30</td> </tr> <tr> <td>CPA Exam</td> <td>50</td> <td>65</td> <td>60</td> <td>60</td> <td>50</td> </tr> </tbody> </table> <p data-bbox="1598 310 2032 553">*Monitoring enrollment in the principles classes to determine if the increased enrollment in BUAD 101 we started to see in fall 2013 (and are seeing in spring and fall 2014) is translating into increases in the accounting classes, ACCT 101 and ACCT 102.</p> <p data-bbox="1598 578 2032 829">The BUAD 101 classes are doing a planning activity each semester to aid students in class selection for their next two semesters. The effort is to help students in planning class selection, increase enrollment in business and accounting classes, and to aid in degree completion.</p> <p data-bbox="1598 854 2032 1008">There is concern that we have seen a drop in enrollment in the Intermediate Accounting classes, ACCT 201 and ACCT 202. This is a bridge course for the other CPA Exam courses.</p> <p data-bbox="1598 1032 2032 1162">Students seeking to take course work to meet the requirements to sit for the CPA Exam are not applying for the CPA Certificate Program.</p> <p data-bbox="1598 1187 2032 1438">Effort will be made to promote the accounting programs to build awareness and increase enrollment. The focus will be on the proposed AA – Business Administration - Accounting transfer degree, the CPA Certificate Program, and the Bookkeeping Certificate.</p>	Course	2010	2011	2012	2013	2014	Principles	380	375	350	325	345	Intermediate	50	35	45	55	30	CPA Exam	50	65	60	60	50
Course	2010	2011		2012	2013	2014																					
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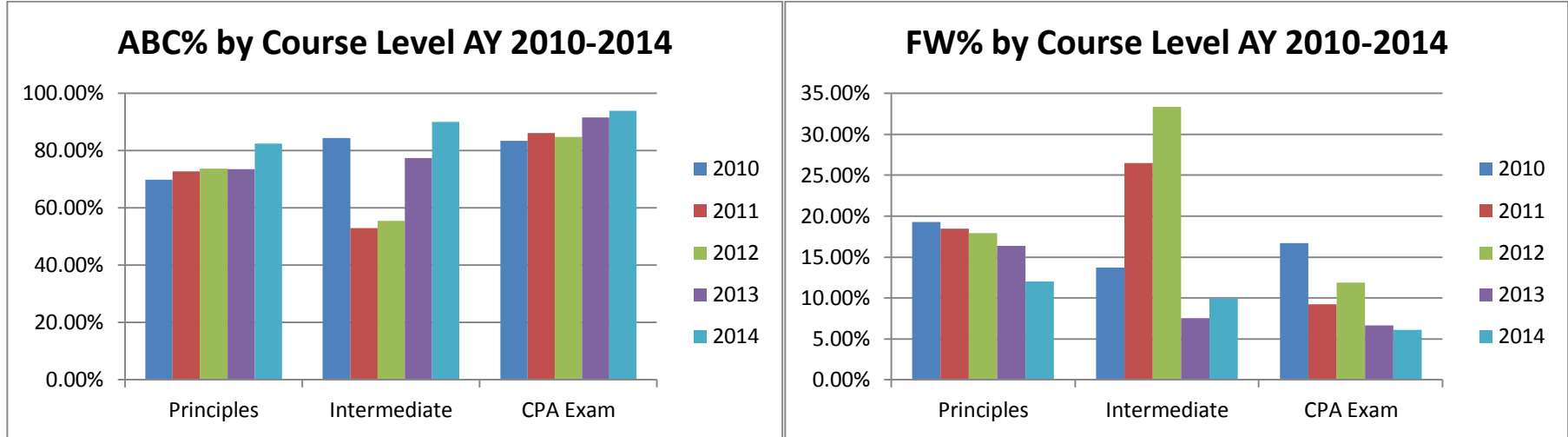


<u>Academic Year</u>	<u>Results/Evidence</u> (Include specific data such as percentages to show benchmark has been met)		<u>Analysis /Improvements</u> (If benchmark was met, how will the measure continue; or if the benchmark was not met, what strategies will be implemented.)																											
<b>Enrollment:</b> Enrollment is analyzed in total, as well as by course level. Data is collected from the Course Success Universe.																														
<b>2014-2015</b>	Principles	345	<p><u>Principles – financial and managerial accounting:</u> The principles classes (now referred to as financial and managerial accounting) enrollment held steady from 2014 to 2015. This is a positive for the principles classes and we want to keep moving in this direction.</p> <p>In 2015-2016, continue to monitor enrollment in the principles classes and determine if the following activities are impacting enrollment:</p> <ol style="list-style-type: none"> <li>(1) Introduction of the Business Area of Study for new, first-time students. The Area of Study recommended class list includes financial accounting (ACCT 101) for semester one, followed by managerial accounting (ACCT 102) in semester two. The plan is to direct students to take the principles classes earlier in their academic plan.</li> <li>(2) Increased enrollment in BUAD 101 from 2014 and 2015. All face-to-face BUAD 101 classes require students to complete a planning/advising activity to aid students in class selection for future semesters. The effort is to help students in planning class selection and degree completion, and to positively impact enrollment in all accounting and business classes.</li> <li>(3) New student planning module. The new module available through WebAdvisor was</li> </ol>																											
	Intermediate	27																												
	CPA Exam	42																												
	<b>TOTAL</b>	<b>414</b>																												
<table border="1"> <caption>Enrollment Data by Year and Course Level</caption> <thead> <tr> <th>Course Level</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Principles</td> <td>325</td> <td>375</td> <td>350</td> <td>325</td> <td>345</td> <td>345</td> </tr> <tr> <td>Intermediate</td> <td>50</td> <td>35</td> <td>45</td> <td>50</td> <td>30</td> <td>25</td> </tr> <tr> <td>CPA Exam</td> <td>40</td> <td>65</td> <td>60</td> <td>60</td> <td>50</td> <td>42</td> </tr> </tbody> </table>			Course Level	2010	2011	2012	2013	2014	2015	Principles	325	375	350	325	345	345	Intermediate	50	35	45	50	30	25	CPA Exam	40	65	60	60	50	42
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				<p>introduced to students and faculty in spring/fall 2015. Students have easy access to academic plans. We are monitoring enrollment planning for classes through this new tool and will look for increased enrollment in the AA in Business Administration – Accounting and General Business transfer degrees. Continue to work closely with the Advising &amp; Transfer Office to direct students to follow these plans for program completion.</p> <p><u>Intermediate Accounting:</u> There is concern that we have continued to see a drop in enrollment in the Intermediate Accounting classes, ACCT 201 (fall) and ACCT 202 (spring). This is a bridge course for the other CPA Exam courses. For 2015 we have changed instructors and the textbook. We are using Pearson’s new Intermediate Accounting text, which brings us back to the Cadillac of companion sites, Pearson’s MyAccountingLab. We will assess the impact of these changes to student success and completion in 2015-2016.</p> <p>Marketing efforts are underway to promote the accounting programs to build awareness and increase enrollment. The focus is on the new AA – Business Administration - Accounting transfer degree, the CPA Certificate Program, and the Bookkeeping Certificate, plus other business administration transfer programs.</p>
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				<p>For the CPA Certificate Program, we have put the marketing efforts into place to address the fact that students seeking to take course work to meet the requirements to sit for the CPA Exam are not applying for the CPA Certificate Program. To build awareness of the accounting programs, we are featuring the accounting programs, CPA Certificate Program, and Bookkeeping Certificate in the (1) fall 2015 "Career Focus" publication; (2) using Carroll's social media sites to promote the programs, as well as through the new website; and (3) encouraging faculty and the Advising office to discuss with students the benefits of applying for the CPA Certificate program.</p>
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<u>Academic Year</u>	<u>Results/Evidence</u> (Include specific data such as percentages to show benchmark has been met)					<u>Analysis /Improvements</u> (If benchmark was met, how will the measure continue; or if the benchmark was not met, what strategies will be implemented.)
<b>Retention / Persistence: Grade distributions are measured as a percentage of all grades and withdraws for the course.</b>						
		<b>ABC%</b>	<b>ABCD%</b>	<b>F%</b>	<b>W%</b>	
<b>2009-10</b>	Principles	69.79%	80.75%	10.43%	8.82%	
	Intermediate	84.31%	86.27%	1.96%	11.76%	
	CPA Exam	83.33%	83.33%	8.33%	8.33%	
	<b>TOTAL</b>	72.73%	81.61%	9.30%	9.09%	
<b>2010-11</b>	Principles	72.65%	81.50%	9.65%	8.85%	
	Intermediate	52.94%	73.53%	17.65%	8.82%	
	CPA Exam	86.15%	90.77%	1.54%	7.69%	
	<b>TOTAL</b>	73.09%	82.20%	9.11%	8.69%	
<b>2011-12</b>	Principles	73.79%	82.05%	9.97%	7.98%	
	Intermediate	55.56%*	66.67%	11.11%	22.22%	
	CPA Exam	84.75%	88.14%	3.39%	8.47%	
	<b>TOTAL</b>	73.41%	81.32%	9.23%	9.45%	
<b>2012-13</b>	Principles	73.46%	83.64%	8.64%	7.72%	The pass rate for the Principles courses was fairly consistent with prior year results. However, the Intermediate pass rate, especially in the ABCD category, was significantly better than the prior two years. We had a different instructor teach the intermediate course in 2012-2013 and will closely monitor the coming year student assessments and course evaluations. The CPA exam pass rate also improved. Improvement in these latter two course/program areas improved the overall ABC and ABCD pass rates, as well as lowered the F/W percentages.
	Intermediate	77.36%*	92.45%	1.89%	5.66%	
	CPA Exam	91.67%	93.33%	5.00%	1.67%	
	<b>TOTAL</b>	76.43%	86.04%	7.32%	6.64%	
<b>2013-14</b>	Principles	82.40%	87.98%	7.04%	4.99%	*Intermediate had a class that was strong academically. However, we will continue to monitor student success. If students fail Intermediate Accounting, we lose them from the CPA Certificate program altogether.
	Intermediate	90.00%*	90.00%	0.00%	10.00%*	
	CPA Exam	93.88%	93.88%	0.00%	6.12%	
	<b>TOTAL</b>	<b>84.29%</b>	<b>88.81%</b>	<b>5.71%</b>	<b>5.48%</b>	



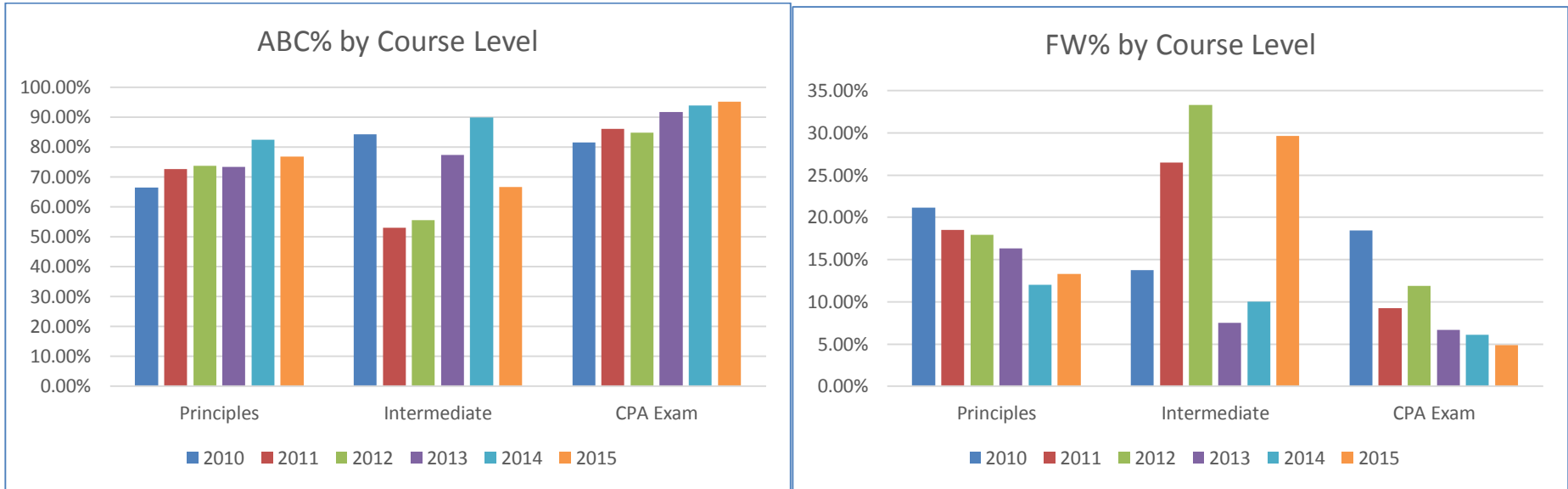
**Chart Analysis: It is important to provide some explanation to the positive changes noted in the above two charts.**

The increase in the ABC% and decline in the FW% by Course Level AY 2010-2014 is reflective of the changes in teaching methods used by the accounting faculty. Students are doing more accounting problems in the classroom with the instructor there to answer questions and encourage students. Students are also working in teams to solve problems, building confidence in their understanding of the material and ability to work with others to solve problems.

The faculty has also prepared a preparation guide for those students who are about to take ACCT 102 and have had a gap since they last took ACCT 101. This preparation guide assists students in reviewing important accounting information from ACCT 101, which they will need to be successful in the ACCT 102 course.

In addition, the accounting faculty make full use of the textbook companion sites, MyAccountingLab (Pearson Prentice-Hall) and Connection (McGraw-Hill). The interactive labs allow students to practice problems, complete assessments, and check their understanding of the materials. This interactive labs support student learning.

<u>Academic Year</u>	<u>Results/Evidence</u> (Include specific data such as percentages to show benchmark has been met)					<u>Analysis /Improvements</u> (If benchmark was met, how will the measure continue; or if the benchmark was not met, what strategies will be implemented.)
Retention / Persistence: Grade distributions are measured as a percentage of all grades and withdraws for the course.						
		ABC%	ABCD%	F%	W%	
<b>2014-2015</b>	Principles	76.81%	86.67%	6.96%	6.38%	<p><u>Principles:</u> ABC% pass rate is lower than prior year, but similar to what we saw from 2009-2012. The ABCD% rate was comparable to last year. F% rate was lower, but W% increased, so students who might have otherwise failed the class made the decision to withdrawal.</p> <p>Specifically, we saw a much lower ABC% pass rate for both ONLINE principles courses. In addition, the online course F% and W% rates significantly negatively impacted the overall F% and W% for the principles courses as a whole.</p> <p><i>*Details specific to these differences can be found on page 12.</i></p> <p><u>Intermediate:</u> ABC% and ABCD% pass rate dropped significantly, but we expected this as in 2013-2014 the intermediate class was strong academically. The FW% were lowest in ACCT 201, 31.58%, and 25% in ACCT 202. The rates in all categories are unacceptable and we have made adjustments for 2015-2016 by changing the instructor and textbook.</p>
	Intermediate	66.67%	70.37%	11.11%	18.52%	
	CPA Exam	95.12%	95.12%	4.88%	0.00%	
	<b>TOTAL</b>	<b>77.97%</b>	<b>86.44%</b>	<b>7.02%</b>	<b>6.54%</b>	



See p. 12 for details that explain the two charts.

**Chart Analysis: It is important to provide some explanation to the changes noted in the above two charts.**

The decrease in the ABC% and increase in the FW% in the principles courses AY 2014-2015 is similar to the rates we saw from 2009-2012. However, using a more detailed report that compared the principles online and face-to-face classes, we see that the online principles classes significantly impacted the overall rates for the principles classes, collectively.

\* Specifically, we saw a much lower ABC% pass rate for both ONLINE principles courses: ACCT 101-75, 57.89% and ACCT 102-75, 57.14% compared to the face-to-face classes with an ABC% pass rates of ACCT 101, 78.76% and ACCT 102, 73.11%.

\* The online course F% and W% rates significantly impacted the overall F% and W% for the principles courses as a whole. Online we saw the F% rate for ACCT 101-75 was 10.53%, compared to face-to-face classes' F% rate in ACCT 101 at 7.52%. The F% for ACCT 102-75 was 14.29%, compared to face-to-face classes' F% rate for ACCT 102 at 5.88%.

\* Online W% rate for ACCT 101-75 was 21.05%, which was 4 times greater than the face-to-face classes' W% for ACCT 101, 4.87%. The W% rate for ACCT 101-75 was 7.14%, which was lower than the face-to-face W% in ACCT 102, 9.24%.

**We will examine ways to improve the pass rates and decrease the fail/withdrawal rates for the online and face-to-face classes. Perhaps more coaching on how to use MyAccountingLab as a learning tool, limiting the student access to the "help solve this" tool in the lab, particularly for the quizzes, and also calculating how much time students are spending in the MyLab, working through assignments, etc. to determine if there is too much reliance on the "help me solve this" tool.**

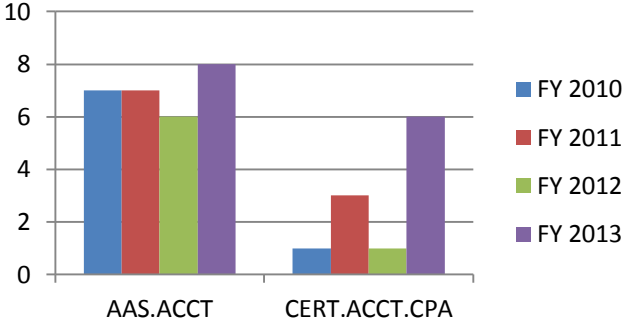
For the face-to-face principles classes, we will continue to use the teaching methods that have students doing more accounting problems in the classroom with the instructor there to answer questions and encourage students. Students will also be working in teams to solve problems, building confidence in their understanding of the material and ability to work with others to solve problems.

The faculty will continue to use the preparation guide for those students who are about to take ACCT 102 and have had a gap since they last took ACCT 101. This preparation guide assists students in reviewing important accounting information from ACCT 101, which they will need to be successful in the ACCT 102 course.

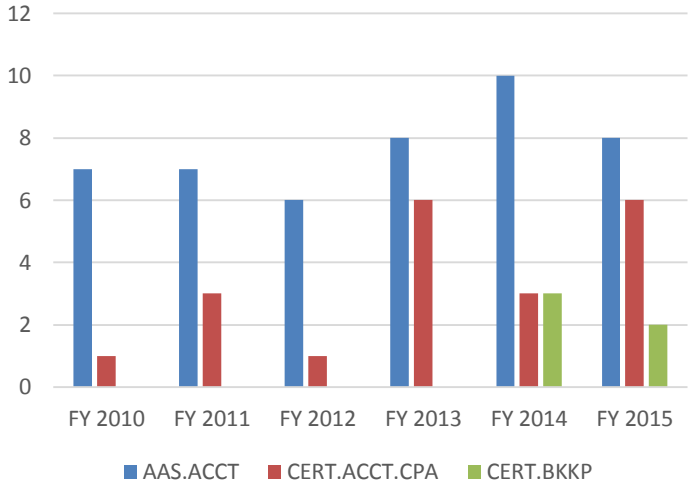
With the change of the principles courses to financial accounting and managerial accounting, a new textbook was selected that will better support the learning in these two classes. In addition, the accounting faculty will continue to make full use of the textbook companion site, MyAccountingLab (Pearson Prentice-Hall). The interactive lab allows students to practice problems, complete assessments, and check their understanding of the materials. This interactive lab supports student learning.

For the Intermediate Accounting classes we have changed instructors and textbooks for the 2015-2016 AY. We are using Pearson's new Intermediate Accounting textbook along with the companion site, MyAccountingLab.



<u>Academic Year</u>	<u>Results/Evidence</u> (Include specific data such as percentages to show benchmark has been met)		<u>Analysis /Improvements</u> (If benchmark was met, how will the measure continue; or if the benchmark was not met, what strategies will be implemented.)															
<b>Completers: Number of graduates by academic credential. Data is collected from the Core Universe.</b>																		
<b>2009-10</b>	AAS Accounting	7	 <table border="1" data-bbox="898 331 1520 651"> <caption>Graduate Data by Year and Credential</caption> <thead> <tr> <th>Year</th> <th>AAS.ACCT</th> <th>CERT.ACCT.CPA</th> </tr> </thead> <tbody> <tr> <td>FY 2010</td> <td>7</td> <td>1</td> </tr> <tr> <td>FY 2011</td> <td>7</td> <td>3</td> </tr> <tr> <td>FY 2012</td> <td>6</td> <td>1</td> </tr> <tr> <td>FY 2013</td> <td>8</td> <td>6</td> </tr> </tbody> </table>	Year	AAS.ACCT	CERT.ACCT.CPA	FY 2010	7	1	FY 2011	7	3	FY 2012	6	1	FY 2013	8	6
Year	AAS.ACCT	CERT.ACCT.CPA																
FY 2010	7	1																
FY 2011	7	3																
FY 2012	6	1																
FY 2013	8	6																
	CPA Examination Certificate	1																
<b>2010-11</b>	AAS Accounting	7																
	CPA Examination Certificate	3																
<b>2011-12</b>	AAS Accounting	6																
	CPA Examination Certificate	1																
<b>2012-13</b>	AAS Accounting	8																
	CPA Examination Certificate	6																
			<p data-bbox="1598 526 2007 821">-In Nov 2014, we will submit a proposal to Academic Council recommending the deactivation of the AAS in Accounting and replacing it with an AA in Business Administration – Accounting degree. This will help students who transfer to an accounting program.</p> <p data-bbox="1598 862 2007 1255">-We continue to see an ever slight increase in students completing the CPA Exam. We continue to believe the success rate in the Intermediate Accounting courses contribute to this increase. We realize that students do not need to complete the CPA Certificate Program to sit for the CPA exam, but we want to be more aggressive and encourage students to apply for the certificate.</p> <p data-bbox="1598 1295 2007 1489">-In 2012-2013, we saw a slight increase in the graduation rate of students with an AAS Accounting degree. However, many students are opting to complete an AA in Business Administration rather</p>															

				<p>than the AAS Accounting, and then declare their major as Accounting when they transfer. Most of the transfer institutions are not accepting the Intermediate Accounting coursework, forcing AAS Accounting students to retake Intermediate Accounting at these transfer institution. (Mount St Mary's University and Stevenson University are the only two institutions that accept the two Intermediate Accounting courses for transfer with the AAS Accounting degree.)</p>																								
<b>2013-14</b>	AAS Accounting	10	<table border="1"> <caption>Graduate Data by Year and Program</caption> <thead> <tr> <th>Fiscal Year</th> <th>AAS.ACCT</th> <th>CERT.ACCT.CPA</th> <th>CERT.BKKP</th> </tr> </thead> <tbody> <tr> <td>FY 2010</td> <td>7</td> <td>1</td> <td>0</td> </tr> <tr> <td>FY 2011</td> <td>7</td> <td>3</td> <td>0</td> </tr> <tr> <td>FY 2012</td> <td>6</td> <td>1</td> <td>0</td> </tr> <tr> <td>FY 2013</td> <td>8</td> <td>6</td> <td>0</td> </tr> <tr> <td>FY 2014</td> <td>10</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	Fiscal Year	AAS.ACCT	CERT.ACCT.CPA	CERT.BKKP	FY 2010	7	1	0	FY 2011	7	3	0	FY 2012	6	1	0	FY 2013	8	6	0	FY 2014	10	3	3	<p>-We are planning to follow up with our accounting graduates to gather information about where they transferred, what degrees they earned, where they are working, etc. We will use the information to help us plan how to promote the programs and develop new offerings.</p> <p>-Plan to promote the Bookkeeping Certificate to the accounting and business administration students as a way to gain employment opportunities.</p> <p>-Faculty are researching an Enrollment Agent Certificate, which would allow the holder to go before the IRS. This would be a certificate that builds on the bookkeeping certificate.</p>
	Fiscal Year	AAS.ACCT		CERT.ACCT.CPA	CERT.BKKP																							
	FY 2010	7		1	0																							
	FY 2011	7		3	0																							
FY 2012	6	1		0																								
FY 2013	8	6	0																									
FY 2014	10	3	3																									
CPA Examination Certificate	3																											
Bookkeeping Certificate	3																											
<b>TOTAL</b>	<b>16</b>																											

<u>Academic Year</u>	<u>Results/Evidence</u> (Include specific data such as percentages to show benchmark has been met)		<u>Analysis /Improvements</u> (If benchmark was met, how will the measure continue; or if the benchmark was not met, what strategies will be implemented.)
<b>Completers: Number of graduates by academic credential. Data is collected from the Core Universe.</b>			
<b>2014-15</b>	AAS Accounting	8	 <p>The total graduate number is the same as prior year, but we saw a shift away from the AAS Accounting degree. This was expected as students who want to pursue an accounting degree have been encouraged to seek an AA Business Administration – General Business degree for ease of transfer. However, the deactivation of the AAS Accounting degree and introduction of the AA – Business Administration – Accounting degree should yield more graduates.</p> <p>More students graduated with the CPA Exam Certificate.</p> <p>We are promoting the Accounting programs and certificates through a variety of marketing materials, “Career Focus” publication, social media, and Areas of Study materials.</p> <p>Faculty are researching an Enrollment Agent Certificate, which would allow the holder to go before the IRS. This would be a certificate that builds on the bookkeeping certificate.</p>
	CPA Examination Certificate	6	
	Bookkeeping Certificate	2	
	<b>TOTAL</b>	<b>16</b>	

**III. STUDENT LEARNING OUTCOMES AND/OR COMPETENCIES**

- a. Update the student learning outcomes assessed this year.
- b. For the Comprehensive Review, list all outcomes for the program.

<u>Benchmark</u> (Specific indicators/measures that the students should obtain)	<u>Assessment Tools</u> (List all assessment tools that will evaluate the outcome and measure selected)	<u>Results/Evidence</u> (Include specific data such as percentages to show benchmark/measure has been met)	<u>Analysis /Improvements</u> (If benchmark was met, how will the measure continue; or if the benchmark was not met, what strategies will be implemented.)
2009-2010: Learning Outcome 3: Students will prepare and analyze financial statements. (2009/2010)			
80%	Financial statement problem on final examination. Multiple choice questions on final exam.	ACCT 101: 96% ACCT 102: 84% ACCT 202: 32%	ACCT 101: Although the assessment results were relatively consistent, a detailed grading rubric has been developed for the financial statement section of the final examination to ensure consistency across course sections. ACCT 102: The final examination did an effective job of assessing students' knowledge of the statement of cash flows, but did not directly assess their knowledge of the presentation of stock or bonds. The final examination will be modified to more effectively measure these concepts. ACCT 202: In spring 2011, additional emphasis will be placed on permanent differences, accounting for income taxes, leases, and the statement of cash flows.

2010-2011: Learning Outcome 4: Students will analyze financial transactions and understand their impact on the firm.			
80%	Multiple choice questions on final exam.	2010/2011: ACCT 101: 66% 2011/2012: ACCT 101: 64% 2010/2011: ACCT 101: 62% 2011/2012: ACCT 102: 67%	2010/2011: In ACCT 101, students had the most difficulty with closing entries, bad debt, and depreciation. In ACCT 102, students were least successful with job order costing transactions. Because of lower than expected outcomes, this analysis will be repeated in 2011/2012. Data has been collected in spring term. 2011/2012: In ACCT 101, we saw a slight decline in scores on transaction analysis, with the most difficulty on the same topics as 2010/2011. However, in ACCT 102, we saw an improvement in scores on transaction analysis. Manufacturing and job order costing entries were still the most challenging topic.
2011-2012: Learning Outcome 5: Students will explain fundamental concepts of business law including torts, contracts, warranties, the Sales Article of the Uniform Commercial Code, agency, labor and employment law, and business ethics.			
Assessment of this outcome was deferred because of staffing changes in business law.			
2013-2014: Learning Outcome 1: Students will demonstrate quantitative literacy by using accounting models to define, represent, and solve mathematical problems.			
80%	Exam problems.	2012/2013: ACCT 101: 2012/2013: ACCT 102: 2012/2013: ACCT 201/202:	2012/2013: We realized that we did not collect the data necessary to assess LO 1. However, we planning to collect the data in 2013-2014 using the GE Quantitative Literacy Rubric. For ACCT 101, students will complete an inventory costing method problem. For ACCT 102, students will complete a cost volume profits problem. For ACCT 201/202 a problem will be selected by the intermediate accounting faculty for assessment. **See results below.
<u>2013/2014:</u> 80%		<u>2013/2014:</u> ACCT 101: 68% (standardized test) <u>2013/2014:</u> ACCT 102: 66% (standardized test) <u>2013/2014:</u> ACCT 201/202: 81%/81.3% (exams)	<b><u>ACCT 101 Results:</u></b> Overall average was 68%. Students were most successful with general transaction analysis, adjusting entries, merchandising transactions, inventory analysis, financials statements, and accounting principles,

			<p>theories and assumptions. The most difficult concepts were bad debt, closing entries, depreciation, and rules of debit and credit.  <u>Strategy:</u> The recommendation for score improvement includes spending additional class time reviewing the more challenging concepts, encouraging students to use the various recourses provided by MyAccountingLab, and assigning additional problems for homework for student mastery, as well as more in-class time working through problems using team/partner strategies.</p> <p><b>ACCT 102 Results:</b> Overall average was 66%. The online students were least successful on the final exam, although there were some high scores. Students scored 67.52% on transactional analysis problems. Students were least successful in transactional analysis for corporations and stock transactions.  <u>Strategy:</u> For 2014 fall, online students are taking ALL exams on campus rather than online. These students have also been included in the on-campus review sessions for exams, and encouraged to use more of the MyAccountingLab resources.  For face-to-face classes, the recommendation for score improvement includes spending additional class time reviewing the more challenging concepts, encouraging students to use the various recourses provided by MyAccountingLab, and assigning additional problems for homework for student mastery, as well as more in-class time working through problems using team/partner strategies.</p> <p><b>ACCT 201 Results:</b> No results to report for the final exam as this was completed online. However, after reviewing the overall scores for</p>
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			<p>four exams given in the class, the average totaled 81%. This supports the higher than normal scores in the ACCT 202 class, spring 2014, since it contained many of the same students from ACCT 201.</p> <p><b>ACCT 202 Results:</b> Overall average was 81.3%. The average on the cash flows portion of the exam was 88.07%, while the average was 72.73% on the accounting changes and corrections portion of the exam. Students had a score of 81% on the transactional analysis problems. Students were also successful with cash flow transactional analysis and financial statements with scores on the written portion of the exam underscoring these results. Topics were students were least successful included accounting for accounting changes and errors. The class was given 5 exams and the average of all exams combined totaled 82%, which is in alignment with the results of the comprehensive final exam.</p> <p><b>Strategy:</b> Continue to use Spiceland textbook and Connection online lab from McGraw-Hill. However, there is a new intermediate accounting textbook coming out from Pearson, which we will review/consider. Encourage students to use the resources available in the online lab, as well as work through homework problems and problems in the classroom using the partner strategy.</p>
XX-XX: Learning Outcome 2: Students will use critical thinking to analyze financial transactions.			
We eliminated this LO goal as the assessment of financial transactions is			

<p>actually assessed in LO 4. We have consistently collected data for LO 4 for the past two years. **See above.</p>			
<p>2014-2015: Learning Outcome 2: Students will prepare and analyze financial statements.</p>			
<p>80%</p>	<p>Exams</p>	<p><u>2014/2015: ACCT 101: 61% (standardized test) and 56% on financial statements.</u></p> <p><u>2014/2015: ACCT 102: 68% (standardized test) and for 63% on the financial statements section of the test.</u></p> <p>**Note: see 2015-2016 LO. Suggest that the accounting faculty need to determine by January 2016 how they intend to assess LOs to insure there is consistency and detailed information that proves valuable to the program.</p> <p><u>2014/2015: ACCT 201: see strategy</u></p> <p>ACCT 202: 85.6% exam</p>	<p>ACCT 101: Using the results from the standardized test; students scored <u>56% on the financial statements section of the exam. These results are well below the goal of 80%.</u></p> <p>ACCT 102: On the standardized test, students scored 63% on the financial statements, well below the goal of 80%.</p> <p>ACCT 201: We did not assess financial statements in this class, fall 2014. ACCT 202: Financial statements were the second best portion of the exam with an average of 83.4%. Scores on the written portion of the exam underscore this result.</p> <p>We will examine ways to improve the success rate in these accounting classes. The focus will be on more coaching on how to use MyAccountingLab as a learning tool, limiting the student access to the “help solve this” tool in the lab - particularly for the quizzes - and also calculating how much time students are spending in the MyLab working through assignments, etc. to</p>



			<p>determine if there is too much reliance on the “help me solve this” tool.</p> <p><b><u>ACCT 101 and 102 Strategy:</u></b> The recommendation for score improvement includes spending additional class time reviewing the more challenging concepts, encouraging students to use the various recourses provided by MyAccountingLab, and assigning additional problems for homework for student mastery, as well as more in-class time working through problems using team/partner strategies.</p> <p>For 2015-2016 the classes have been realigned, financial and managerial accounting, and the textbook changed to reflect this realignment. For next spring the exams will be adjusted to ensure the consistence in the data collected.</p> <p><b><u>ACCT 201 and 202 Strategy:</u></b> For 2015-2016 the decision was made to change instructors for the course and to select a different textbook. We are using Pearson’s new Intermediate Accounting textbook with the MyAccountingLab companion site. Faculty will continue to encourage students to use the resources available in the online lab, as well as work through homework problems and problems in the classroom using the partner strategy.</p>
<p>2015-2016: LO 3: Analyze financial transactions and understand their impact on the firm.</p> <p>**NOTE: The accounting faculty need to determine by January 2016 how they intend to assess this LO to insure there is consistency and detailed information that proves valuable to the program.</p>			

\*Include overall results of assessment measures listed such as assignments, common essay rubric, grading rubric, or other measure lists.

General Education student learning goals. List all goals assessed within the program identified by the Gen. Ed. Review for analysis.

<u>Benchmark</u> (Specific indicators/measures that the students should obtain)	<u>Assessment Tools</u> (List all assessment tools that will evaluate the outcome and measure selected)	<u>Results/Evidence</u> (Include specific data such as percentages to show benchmark/measure has been met)	<u>Analysis /Improvements</u> (If benchmark was met, how will the measure continue; or if the benchmark was not met, what strategies will be implemented.)
Gen. Ed. Learning Goal 1: Information and Technology Literacy			
Gen. Ed. Learning Goal 2: Communication			
Gen. Ed. Learning Goal 3: Global Awareness			
Gen. Ed. Learning Goal 4: Quantitative and Scientific Reasoning			
Gen. Ed. Learning Goal 5: Critical Thinking			
Gen. Ed. Learning Goal 6: Creativity			
Gen. Ed. Learning Goal 7: Personal Development			

#### IV. ADDITIONAL ASSESSMENT MEASURES

List specific measures used by faculty in courses/program ([common] departmental exams, [common] rubrics, skill check-offs, etc.)

Course/Faculty	Type of Measure	Results/Action Plans/Strategies	Implementation Date
ACCT 101	Standardized final examination	Overall average was 66%. Students had the most difficulty with closing entries, bad debt, and depreciation.	Spring 2011
ACCT 102	Standardized final examination	Overall average was 68%. Students were least successful with job order costing transactions.	Spring 2011
ACCT 101	Standardized final examination	Overall average was 64%, compared to 66% in the prior spring term. Students were most successful on accounting principles, probably the most important topic in the course, as well as financial statements.	Spring 2012
ACCT 102	Standardized final examination	Overall average was 71%, compared to 68% in the prior spring term. The most difficult areas were financial statements (corporations, statement of cash flows, manufacturing) and transaction analysis. Students were most successful with theory about corporations, budgeting, and costing.	Spring 2012
ACCT 101	Standardized final examination	Overall average was 65%. Students had the most difficulty with closing entries, bad debt, depreciation, and adjusting entries. Students were most successful with general transaction analysis, inventory, and merchandising transactions, although still below the 80% target.	Spring 2013
ACCT 102	Standardized final examination	Overall average was 72%, compared to 71% last spring. Students were least successful in financial statements for corporations, and scored poorly on transactional analysis for stock transactions.	Spring 2013
ACCT 101	Standardized final examination	<u>Results:</u> Overall average was 68%. Students were most successful with general transaction analysis, adjusting entries, merchandising transactions, inventory analysis, financials statements, and accounting principles, theories and assumptions. The most difficult concepts were bad debt, closing entries, depreciation, and rules of debit and credit. <u>Strategy:</u> The recommendation for score improvement includes spending additional class time reviewing the more challenging concepts, encouraging students to use the various recourses	Spring 2014

		provided by MyAccountingLab, and assigning additional problems for homework for student mastery, as well as more in-class time working through problems using team/partner strategies.	
ACCT 102	Standardized final examination	<p><u>Results:</u> Overall average was 66%. The online students were least successful on the final exam, although there were some high scores. Students scored 67.52% on transactional analysis problems. Students were least successful in transactional analysis for corporations and stock transactions.</p> <p><u>Strategy:</u> For 2014 fall, online students are taking ALL exams on campus rather than online. These students have also been included in the on-campus review sessions for exams, and encouraged to use more of the MyAccountingLab resources.</p> <p>For face-to-face classes, the recommendation for score improvement includes spending additional class time reviewing the more challenging concepts, encouraging students to use the various recourses provided by MyAccountingLab, and assigning additional problems for homework for student mastery, as well as more in-class time working through problems using team/partner strategies.</p>	Spring 2014
ACCT 201	Examinations (4/5 exams)	<p><u>Results:</u> No results to report for the final exam as this was completed online. However, after reviewing the overall scores for four exams given in the class, the average totaled 81%. This supports the higher than normal scores in the ACCT 202 class, spring 2014, since it contained many of the same students from ACCT 201.</p>	Fall 2013
ACCT 202	Final examination	<p><u>Results:</u> Overall average was 81.3%. The average on the cash flows portion of the exam was 88.07%, while the average was 72.73% on the accounting changes and corrections portion of the exam. Students had a score of 81% on the transactional analysis problems. Students were also successful with cash flow transactional analysis and financial statements with scores on the written portion of the exam underscoring these results. Topics were</p>	Spring 2014

		<p>students were least successful included accounting for accounting changes and errors. The class was given 5 exams and the average of all exams combined totaled 82%, which is in alignment with the results of the comprehensive final exam.</p> <p><u>Strategy:</u> Continue to use Spiceland textbook and Connection online lab from McGraw-Hill. However, there is a new intermediate accounting textbook coming out from Pearson, which we will review/consider. Encourage students to use the resources available in the online lab, as well as work through homework problems and problems in the classroom using the partner strategy.</p>	
ACCT 101	Standardized final examination	<p><b>ACCT 101 Results:</b> Overall average score was 61% on the standardized exam. Overall, students scored 60% on transaction analysis problems on the final exam. Students were most successful with general transaction analysis, inventory, and merchandising transactions, although still below the 80% target. Students scored 56% on the financial statements portion of the test. Topics where students were least successful included closing entries, bad debt, bonds, and depreciation.</p> <p><u>Strategy:</u> The recommendation for score improvement includes coaching students on how to use MyAccountingLab as a learning tool, examining the student reliance on the “help me solve this” tool in the MyLab, spending additional class time reviewing the more challenging concepts, and assigning additional problems for homework for student mastery, as well as more in-class time working through problems using team/partner strategies.</p>	Spring 2015
ACCT 102	Standardized final examination	<p><b>ACCT 102 Results:</b> Overall standardized test average from the four sections was 68%, which is slightly higher, 2%, than 2014. The online students were least successful on the final exam, although there were some high scores. Students scored 63% on the financial statements portion of the test – cash</p>	Spring 2015

		<p>flow statements and manufacturing financial statements. Overall, students scored 67.23% on transactional analysis problems, which was about the same as in 2014. Students were least successful in transactional analysis for corporation and stock transactions.</p> <p>Note: One faculty member inadvertently gave the wrong version of the exam. However, the only difference in the exams were four questions. Overall, the scores reflected on those exams were consistent with the exams from the other sections.</p> <p><u>Strategy:</u> For 2015-2016 the classes have been realigned, financial and managerial accounting, and the textbook changed to reflect this realignment. For next spring the exam will be written and provided to instructors to ensure the consistence in the data. Online students continue to take all exams on campus rather than online. These students have also been included in the on-campus review sessions for exams, and faculty will do more coaching of students on how to use more of the MyAccountingLab resources.</p> <p>For face-to-face classes, the recommendation for score improvement includes spending additional class time reviewing the more challenging concepts, encouraging students to use the various recourses provided by MyAccountingLab, and assigning additional problems for homework for student mastery, as well as more in-class time working through problems using team/partner strategies.</p>	
ACCT 201	Examination (5/5)	<p><u>ACCT 201 Results:</u> The average score on the last exam, 5/5, was 60.8%. Three of the students were outliers in that they scored very poorly on the exam. Removing the outlier scores, the class average raises to 69%. The exam focused on acquisition and disposal of LT assets.</p>	Spring 2015

ACCT 202	Final Examination	<p><b>ACCT 202 Results:</b> The class was given 5 exams and the average of all exams combined totaled 73%, which was lower than the results of the final exam, which was 85.6%. Students scored an average of 83.4% on the financial statements, which was underscored by the scores on the written portion of the exam. The average on the cash flows portion of the exam was 95.71%, while the average was 72.73% on the accounting changes portion of the exam.</p> <p><b>Strategy:</b> For 2015-2016 the decision was made to change instructors for the course and to select a different textbook. We are using Pearson's new Intermediate Accounting textbook with the MyAccountingLab companion site. Faculty will continue to encourage students to use the resources available in the online lab, as well as work through homework problems and problems in the classroom using the partner strategy.</p> <p>We will assess the changes we made to this class at the end of the academic year.</p>	Spring 2015
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\*Attach all copies of blank instruments used. This may also be listed in the Student Learning Outcomes area.

**V. SUPPORT SERVICES** (list 3-5)

	How does each service support the program?	What specific enhancements, purchases, and suggestions would you make to improve your program in each service area?
Tutoring	<p>-All faculty provide tutoring to Accounting and Finance students</p> <p>-New student Accounting tutor in Academic Services</p>	<p>2013-2014: We had a goal to explore the opportunity to work with Academic Services to assign students with a strong Accounting background to work as tutors. We have one Accounting tutor who has done a terrific job in helping our students. He is a Carroll graduate, who now is attending Stevenson University as an Accounting major. He works in Academic Services a few hours, 2-3 days a week helping out students. We will continue to monitor and work with Academic Services to build on this tutoring opportunity.</p>

		-2014-2015 – We continue to support tutoring through Academic Support Services by providing student tutoring. We have added another tutor as our original accounting tutor is not available in the fall 2015 term. However, our long-time accounting tutor expects to return in spring 2016.

**VI. PROGRAM PLANNING/EVALUATION/IMPROVEMENT**

a. As a result of the last program review, summarize what was done to strengthen the program.

- |   |
|---|
| <ol style="list-style-type: none"> <li>1) The learning objectives associated with the upper level courses have been reviewed to determine their concordance with the content of the CPA examination. Review materials for the exam were purchased to support faculty in providing meaningful instruction.</li> <li>2) A number of proposals were developed and submitted to change curriculum, resulting in improved outcomes.</li> </ol> |
|---|

b. As a result of this program review, summarize what needs to be done in the next academic year to improve the program.

In the upcoming year, the accounting faculty should continue to monitor transfer issues; provide additional information to students preparing for the CPA examination; and promote the new bookkeeping certificate program.
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c. List what you perceive to be the “top three” strengths of your program as it currently exists.

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. Carroll has developed a strong partnership with the Carroll County Public Schools through the initiation of transcribed credit for certain students completing Accounting 1 and 2 in the high schools. This agreement provides students with early college credit and ensures that students are prepared for subsequent accounting courses.</li> <li>2. With the hire of a full-time faculty member in the accounting department, the majority of the accounting classes are taught by full-time faculty.</li> <li>3. For over 20 years, the accounting department has collected outcomes data for the two principles classes through the administration of a standardized departmental final. The final exam is developed through a collaborative process and is the beginning of a dialogue over best practices in teaching various accounting topics.</li> </ol> |
|---|

d. List the challenges that will be faced by your program over the next five years and indicate the strategies which you plan to employ to address as appropriate. Please list each challenge in one row. (*type in box, press tab to add additional rows*)

<b>Challenges</b>	<b>Specific Strategies (measurable)</b>
Finding qualified full- and part-time faculty will continue to be a challenge.	It will be important to continue to develop strong working relationships with the <b>two</b> part-time faculty, who provide very high quality instruction.
The content of the CPA examination and the Maryland educational requirements continue to evolve. It will continue to be important that the faculty remain current with the content of the examination.	All faculty in the department should remain current on the content and format of the examination. As Shanelle Hopkins is in candidacy status, she can provide information to the discipline faculty.



e. Report on the results of the strategies you initiated to address last year's challenges.

Specific Strategies (measurable)	Status
<p>Continue to build on the strong relationships with the part-time faculty, including on-campus faculty development sessions in January and August.</p>	<p><u>2014-2015:</u>                      -We continue to involve our accounting adjunct faculty part of our overall planning and faculty development process. They are a very strong set of instructors who bring a wealth of experience and knowledge to the classroom.                      -We want to include our adjunct faculty in the Faculty Development sessions offered each June (which we did and will continue to encourage their participation in future faculty development sessions), as well as the August and January faculty meetings.</p> <p><u>2013-2014:</u>                      -We lost one of our strong adjunct faculty to McDaniel College, who hired her as a FT accounting faculty.                      -We hired Jennifer Hobbs as a new adjunct to teach the Personal Finance evening class. She is a former Carroll student who works for the Carroll County government. As Jenny continues to gain teaching experience we will explore offering her other opportunities in accounting.</p>
<p>Shanelle is currently preparing to complete the CPA exam, June 2016.</p>	<p>Shanelle has completed 1 of 4 CPA exams. She set a personal goal in her most recent self-evaluation to complete the remaining exams by the end of the 2015 academic year. My goal is that she complete the exam by June 2016. This will be important as she takes on an even greater role of advising students in the AA Business Administration – Accounting transfer degree and the Intermediate Accounting class, and can provide information regarding the exam to the discipline faculty and students preparing for the CPA exam.</p>

f. What are the specific program resources/budget needs you will need for next year that was recommended or that you will be requesting? List the top five needs. (type in box)

Item	“X” here (if this item was requested last year and not purchased.)	Vendor	Cost
<p>It is important for our Accounting faculty to stay current with Accounting. Therefore, we request that faculty be sent to a conference. A few options include:</p> <ul style="list-style-type: none"> <li>• TACTYC (Teachers of Accounting at Two-Year Colleges) Conference in May 2016, Denver, CO</li> <li>• Consider sending Kate Demarest to take the Enrolled Agent Program assessment, to become certified. This will allow Kate to develop the certificate for Carroll.</li> <li>• VITA Program: Proposed that Kate Demarest be compensated 3TLH for the effort needed to manage this program, Dec through April each year.</li> <li>• VITA Program: The program may be run out of McDaniel College as Kate and Kerry Duvall are working on a partnership. However, if space is an issue, then we need to locate an office space near Kate’s office for students to work on the VITA tax process.</li> <li>• Compensation to Linda Brandt for the work she does with the VITA program. She scheduled over 400 clients in the 2015 tax season.</li> </ul>			<p>TACTYC: Kate Demarest will attend and most likely present. \$1,500. If funds are available Shanelle may also attend this conference. \$1,500.</p> <p>Possibly fall 2016: Cost for the class and assessments est. \$500.</p> <p>Approved for 2014-2015, spring 2015 term, and want to continue this practice in 2015-2016. 3 TLH</p> <p>Cost for an office space near to Kate’s office: TBD</p> <p>Consider options for compensating Linda for her efforts. Suggest \$100-\$200 gift certificate.</p>

<ul style="list-style-type: none"> <li>• MACPA Educators conference – location TBD, Jan. 2016 – Kate or Shanelle should attend this conference</li> <li>• Valuable for Kate to attend a local tax conference – there continues to be a lot going on with the Affordable Care Act, so expiring provisions of other items – and there may be a local conference for Shanelle to attend as well.</li> </ul>			<p>Cost for both Kate and Shanelle to attend this conference is \$200 each; total cost, \$400.</p>

**VII. OTHER**

Summarize any other information you feel is relevant to this year’s report or any additional plans for program improvement not already addressed.

**2015-2016: Plans to make changes to the degrees, courses, and addition of a new course**

-AAS in Accounting was deactivated and replaced by an AA in Business Administration – Accounting transfer degree in November 2014.

-The two principles of accounting course names and objectives were changed to reflect the courses as ACCT 101 financial accounting and ACCT 102 managerial accounting. These changes will aid in the transferring of the courses to 4-year institutions.

-A Forensic Accounting class has been developed by adjunct instructor, Darlene Ely and was approved by Academic Council in Dec 2014. This class was first offered in spring 2015. It is offered to students pursuing CPA coursework and who have completed the Auditing course. We believe there will be significant interest in this course.

-Begin to offer Accounting classes in blended or hybrid formats. Offered ACCT 101 in blended format, winter 2015 and summer 2015. Considering an accelerated format for both ACCT 101 and ACCT 102 in the evenings, fall 2016. Format will consist of classes meeting two nights a week for 7 weeks, e.g., ACCT 101 will be offered in the first 7 week accelerated sessions, followed by a one week break, with ACCT 102 offered in the second 7 week accelerated session. Currently, ACCT 102 is offered in a blended format each spring term.

**VIII. COMMENTS FROM ORAL REVIEW (Comprehensive Review only)**

Comments gathered from oral review will be entered here.

**ADDENDUM TO THE PROGRAM REVIEW**

**I. COMPLETION DATA**

Of the students graduating, list the number employed in the program field, the number employed in other fields, and the number who transferred to another college. Then calculate the initial job placement rate percentage by taking the number of students employed in program field only by the number of graduates and dividing by the number of graduates. – Data not available.

Term	Number of graduates listed above (a)	Employed in Program Field (b)	Employed in Other Fields (c)	Transferred to Other College (d)	Not Employed	Placement Rate % (b) / (a)	Continuance Rate % (b + d) / (a)
Fall 2013 (data was collected during this semester)	*Note: We received data from Institutional Research letter campaign (fall 2013). Will review the data and consider whether it can be part of this report.						
Spring 200_							

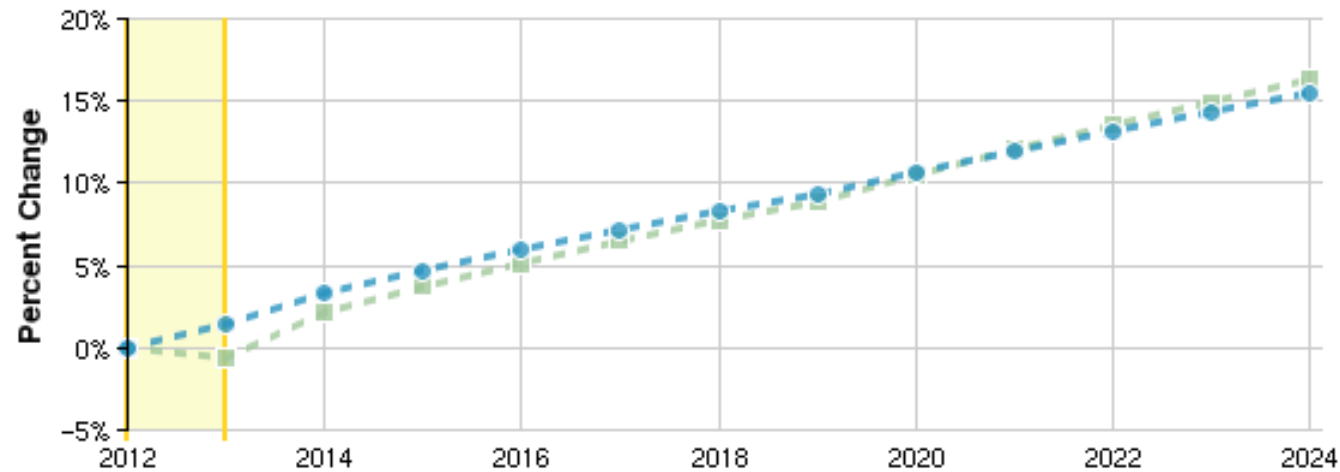
**a. Program Trends**

Describe the applicable job market (*starting salary for both national average and local average, availability of jobs, national trends, etc.*)

The job market for accounting majors is strong. Salaries for para-professionals (those with a two year degree or bookkeeping certification) range from \$38,000 to \$62,750, according to a 2015 Salary Guide by Robert Half Finance and Accounting. Corporate accounting starting salaries range from \$40,500 to \$47,250 in small firms and from \$45,250 to \$55,250 in large firms. Salaries in public accounting can be significantly higher, but vary by expertise (tax, audit, consulting). Compared to national data, salaries in Maryland are slightly higher, coming in at 103% of the national average. The Bureau of Labor Statistics Occupational Outlook Handbook projects employment of accountants and auditors to grow 13% from 2012 to 2022. The 2015 Salary Guide also detailed positions in demand, which included: accounts receivable/payable professionals, auditors, cost accountants, financial analysts, payroll professionals, senior accountants, and staff accountants. The greatest industry demand is in health care.

The data below represents general data for accounting positions. There may be specific occupations within the Economic Analyst tool that could be added to the report.

## Regional Trends



Region	2012 Jobs	2013 Jobs	% Change
● All Available Counties	26,499	26,881	1.4%
● CCC 4-Jurisdiction Labor Mkt	10,137	10,074	-0.6%

Add other comments related to students' employment (such as early leavers with marketable skills) and/or transfer of students to other institutions.

Changing the AAS – Accounting terminal degree to an AA – Business Administration – Accounting, transfer degree should have a positive impact on students transferring to 4-year institutions.

### b. Assessment Exams

*\*For Strategies to be implemented, specifically list what you will do in your program to address any proficient and non-proficient testing areas, (i.e., record student/client interaction and have students assess communication techniques leading to empathetic listening. Students will be able to explain the contents of an assigned reading selection in a medical record).*

c. **Other Assessments** (include performance on program certifications, licensing or registry exams—use first-time attempt for calculating passage rate, etc.) *(insert additional lines as needed)*

Academic Year	Type of Exam	Date of Exam	Number Tested	Number Passed	First-time Pass Rate%
	<p>*Data not currently collected on CPA examination. However, we are planning to contact our graduates and make every attempt to collect this information beginning in spring 2016.</p>				

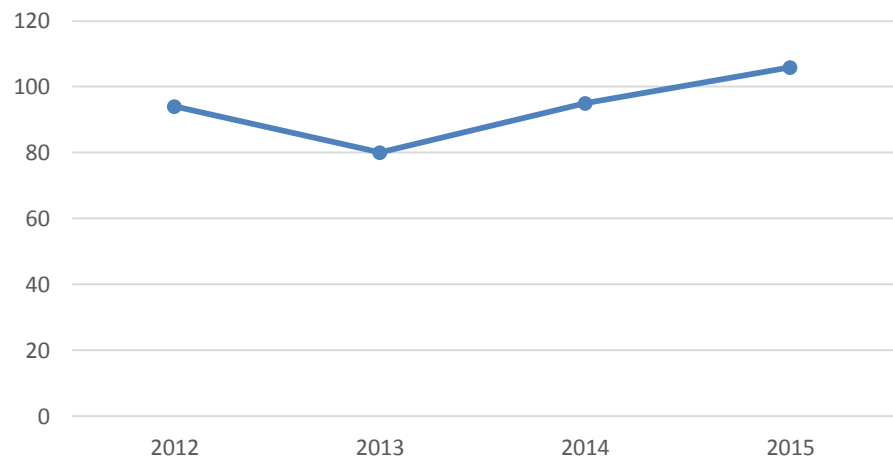
## II. DISTANCE ENROLLMENT DATA

Of the courses within the program, list data specifically for distance learning courses below.

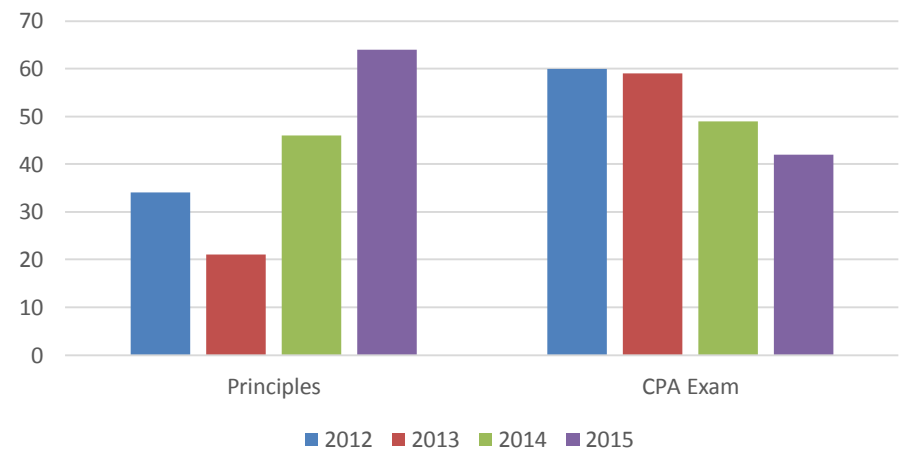
Academic Year	Results/Evidence (Include specific data such as percentages to show benchmark has been met)		Analysis /Improvements (If benchmark was met, how will the measure continue; or if the benchmark was not met, what strategies will be implemented.)	
<b>Blended Enrollment: Enrollment is analyzed in total, as well as by course.</b>				
	Course	Enrollment		
<b>2009-10</b>				
<b>2010-11</b>				
<b>2011-12</b>				
<b>2012-13</b>				
<b>2013-14</b>	ACCT-102	10	New opportunity launched in spring 2013. Offering ACCT 102 in a hybrid format. We are seeing working students enrolling in this section.	
<b>2014-2015</b>	ACCT-101	12		
	ACCT-102	19		
	<b>TOTAL</b>	<b>31</b>		
<b>Blended Retention / Persistence: Grade distributions are measured as a percentage of all grades and withdraws for the course.</b>				
	Course	ABC%	FW%	
<b>2009-10</b>				
<b>2010-11</b>				
<b>2011-12</b>				
<b>2012-13</b>				
<b>2013-14</b>	ACCT-102	100.00%	0.00%	Students enrolled in the spring 2014 ACCT 102 blended course were some of the top accounting students, so we expected to see strong results. Using the hybrid format with the MyLab has made this a solid course and is gaining more interest from students.
<b>2014-2015</b>	ACCT-101	100.00%	0.00%	We offered ACCT 101 in a blended format in both the winter 2015 and summer 2015 terms. It was encouraging to see student success in these blended classes. ACCT 102 has been offered in a blended format for two spring terms with student success.
	ACCT-102	94.74%	5.26%	
	<b>TOTAL</b>	<b>96.77%</b>	<b>3.23%</b>	

Online Enrollment: Enrollment is analyzed in total, as well as by course.				
	Principles	CPA Exam	Total	
<b>2011-12</b>	34	60	<b>94</b>	
<b>2012-13</b>	21	59	<b>80</b>	
<b>2013-14</b>	46	49	<b>85</b>	-Opportunity to increase online enrollment for the principles courses with the offering of an AA in Business Administration online degree program. -Regarding lower enrollment in the online CPA exam classes, we see the need to promote the CPA Certificate Program to boost enrollments.
<b>2014-15</b>	64	42	<b>106</b>	-Promotion of the online classes in specific, targeted marketing pieces will help grow the online presence for all classes and programs.

Accounting Online Enrollment



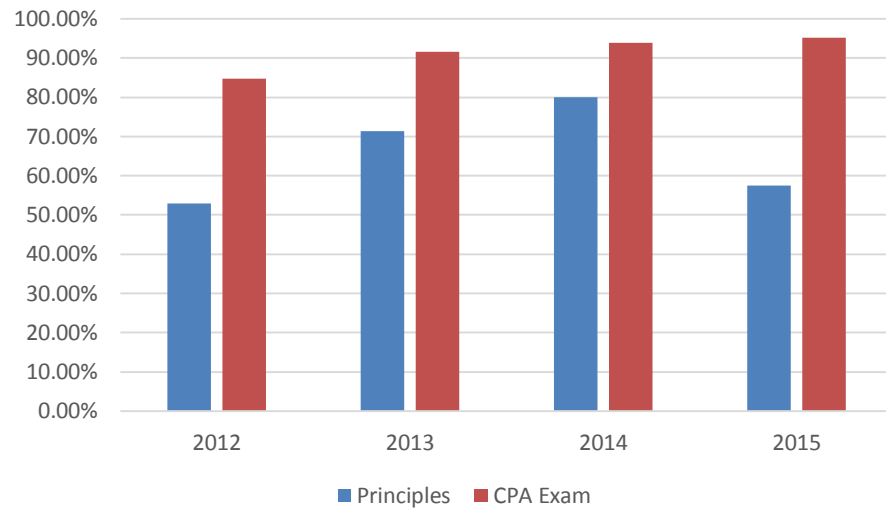
Accounting Online Enrollment by Level



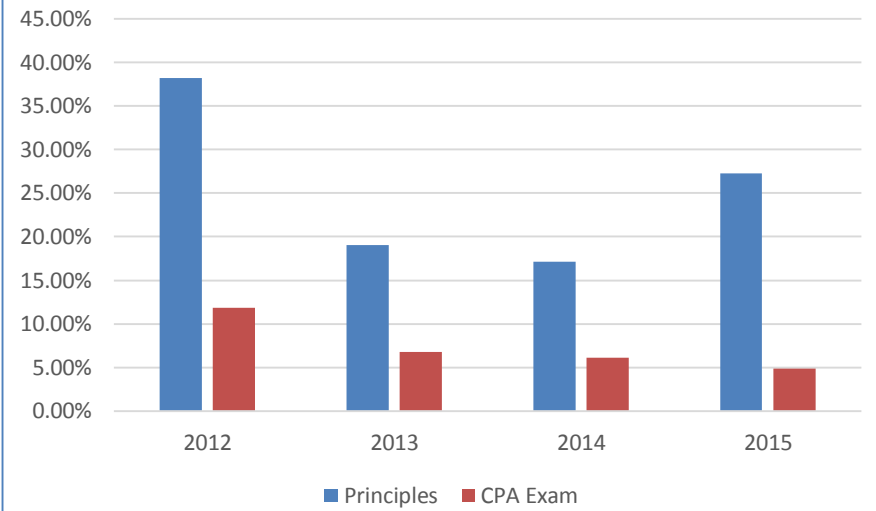


Online Retention / Persistence: Grade distributions are measured as a percentage of all grades and withdraws for the course.						
		ABC%	ABCD%	F%	W%	
2011-12	Principles	52.94%	61.76%	23.53%	14.71%	
	CPA Exam	83.33%	86.67%	3.33%	8.33%	
2012-13	Principles	71.43%	80.95%	9.52%	9.52%	
	CPA Exam	91.53%	93.22%	5.08%	1.69%	
2013-14	Principles	77.78%	80.56%	5.56%	11.11%	We are seeing greater success in online retention and grade distribution, as upper level courses are losing less students as there is more support through the use of MyAccountingLab with these courses. MyLab products give faculty ways to monitor student success and trouble spot.
	CPA Exam	93.88%	93.88%	0.00%	6.12%	
2014-15	Principles	57.58%	72.73%	12.12%	15.15%	<p>We saw a <u>much lower ABC% pass rate for both ONLINE principles courses: ACCT 101-75, 57.89% and ACCT 102-75, 57.14%</u> compared to the face-to-face classes with an ABC% pass rates of ACCT 101, 78.76% and ACCT 102, 73.11%.</p> <p>* Online we saw F% rate for ACCT 101-75, 10.53%, compared to F% rate in ACCT 101, 7.52%, face-to-face classes. The F% for ACCT 102-75, 14.29%, compared to F% rate for ACCT 102, 5.88%, face-to-face classes.</p> <p>* <u>Online W% rate for ACCT 101-75, 21.05%, was 4 times larger than ACCT 101, 4.87%, face-to-face classes.</u> W% rate for ACCT 101-75, 7.14% was lower than the W% in ACCT 102, 9.24%, face-to-face classes.</p> <p>* We will examine ways to improve the pass rates and decrease the fail/withdrawal rates for the online classes. More coaching on how to use MyAccountingLab, etc.</p> <p>Strong achievement in the CPA Exam classes.</p>
	CPA Exam	95.12%	95.12%	4.88%	0.00%	

ABC% - Accounting Online Classes



FW% - Accounting Online Classes



**III. PROGRAM ADVISORY COMMITTEE (if applicable)**

- a. List in alphabetical order the current program members and their organization; also indicate your chair. *(tab in last box to add more lines for additional members)*

Name of Member	Name of Organization

- b. List program committee dates and the number of members present for each meeting.

Term	Meeting Date	Number of External Members Present	Number of ESC Members Present

- c. Review Program Advisory Committee minutes and summarize what your members have recommended as improvements for the program during this academic year.

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- d. Report on the status of the recommendations given by the Program Advisory Committee from last year’s review.

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**IV. PROGRAM RESOURCES**

- a. **Budget**

List the budget information for the program. If a regional program, identify the amounts from both institutions. – Budget information not separate from larger department of business.

Academic Year	Amount Budgeted	Amount Spent	Amount Perkins Allocated	Amount Perkins Spent

Summarize budget-related issues and/or future budgetary needs.

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**b. Facilities**

Summarize any facility-related issues and/or future needs to be addressed.

1. VITA program needs to retain access to the office near Kate Demarest for the months tax returns are prepared if there is a space issue with the new partnership with McDaniel College.
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**c. Faculty**

List the current program faculty and their full-time or part-time status.

Name of Faculty	Full-Time/Part-Time	Credentials
Kate Demarest	Full-time/time split between faculty instruction and outcomes assessment	MBA, CPA, Masters Taxation
Shanelle Hopkins	Full-time	MS Finance, MS Forensic Accounting
Darlene Ely	Part-time	MBA
Pat Emerson	Part-time	CPA, MS Management

Name of Faculty	Full-Time/Part-Time	Credentials

List all program-specific professional development that program faculty participated in during the current academic year (do not include general professional development).

Faculty Member Name	Date	Professional Development Activity
Shanelle Hopkins	March 2014	iPhase Accounting and IT Educator’s Conference – Pearson MyLab & Mastering
Kate Demarest	May 2014	TACTYC (Teachers of Accounting at Two-Year Colleges) Conference; iPhase Accounting and IT Educator’s Conferences – Pearson MyLab & Mastering – attended and presented on topics at the conferences, Atlantic City, NJ and Greensboro, NC.
Shanelle Hopkins	2015	No professional conferences were attended
Kate Demarest	March 2015	iPhase Accounting Educator’s Conference – Pearson MyLab & Mastering – presenter

## V. CURRICULUM

### a. List any curriculum changes that occurred in the program during the current academic year.

Changes	Justification
Bookkeeping certification	<p>2012: This 5 course bookkeeping certificate provides students with access to entry level employment and did not require the creation of any additional courses. It was approved by the Academic Council in 2011 and approved by MHEC in 2012.</p> <p>2013: There has been interest from students who are working towards their AA in business administration to also pursue the Bookkeeping certificate; overlapping coursework.</p>
BUAD 205 – Business Law course	<p>2014-2015: Business Law: BUAD 205 Business Administration AA Transfer Programs, General Business and International Business; Accounting A.A.S.; Accounting CPA Exam Qualification certificate</p> <p><u>DESCRIPTION OF CHANGE:</u> The BUAD-205 Business Law course was changed from 4 credits to 3 credits.</p> <p><u>TIMEFRAME:</u> START DATE <u>Fall 2014</u></p> <p><u>RATIONALE:</u> This change moved the Business Administration and Accounting transfer programs to 60 credits in order to comply with the Maryland Completion Agenda (Maryland SB 740) and also to move BUAD-205 Business Law in line with the 3 credit business law courses offered at other Maryland community colleges and transfer institutions.</p>
AAS – Accounting degree	<p>2014-2015: This degree was deactivated and replaced with the AA Business Administration – Accounting transfer degree.</p>
Accounting CPA Exam Qualifications Certification	<p>2014-2015: Reduced credits for BUAD 205 Business Law course in the Accounting CPA Exam Qualification and reduce the overall certificate to 51 credits.</p> <p><u>DESCRIPTION OF CHANGE:</u> The certificate credits will reduce to 51, with the reduction of the BUAD 205 Business Law course credits from 4 credits to 3 credits.</p> <p><u>RATIONALE:</u> The change in the credit value of the BUAD 205 Business Law course must be reflected in the certificate requirements. These changes will reduce the certificate program to 51 credits.</p> <p><u>OBJECTIVES:</u> Under the old program requirements, the students took BUAD 205 Business Law as a 4 credit course. This change was made in December 2014 and reduced the Business Law credits to be reduced to 3 credits and kept the certificate at 51 credits.</p>

**b. List any curriculum changes planned in the program for the next academic year.**

Changes	Justification
2014-2015 Added to the Changes	
Added MATH to the Business Elective Category	<p><u>DESCRIPTION OF CHANGE:</u> Add MATH to the course selections under the Business Electives category.</p> <p><u>RATIONALE:</u> Students transferring to 4-year institutions requiring Applied Calculus can now take Applied Calculus at Carroll and make it part of their 60 credit degree program.</p>
<b>2014-2015 Changes to the Curriculum</b>	
AAS – Accounting program	<p><u>DESCRIPTION OF CHANGE:</u> Deactivated the AAS Accounting program and created a new concentration in the AA Business Administration program. Approved by Academic Council Nov 2014.</p> <p><u>RATIONALE:</u> Carroll offers 3 concentrations in the AA – Business Administration program. We also offer AAS –Accounting, which averages 8-10 graduates each year. While the AAS has been targeted towards those directly entering the workforce, we are finding that many of our AAS graduates go on to pursue a 4-year degree.</p> <p>COMAR allows AAS degrees to offer a smaller general education program and, because of this, students transferring from Carroll with an AAS degree are not exempted from the lower-level general education block when transferring to the 4-year institutions in Maryland. They are subjected to a course by course evaluation of the general education, often resulting in more credits being required at the transfer institution prior to graduation with a bachelor’s degree.</p> <p>Unlike other AAS programs, our AAS Accounting program requires the full general education requirement for Carroll students. As such, it is not necessary that the program fall under the COMAR regulation regarding the transfer of AAS degrees.</p> <p>We proposed a fourth concentration be added to the Business Administration program – Accounting.</p> <p>The requirements for the program were unchanged from the AAS program. The proposal simply rebranded the program and deactivated the AAS program.</p>

	<p>Students who plan to transfer to an AACSB accredited business school (UB/UofMD/Towson) will continue to be advised to follow the General Business concentration. Each of these schools requires that students complete Intermediate Accounting 2 on their campus and this is a required component of the accounting program here.</p> <p>Addition of the concentration to the Business Administration program does not require MHEC approval, as the AA Business Administration degree has already been approved. We believe that the deactivation of the AAS Accounting program will result in less confusion and more coordinated advising of potential accounting majors.</p>
ACCT 101 – Principles of Accounting 101	<p><u>DESCRIPTION OF CHANGE:</u> Changed the title of Principles of Accounting 1 to Financial Accounting and adjust course description and objectives.</p> <p><u>RATIONALE:</u> This change reflected a statewide and national trend to retitle the first two accounting courses. Most colleges and universities have moved towards making the first course in a two-semester sequence exclusively financial accounting and the second course exclusively managerial accounting. In Maryland, the University of Maryland, University of Baltimore, and Towson University have already made this adjustment and Stevenson University is making the change fall 2015. In addition to changing the title for the course, we moved stockholders' equity from the second course to the first, completing the financial accounting content. With the movement of this chapter to financial accounting, we are able to add two additional chapters to the managerial accounting course.</p> <p><u>TRANSFERABILITY:</u> ACCT 101 Financial Accounting transfers as the first financial accounting course. We anticipated this change will only improve the ease of transfer to colleges inside and outside the state.</p>
ACCT 102 – Principles of Accounting 102	<p><u>DESCRIPTION OF CHANGE:</u> Changed the title of Principles of Accounting 2 to Managerial Accounting and aligned the course description and objectives to moving coverage of stockholders' equity to ACCT 101 and the addition of short- and long-term decision-making to ACCT 102.</p> <p><u>RATIONALE:</u> This change reflected a statewide and national trend to retitle the first two accounting courses. Most colleges and universities have moved towards making the first course in a two-semester sequence exclusively financial accounting and the second course exclusively managerial accounting. In Maryland, the University of Maryland, University of Baltimore, and Towson University have already made this adjustment and Stevenson University is making the change fall 2015. In addition to changing the title for the course, we moved stockholders' equity from the second</p>

	<p>course to the first, completing the financial accounting content. With the movement of this chapter to financial accounting, we are able to add two additional chapters to the managerial accounting course.</p> <p><u>TRANSFERABILITY</u>: ACCT 102 Financial Accounting transfers as the second accounting course, but the first managerial accounting course. We anticipate this change will only improve the ease of transfer to colleges inside and outside the state.</p>
Forensic Accounting course	<p>Approved by Academic Council Dec 2014. The increased complexity of business coupled with the advent of new technologies have created an environment where professionals need some background in forensic accounting to better understand organizations and themselves. We added the Forensic Accounting course to the spring 2015 schedule as another course option for students in the CPA certification program. Forensic Accounting in conjunction with the current Auditing course will provide students with an excellent foundation for exploring career opportunities in the public and private sector.</p>

**c. List any curriculum problems encountered in the program during the current academic year.**

Curriculum Concerns	Ramifications/Resolution
<p>The QuickBooks workshop offered as a part of ACCT 102, in cooperation with the Miller Center, was not successful in teaching students the connection between what they have learned in the Principles sequence and how they will create and use accounting records in practice.</p>	<p>2012: Beginning in fall 2012, the QuickBooks sessions will be co-taught by an accounting faculty member and a QuickBooks trainer.</p> <p>2013: Continue with the plan to have an accounting faculty member work with the QuickBooks trainer for the workshop offered to ACCT 102 students.</p> <p>2014: The decision was made to use the general ledger information from MyAccountingLab as a tool for teaching the information necessary for students to know in ACCT 102. In addition, Shanelle took the QuickBooks online course, spring 2014, and will be a resource for teaching this information to our students.</p>

**d. List any new credential offerings added to the program during the current academic year.**

New Offerings	Justification
<p>Bookkeeping certification</p>	<p>2012: This 5 course bookkeeping certificate provides students with access to entry level employment and did not require the creation of any additional courses. It was approved by the Academic Council in 2011 and approved by MHEC in 2012.</p>

**e. List any credential deactivation(s) recommended for the next academic year.**

Deactivation	Justification



Prepared by:

Print Name, Title

*Nancy L. Kimble, Assistant Professor/Chair* September 18, 2015  
Signature (Date)

**Carroll Community College**  
**Humanities Department Program Review**  
**History, Philosophy, & Foreign Languages**  
**June 2014**

## **I. Executive Summary**

The Humanities Department at Carroll Community College has come into its own, literally, in the past several years. Always an area with great intellectual energy and staffed by caring faculty who put teaching first, becoming an independent department in the College's 2007 reorganization has truly allowed us to flourish and have an even greater impact on the growth and success of our students. This Program Review looks back on the years since our independence, describing who we are, laying out our achievements, noting where we wished we had accomplished more, and then, most importantly, it looks ahead to what we want to make happen in the next five years. Ideally, the near future will be a period of successful advances for both ourselves and our students.

As total enrollment grew at Carroll, the number of students taking our History, Philosophy, and Foreign Languages courses increased at an even higher rate, peaking in 2010, except for Foreign Languages, which peaked in 2012. And even since the College's enrollment figures began to decline, the number of students taking our courses remains quite strong. History still ranks third behind English and Math in total student enrollment; Philosophy saw some of the highest increases of all; and we expanded our online footprint, now offering several of our History and Philosophy courses in that format. Foreign languages grew in both numbers and in breadth, as we expanded our offerings to include Chinese, German, and Italian. All disciplines expanded their number of advanced courses, allowing students with a passion for what we teach to pursue more specialized and in depth studies at Carroll.

Of course, no academic department can be a strong one without having excellent faculty, and the Humanities consists of five full-time professors and anywhere from twelve to fifteen adjuncts, all of whom have great experience and expertise in their disciplines and understand that the number one responsibility at all times is that of being a master teacher. Striving to increase student learning and success by being the best we can both inside and outside of the classroom is essential. There are so many distractions in the lives of students, and that means we need to make our courses as engaging and stimulating as possible, ensuring that once they enter our classes, we show that we care, capture their imaginations, build their confidence in their abilities, and help them figure out and become the person they want to be. SIR II student evaluations, in-course surveys, and focus groups have all indicated that we are generally succeeding in this effort.

Still, one often hears criticism of the Humanities as somehow being a less desirable area of study than others. How should we address concerns of this kind? We don't have a professional career based program, so what really do our students learn that's important for them and for all of us?

First, our courses encourage students to read more critically and insightfully, recognize and ask more perceptive, penetrating and authentic questions, more sensitively imagine and join in the lives and values of others, expand and oftentimes radically transform their own sense of perspective and personal context, engage in intellectually honest, creative and reasoned analysis, write lucidly and in a manner that is persuasive, and speak in a voice that is marked by independence, accuracy and precision. Such skills are critical to any college's mission as they lay the ground for success in every other discipline (whether academic or vocational) and provide the necessary foundation for responsible participation in adult civic life. And, although our department is not alone within college in cultivating them, we believe that we are uniquely well equipped to do so. The unusually broad frames of reference offered by historical, philosophical, and linguistic studies give students a larger landscape within which to deploy their powers of thinking, imagining, understanding, and creative reimagining. By placing themselves in this wider context, things that once were familiar are made unfamiliar, curiosity is piqued, the imagination is roused, and the forces of understanding are marshaled. Transformed into a habit, this pattern of thinking enables students not only to better understand the world in which they currently live, but it also empowers them to imagine and determine their own futures in ways that are more authentic and self-consciously undertaken.

Second, since our last review, we have taken steps to put in place a more structured way of measuring our students' success. We developed learning goals for our disciplines and now assess them regularly according to five-year-plans. The goals for History and Philosophy are the same, however, the

ones used by Foreign Languages, given the different skills being cultivated in those classes, are different. But in each case, the aim is to ensure we maintain the high quality teaching that advances student achievement. We established benchmarks for those goals, and we have met or exceeded them in eighty-three percent of the courses surveyed thus far. This provides a solid foundation of data to help us continually improve our teaching and student learning.

Third, the Humanities Department is particularly well-positioned for playing a significant role in the College's reinvigorated efforts at encouraging student persistence and retention. The nature of our disciplines necessitates an intimate style that builds solid relationships between students and teacher. That, coupled with our easy accessibility both in-person and via technology helps show students that we genuinely care about their achieving success in their education. We also have access to a rather large subset of the student population. Our generally high enrollments have always shown that there is a strong interest in our disciplines per se, but students in other programs or areas are regularly encouraged by an advisor or by a program director or chair to take one or more of our courses. And now, paired with English in the Humanities and Communication exploration pathway, we have a more organized effort in support of something we have always been trying to improve upon.

Moving forward, this work on improving our student persistence and retention, coupled with the development of transfer patterns for each our disciplines will be top priorities for the Humanities Department. However, we believe that the successes we desire in all three of those areas will be more likely to come to fruition if we can develop an actual AA degree for Humanities students.

This was the one unachieved goal from our last program review and is now considered of even greater importance. Many of our best students take multiple courses with us, but then at graduation, they receive a degree in General Studies which simply does not say enough to do justice to the work they've accomplished. We hope to develop a degree that would mention their particular discipline specialty, and we look forward to working with advising and others at the College to help make this dream a reality.

We also need to devote energy in the future towards better enrollment management and scheduling. This is especially needed since the number of students coming to Carroll is expected to continue to fall over the next five years. Enrollment in evening sections has particularly declined in recent semesters, with a major cause of that likely being our increased number of online offerings. In this era of scarce resources, where our ability to be all things to all people is naturally curtailed, such trends will have to be carefully monitored and addressed.

## **II. Overview**

### **a. Background, Mission, and Learning Goals**

In the year 2007, Don Hoepfer prepared and submitted what, until now, has been the most recent program review for the Humanities Department. That same year, however, marked the academic reorganization that for the first time at Carroll separated the Humanities into an actual individual department, splitting it off from the English Department. Therefore, this review stands as our first genuine opportunity to examine, analyze, and reflect upon how successfully we have stood as a separate entity. (That is one of the reasons why English Literature courses have been excluded from our analysis. While they qualify as Humanities technically and for Gen Ed purposes, they remain staffed by and fully controlled by the English Department. Therefore, we have chosen to omit them from this review).

Since the Humanities became "independent," its Department Chair has been Dr. Robert Young, Assistant Professor of History, and he is serving as the principal author of this review. The separation from English went quite well with very few changes that would be noticeable to students, except, perhaps, that our being one of the smaller departments at Carroll helps make it relatively easy to act cohesively on behalf of our students and to foster the kinds of humanistic values indispensable to any thriving, modern society.

This kind of complex interaction with students is something that every member of our department consciously strives to cultivate. The message that "we care" is something we try and exhibit at all times. And our subject matter lends itself to expressing this care in a complex way, because, essentially, in each case our disciplines are engaged in revealing students to themselves. We invite students to think about how their thoughts and worldview are shaped, encouraging students to think more carefully about what it is that they mean when they communicate and, ultimately, about who it is that they want to be. Many of these same goals are also expressed in our mission statement, which remains the same as worded in the 2007 program review:

“The mission of the program concerns the broad range of human expression, ideas, and values. The overall goal of the study of humanities is to provide a basis in the questions and concepts that have influenced people throughout recorded history and have helped to shape the conditions of our lives today. This inquiry further is designed to provide a foundation for making meaningful decisions and for providing literary, aesthetic, and intellectual enrichment.”

Immersed, as we are, in a political environment that seems ever more exclusively preoccupied with monetary concerns, this statement of purpose and the emancipatory values that it promotes seem to us to be more valuable than ever. To facilitate assessment of whether or not students are acquiring key skills they will need moving forward, we have developed five learning goals for each of the disciplines.

For History and Philosophy:

1. **Comprehension** - Students will be able to employ concepts and terminology of the discipline in appropriate contexts.
2. **Recognize Patterns and Connections** - Students will be able to examine connections between individuals, organizations, cultures, and the natural environment.
3. **Diversity** - Students will be able to demonstrate awareness of different cultures and perspectives.
4. **Critical Assessment** - Students will be able to analyze theories, competing explanations of events and behaviors, and character studies.
5. **Problem Solving** - Students will be able to identify a practical issue, examine it by employing skills and materials and critically arrive at an informed conclusion.

For Foreign Languages:

1. **Reading Proficiency** - Students will be able to employ knowledge of grammar, syntax, and lexicon in order to comprehend readings in the target language.
2. **Writing Proficiency** - Students will be able to demonstrate knowledge of grammar, syntax, lexicon, and style in order to compose essays in the target language.
3. **Listening Proficiency** - Students will be able to employ knowledge of grammar, syntax, lexicon, and phonology in order to comprehend spoken forms of the target language.
4. **Speaking Proficiency** - Students will be able to demonstrate knowledge of grammar, syntax, lexicon, and phonology in order to create comprehensible and meaningful speech in the target language.
5. **Cultural Sensitivity** - Students will be able to identify the traits and understand other cultures and compare and contrast them with their own.

## b. Curriculum

The number and variety of courses offered by the Humanities Department has expanded greatly in the last seven years. This growth came from the creation of more advanced courses in all of our disciplines, but also from a broadening of our Foreign Languages beyond the traditional Spanish and French. New courses tend to be created because of some sort of student “need;” either a specific desire for a specific topic; a new issue that heightens interest in a topic that moves to the forefront of their concerns; or to support the important Diversity/ World View initiative.

New Courses for History:

### HIST 130: Latin American History

introduces major themes, people and ideas in Latin American history and culture from 1492 to the present. It focuses on the initial contacts between Europeans and Indians, the development of political ideologies in Latin America, and the

relationship between the United States and Latin American countries, particularly Cuba.

#### HIST 135: History of the Middle East

introduces major themes, people, and ideas in the history of the Middle East from the origins of Islam to the present. It focuses on the historical relationships between Islam, Christianity, and Judaism, as well as contemporary politics and the relationship of the United States to the Middle East.

#### HIST 202: Modern British History and Culture

introduces the major themes, people, and ideas in British history from 1870 to the present. It focuses on the relationship between Great Britain and its former empire, particularly Ireland, and such issues as secularization, the development of the welfare state, and multiculturalism.

#### HIST 204: America in Depression and War, 1929-1945

surveys two cataclysmic events of the twentieth century, the Great Depression and World War II and the transforming effects both had on the United States. The course covers the Great Crash, the economic collapse, New Deal reforms, and the military triumph over totalitarianism, with a particular focus upon how experiences of both leaders and average citizens in dealing with these crises changed the nation's outlook on politics, society, and the world around us as we developed into a world superpower and entered the Atomic Age.

#### HIST 235: The Great War and the Twenty-Year Truce

surveys European history from 1900 to 1939. It focuses upon the political, social, economic, cultural, and intellectual changes that exploded from World War I, paying particular attention to how people in nations old and new attempted to build a permanent peace and prosperity, with failure bringing a resumption of the fighting, and an end to European domination of the globe.

#### New Courses for Philosophy:

##### PHIL 210: Peace Studies

explores conflict and the possibility of its resolution into peace. Conflicts such as war, political and social oppression, interfaith dispute, violent crime, family abuse, and inner struggles all present obstacles to peace. A variety of disciplinary perspectives (including philosophy, religion, psychology, political science, sociology, geography, art and literature) will be used to consider central themes: the nature of peace, the nature of conflict, causes and types of conflict, transforming conflict into peace, and techniques for peaceful resolution.

##### PHIL 220: Ideas on Drugs

emphasizes the use of critical analysis and honest scholarship to examine how the use of currently demonized and illegal drugs have influenced the history of ideas. What would the world look like without these drugs or the people who used them? Are there "good" drugs and "evil" drugs? Are drug-induced thoughts and ideas always suspect, or do they sometimes allow us to view the world through different or better lenses? Drugs declared dangerous and deadly by contemporary society have influenced many of the world's greatest thinkers and their ideas, and rejecting them would mean the rejection of world history. The Bible, Sigmund Freud, and the Declaration of Independence might not have our interest without the drugs we call dangerous. We know that drugs have played various roles in our world because they work, but exactly what work do we expect them to do?

#### New Courses for Foreign Languages:

##### CHIN 101: Elementary Chinese I

basic Chinese for students with little or no knowledge of the language. The course provides a solid foundation in the four language skills: listening, reading, writing, and speaking, as well as grammar.

#### CHIN 102: Elementary Chinese II

a continuation of CHIN-101 with emphasis on reading and writing skills and developing cultural awareness of the Chinese-speaking people and expanding one's world view.

#### CHIN 201: Intermediate Chinese I

a continuation of CHIN-102. It includes review and expansion of the four language skills, as well as grammar. Writing and speaking will be improved through composition and class discussion of cultural/contemporary issues.

#### CHIN 202: Intermediate Chinese II

a continuation of CHIN-201. It includes review and expansion of the four language skills, as well as grammar. Writing and speaking will be improved through composition and class discussion of cultural/contemporary issues.

#### GERM 101: Elementary German I

basic German for students with little or no knowledge of the language. The course provides a solid foundation in the four language skills: listening, reading, writing, and speaking, as well as grammar.

#### GERM 102: Elementary German II

a continuation of GERM-101 with emphasis on reading and writing skills and developing cultural awareness of the German-speaking people and expanding one's world view.

#### GERM 201: Intermediate German I

a continuation of GERM-102. It includes review and expansion of the four language skills, as well as grammar. Writing and speaking will be improved through composition and class discussion of cultural/contemporary issues.

#### ITAL 101: Elementary Italian I

basic Italian for students with little or no knowledge of the language. The course provides a solid foundation in the four language skills: listening, reading, writing, and speaking, as well as grammar.

#### ITAL 102: Elementary Italian II

a continuation of ITAL-101 with emphasis on reading and writing skills and developing cultural awareness of the Italian-speaking people and expanding one's world view.

### **c. Students**

Carroll's enrollment steadily rose for a long period of time, and in those years, enrollment in Humanities courses generally increased at a similar or even higher rate than the College as a whole. College-wide, enrollment peaked in 2010-11 at 24,685 students. Enrollment in Humanities courses also peaked that year at 2,123 students. Then our enrollment began to fall, so that by 2012-13, total enrollment had dropped about one percent to 24,509, and enrollment in the Humanities had dropped about three percent to 2,050. On the surface, this might seem to indicate that students are opting for other areas of study at Carroll, since Humanities enrollment dropped faster than in other areas. That, however, would be a misleading generalization for the following reasons.

History: The drop in History enrollments has been almost entirely from the Gen Ed courses. Having more options in the Arts that can satisfy our revised Gen Ed requirements may account for much of the decline, especially since 200-level

courses have maintained their popularity, demonstrating History’s ongoing attraction for those who try the discipline. And in those 200-level courses, the enrollment numbers shown here do not include students who sign up for those classes through Continuing Education. We started co-listing those courses in fall 2010, and there are generally from four to eight of those students in each of those classes. Non-traditional students, who often are coming to Carroll only to take some enrichment courses, tend to opt for signing up on the non-credit side of the College instead of the credit side. Also, no matter how you calculate it, history remains the most popular “optional” discipline at Carroll, consistently ranking third behind English and Math in total student enrollment.

Philosophy: The drop in Philosophy enrollments can be attributed mostly to a decline in the course offerings in this discipline. That occurred because of a marked difficulty in finding qualified adjuncts. This has been remedied largely with hiring a second full-time professor, and we expect the numbers to begin to turn around in the near future. Yet here, as with History, the numbers are also misleading because of the co-listing of courses. PHIL 210 is also offered as a political science course, and usually a couple of students sign up for it under that designation. But more significantly, the vast majority of students who take PHIL 205 are business students. And there are usually approximately twenty students in those classes. They’re not counted in the data here.

Foreign Languages: Enrollments in these disciplines peaked in 2012, and actually, they remain at a higher level than earlier years. This can be explained by the expansion of offerings to include courses in Chinese, German, and Italian, and that fact may also be drawing some students away from History and Philosophy.

We gained further knowledge about our students through a focus group study that Planning, Marketing, Assessment conducted for us in April 2013. Students in HIST 106, PHIL 101, and SPAN 102 were chosen for this, and the feedback we received included that they prized the “high interaction with the instructor and among classmates” found in our classes (which has been shown to increase persistence and retention rates); courses “where lectures involved the instructor’s interaction, approachability, and expertise in applying course content to current events;” and found that “each course broadened their acceptance of other perspectives.”

The findings indicated that even if students did not know them as such, our five learning goals for assessment were quite apparent and valued as skills that they would improve through taking our courses. Their comments demonstrated that although students may not necessarily have understood the point of taking the classes on Day One, they increasingly did so as the semester wore on.

This can also be seen in a brief survey we gave to all our classes at the beginning of the spring 2013 semester, and then again at the semester’s end. Students were asked whether they strongly agreed, agreed, were unsure, disagreed, or strongly disagreed with statements about the usefulness of taking the particular Humanities course they had enrolled in. Note that students especially thought that the courses had improved their ability to “handle complex issues” and their “writing skills.”

#### Beginning of the Semester Survey Results

Question		SA	A	Unsure	D	SD
1-a	Positive change in view of usefulness	24.20%	53.20%	21%	1.60%	0.00%
1-b	Help handle complex issues	12.90%	58.10%	27.40%	1.60%	0%
1-c	Help inform multiple views	33.90%	64.50%	1.60%	0%	0%
1-d	Positive change in view of self	19.70%	44.30%	32.80%	1.60%	1.60%
1-e	Help writing skills	17.70%	12.90%	25.80%	1.60%	0%
1-f	Help decide on a career	8.10%	12.90%	40.30%	32.30%	6.50%

#### End of the Semester Survey Results

Question		SA	A	Unsure	D	SD
1-a	Positive change in view of usefulness	40%	49.30%	5.30%	4.00%	1.30%
1-b	Help handle complex issues	32%	49.30%	16%	2.70%	0%
1-c	Help inform multiple views	52%	44%	4%	0%	0%

1-d	Positive change in view of self	32%	36%	24%	8%	0%
1-e	Help writing skills	34.70%	42.70%	17.30%	5.30%	0%
1-f	Help decide on a career	13.30%	17.30%	26.70%	32%	10.70%

### III. Assessment of Program Quality

#### a. Faculty

The Humanities Department consists of five full-time faculty members, and, depending upon the semester in question, between twelve and fifteen adjunct faculty. All of the Department's teachers have appropriate Master's Degrees or Doctorates in their discipline. Below are the credentials of the full-time faculty as well as their length of service as full-time teachers at Carroll.

#### 1. Education Credentials

Dr. Robert Young (Chair), 1996 to present  
 Assistant Professor, History  
 B.S., King's College, Pennsylvania  
 M.A., State University of New York, Binghamton  
 Ph.D., University of Maryland

Don Hoepfer, 1997 to present  
 Associate Professor, Philosophy  
 B.A., Lebanon Valley College  
 M.A., Penn State University

Nate Schell, 2005 to present  
 Assistant Professor, Spanish  
 B.A., Shippensburg University  
 M.A., Middlebury College

Dr. Sarah Star, 2012 to present  
 Assistant Professor, Philosophy  
 B.A., St. John's College  
 Ph.D., University of London

Kate Fanning, 2013 to present  
 Instructor, History  
 B.A., University of Notre Dame of Maryland  
 M.A., University of Notre Dame of Maryland

Neil Dhingra, 2005-2013  
 Assistant Professor, History  
 B.A., Northwestern University  
 M.A., University of Notre Dame

The qualifications and teaching skills of our adjuncts generally match those of the full-time faculty, and one of them, Kate Fanning, was hired as a full time teacher in 2013. Also, a few of them have been with us for a very long time, serving as a steadying influence in what can be an environment marked by a great deal of turnover. They include Tom Hockstra, who has been named Outstanding Adjunct Faculty Member multiple times. Adjuncts are particularly important in History, where they teach more than half of the sections, and in Foreign Languages, where with the exception of Spanish, all languages are taught entirely by part-time faculty.

#### 2. Effectiveness in Teaching

The department assesses effectiveness in teaching in a variety of ways. SIR II student evaluations are administered each fall for all sections and in the spring for selected ones, mainly those courses that are only offered in spring and ones taught by new adjunct or full-time faculty. In general, the scores have been quite strong, and the few adjuncts who did not show quick improvement no longer teach for us.



Also, the Department Chair sits in to observe new History teachers and the discipline coordinators for Philosophy and Foreign Languages do the same. That way we can note strengths and weaknesses of the instructors and provide constructive criticism regarding how to make their classes better for both students and for themselves.

Effectiveness in teaching is also measured and reflected upon through our annual assessment. This allows us to look at specific data rather than just relying upon some vague sense of how we're doing. This is discussed more in section III B.

In addition, Robert Young and Don Hoepfer regularly taught classes for the Hills Scholars Program. And, along with Nate Schell, each has been selected for the Outstanding Faculty Member award.

### **3. Scholarly Ability**

The Department's faculty remain current with new trends and contributions in their fields through memberships in a variety of scholarly and professional organizations, by attending a wide variety of conferences, and through state-wide committees. The aim is always that of furthering our skills to improve what we offer our students.

Faculty members have written reviews of textbooks and other scholarly works, have led professional development sessions at Carroll, and also have presented at AFAACT and at MCCIEC conferences.

### **4. Effectiveness of College Service**

From 2008-2013, Humanities Department faculty have served Carroll in multiple ways. These include such things as involvement in and planning of Academic Communities activities, movie and discussion nights, field trips for students, inviting and organizing visits by guest speakers, and participating in an assortment of other on-campus activities. Perhaps the most important item would be Nate Schell establishing and conducting an immersion/study abroad program, with Spanish students traveling to Costa Rica and to Panama and obtaining a truly enriching experience.

Beyond that, all faculty helped with assessment of Gen Ed learning goals, served on the Middle States sub-committees and also have served on a variety of other college committees, such as:

Planning Advisory Council: Young, Schell, and Star  
Academic Council: Young, Dhingra  
Diversity/World View: Young (co-chair), Hoepfer, Schell  
Learning Outcomes: Hoepfer, Dhingra  
General Education: Young, Star  
Promotions: Hoepfer  
Instructional Quality: Hoepfer  
Textbook: Hoepfer, Dhingra  
Faculty Evaluation: Hoepfer  
All-USA: Star

### **5. Continuing Growth**

Almost by definition, Humanities Department faculty have inquisitive minds and a broad range of interests that can be brought to serve our students both in and out of the classroom. The activities related to both professional development and college service undertaken in the past years will be sure to continue and grow, as maintaining the necessary professional skills to provide a quality education in an increasingly complex and ever-changing world becomes more and more of a challenge.

## **b. Successful Achievement of Student Learning Outcomes (form D)**

Since our last program review, the Humanities Department has made great strides in assessing student achievement, first by establishing the learning goals described above in Section IIA, and then by thoughtfully maintaining them and using them to identify weaknesses and strengths in how our students learn. Overall, we have been quite pleased with the results. Courses generally have reached our benchmarks, with the exceptions tending to be in courses that have a very small sample size of students

or, for example, in first year students not doing as well as second year students in higher goals such as critical thinking skills, something similar to the findings of the Gen Ed Committee in assessing their learning goals.

For composite form Ds containing the data for History, Philosophy, and Foreign Languages from 2008-2013, see appendices e, f, and g.

### c. Support Services

Humanities students and faculty use a variety of support services including:

1. **Academic Center** – Students are referred for tutoring help to assist them with writing assignments and for improvement of their note-taking and study skills.
2. **Library and Media Center** – Students and faculty benefit greatly from the excellent relationship we have with this part of the College. Our liaisons have developed Subject Research Guides for our classes, and together, we have continually expanded the collection of both books and audio/visual materials. They also are very helpful in keeping us as up-to-date as possible on the latest technology advances, in providing resources and information for our students, and are very inviting of suggestions for new acquisitions.
3. **Office of Student Life** – When faculty see a need for a particular student activity outside of the classroom, they provide both financial and physical support. Organization of field trips, movie and discussion nights, Academic Communities events, and student clubs all receive significant help from them.
4. **Advising and Transfer Center** – This plays an important role for any student, but especially for a Humanities student. Given the wide range of options in terms of coursework, transferring to a four-year-school, and career opportunities, getting the right advice and guidance is crucial for a student. It's also very important that the information they receive fits with what faculty members tell them, since contradicting advice only adds to a student's confusion. Thus, this may be the most important support service of them all in the long run and success should be better ensured as we go forward with our new retention and completion efforts.

### d. Previous recommendations Addressed

Below are various recommendations included in the 2007 Program Review and what sort of progress we have made since then. The final two will be highly important moving forward.

Recommendation	Progress
Review and revise, if appropriate, the assessment of learning objectives in each Humanities discipline. Also, as appropriate, review and revise the reporting of these assessment efforts.	In 2008, development of the Learning Goals and the onset of annual assessment reporting under a five-year-plan.
Faculty should continue to update and expand offerings in their relative disciplines. New courses (particularly general education courses) and updated course descriptions consistent with current scholarship and the College's academic initiatives should be an on-going effort.	See section 2B for the specific courses added.
Undertake efforts to create and expand offerings of general	PHIL 105, PHIL 115, PHIL 201, and all four of the history

education Humanities classes through distance education, particularly online and hybrid formats.	Gen Ed survey courses have joined PHIL 101 as online offerings.
For the sake of further enhancing the quality of the learning experiences they provide in and out of the classroom, faculty members should continue to further their expertise within their disciplines. The collective academic talents of this group already constitutes a strength of the program. Efforts to enhance this strength can only aid the program and the College.	Ongoing.
Work with advising colleagues, the arts and sciences division, and the academic affairs office to consider the possibility and options relevant to establishing actual degree programs in the Humanities disciplines (such as concentrations in the existing Arts and Sciences program).	This remains our genuine dream and idea for the future. And we hope to make something like this a reality in the next few years.
Pursue strategies to improve student persistence in Humanities classes, particularly those that are not general education courses.	Working with rest of the College on this and on the completion effort will remain a high priority for us.

## IV. Recommendations

### a. Strengths

#### 1. Effective teachers of both content and higher order skills

The greatest strength of the Humanities Department continues to be its faculty. All are very effective and caring teachers with significant expertise in their disciplines who succeed in polishing many of the higher order skills that are most desired by employers, and necessary to succeed both in a four-year-college and in adult, civic life.

These skills include the ability to grapple with large, abstract ideas; the ability to recognize and apply those ideas to more concrete and familiar situations; the ability to comprehend and reasonably interpret cultural contexts; the ability to engage in complex and insightful modes of thinking; the ability to evaluate ideas and arguments in fair and discerning ways; the ability to write in better, more informed and more persuasive ways; and the ability to engage others in discussion in ways that are more thoughtful, confident, and tolerant. The Humanities are particularly well-equipped to help students with these valuable skills. We help them think about what they think about, and then coherently communicate that to others.

#### 2. Expanding student perspectives related to diversity and their world view

Virtually all of our classes involve topics and materials that expand students' perspectives on the wider culture around them and enrich their sense of place in the wider world. Three of the full-time faculty have served on the Diversity/World View Committee and almost all Humanities courses carry the Diversity/World View logo in the college catalog.

Students in our surveys anticipated that our courses would help expand their thinking and inform them of different views and perspectives. And we do deliver the goods. After fourteen weeks, they believed their expectations had indeed been met, and that they came away with a better, more complex, more nuanced, and more open-minded understanding of politics, global affairs, and social issues in the context of historical, cultural, and intellectual trends in the United States and worldwide.

### **3. Engagement between students and faculty and between the students themselves**

A high level of engagement between faculty and students is another hallmark of the Humanities Department. We pride ourselves on our easy accessibility both in-person and via technology. In fact, the nature of the disciplines really requires and rewards that sort of intimate style. Students recognize that, as a group, we genuinely care about their achieving success in their education and also that we remember and understand what it's like to be a college student; the pressures; the difficulties outside the classroom. In fact, at times, their problems can be more personal than scholastic, and that's where the trust we build up can benefit them when they need a helping hand.

The Humanities encourages the gradual marrying of the purely "academic" and the "personal" or "private." For this reason, we believe that we are more likely to know our students well and more completely (and are exposed to a greater variety of dimensions of their lives) than teachers in some other disciplines. Whatever their issues, we do all we can to help them build confidence in their abilities, in expressing their ideas and opinions, and in general interaction with others.

However, even more important than their having a willingness to engage with us is cultivating their interest in engaging in issue-based discussion among themselves. Relating material to current events and concerns is a key component of our classes. Along with our expectations for high levels of class participation, both face-to-face and online, this helps foster a culture of intellectual and academic engagement that can carry well beyond the classroom and serves to help students transition to a greater sense of ownership with respect to their education. It also helps with persistence and retention, since, as students develop relationships with each other, college becomes more enjoyable, as they are immersed in and contribute to a vibrant academic environment.

### **4. Excellent working relationships with other Academic Departments**

Even though the separation of Humanities and English into separate departments has gone well, and the two have their differences in some approaches and concerns, the faculty of both maintain strong connections not just in terms of our proximity to one another, but in terms of what we seek for our students. We also tend to see the same kinds of students sign up for multiple courses in our disciplines, and therefore, we anticipate our connections to deepen with the two departments united in the new "Humanities and Communication" exploration program being implemented as part of the completion initiative.

The shared emphasis on the importance of writing in our classes alone brings similarities in methods and madness in the classroom. Students that come to us, on the whole, are not strong writers, and that fact also hinders their ability to be able to think for themselves. Except for the English Department, we probably stress the importance of this more than other parts of the College. With the same goal in mind, we can work towards ensuring that no student leaves our classes without having improved in this area.

Humanities faculty also work well with departments as varied as Performing Arts, Social Sciences, Business, and Education. Examples include Italian becoming a language offering at Carroll at the request of the Music faculty, strong connections in terms of Academic Communities and Diversity efforts where we work together with sociology, psychology, or anthropology, and business and education faculty consistently recommending courses in History, Philosophy, and Spanish to their students.

### **5. Ability to deal effectively with changes and crises**

Of course, the separation of the Humanities Department from English stands out as the biggest change of all. It went smoothly and allows us to function as a much more nimble and coherent department. Our relatively small size enables us to meet, discuss, and come to some consensus relatively easily. We also get along with and genuinely like each other, which is not

always the case and can be no small feat. That helps us pull together when the inevitable personal or professional crises arise. We step in as needed. We make adjustments as needed. We pick each other up as needed.

And that helps us better serve students. Knowing we have support when difficulties arise makes it so much easier to enter a classroom, see the faces of our students, and then, for at least eighty minutes, the rest of the world can melt away.

## **b. Challenges**

### **1. Questioning and criticism of the value of studying the Humanities**

In recent years, and particularly when the economy began to struggle in 2008, a loud group of commentators and politicians have questioned the value of studying the Humanities and then criticized or ridiculed those who choose to do so. Fortunately at Carroll, that sort of thinking has never taken root. But the drumbeat continues from other sources and places.

We need to counter such talk, not by responding tit for tat to every editorial we read or hear that denigrates the Humanities and the work that we do, but by doing what we do best; teach our students. They're indeed the future, and if they recognize that the Humanities matter, that by studying them, one gains better understanding of the human experience, from individuals to entire cultures, the critics will be silenced in time.

Our students learn to ask the right questions, weigh evidence, think creatively and critically, communicate effectively, and they gain a sensibility about the world and one's place in it far beyond what any critic would imagine. Going forward, we can capitalize on this by building on the information we learned from the focus group study and encouraging students to reflect upon what they gain through our classes. They leave us with more than just a grade. And they need to have an explicit understanding of that fact.

### **2. Attracting and retaining quality adjunct faculty**

As stated earlier, adjunct faculty play an important role in the Humanities Department, and we are fortunate to have some who have taught for us for a quite a long time. However, the needs have, at times, tested our ability to find quality adjuncts. Both History, and even more so Philosophy, have dealt with vacancies that have far exceeded the pool of truly qualified potential instructors. Foreign languages fares better, but they have the problem of excessive turnover. With the exception of Rachel Wentz teaching French, all the other languages have had multiple instructors, sometimes changing semester to semester.

All this could be happening for an assortment of reasons, including economic ones such as low pay and there being opportunities elsewhere. Nevertheless, the effect can be that we staff classes with new instructors who have little or no prior teaching experience and, at least temporarily, the quality of teaching is impacted. Unless and until the conditions for adjuncts improve, these difficulties are likely to persist. In the meantime, we need to monitor student performance and satisfaction in classes with new adjuncts to assure they meet or exceed our standards of excellence.

### **3. Budgetary concerns**

The tightness of funds for most components of the budget is, of course, a challenge to every area college-wide, and the Humanities Department is no exception. Salary levels and the lack of pay increases and other incentives play a role in our difficulties in hiring top notch new adjuncts and make it harder for current faculty to keep doing more and more while their time seems to become scarcer, and a feeling of falling further and further behind sets in.

Fortunately for the times, apart from faculty salaries, our disciplines require comparatively modest financial investment in return for powerful student gains. This is because whatever alchemy is needed for student success is always already present in the interaction between students and faculty. In this way, what we do is so much more than a job, it is a privilege. Still, hopefully a tipping point is never reached where a paucity of funds creates a disincentive to be creative and to give our students that little bit of extra which we pride ourselves in doing.

### **4. Declining enrollment in evening classes**

There has been a noticeable and steady decline in enrollment in all of our evening Humanities classes. Some of this can be attributed to the general decline of the past couple of years, and also, many potential students are now likely to be opting for online classes, which we now offer in History as well as Philosophy.

We need to look more closely at the causes of this and investigate potential responses, including adjusting of schedules. However, there is likely to be no simple solution, since our usual unwritten policy of trying to be all things to all students is increasingly difficult with fewer and fewer of them in the classroom.

## **5. Demographics that mean fewer high school graduates in the county**

Age Cohort Models project that the pool of high school graduates in Carroll County will continue to decline over the next five years. Thus, barring any unforeseen counter-effect, we are likely to see the recent decrease in total enrollment be our new normal for a while.

This will increase the need to appeal to and retain the students who enroll in our classes. Helping to motivate them to move towards completion of their degrees along the Humanities and Communication pathway, and thus, taking more of our courses will become more and more important as we seek to expand our offerings and grow and enrich our disciplines.

We also should do more outreach to non-traditional students. These students are usually a wonderful addition to any classroom, both for us as well as the traditional-age students, since they often have experiences and insights that are so worth sharing. Also, they tend to see our disciplines as providing just the sort of life enrichment courses that are not only interesting but “fun.” We need to be sure that we are capitalizing on that.

### **c. Recommendations for the next five years**

#### **1. Implement Transfer Patterns for History, Philosophy, and Foreign Languages**

The Humanities Department will work with advising to make this a successful new informational tool for our students. This will also fit nicely with the soon to be operational Humanities and Communications exploration pathway. Both should help students complete their degrees or accomplish some other goal in a more efficient manner and lead to less frustration on their part as they move along through their time at Carroll.

#### **2. Intensify efforts to improve student persistence in Humanities classes**

This is something else that fits in nicely with what’s described above. But we need to get a better handle on why Humanities students in particular sometimes vanish as the semester goes on. Sending early alerts often isn’t enough to save a student in a difficult situation. At one point in time, faculty members had to be contacted and sign off on a student who dropped their courses. Somehow that requirement disappeared, so now that’s what a number of students do; they simply vanish if they feel they can’t keep up.

We had found, however, that in many cases, by meeting with a student, a faculty member could help rebuild their confidence and craft a plan to help them complete the course successfully. We need to find a way to do that again even in a world of instant course dropping.

#### **3. Develop an actual Humanities AA degree with a concentration in History, Philosophy, or Foreign Languages**

Many of our best students take multiple courses in our disciplines, showing great interest in a particular area. Yet then upon graduation, they receive a degree in General Studies which honestly doesn’t do justice to the specific work they’ve accomplished. There should be a greater recognition of the tangible and significant studies they undertook with us.

This undertaking should also go hand in hand with working with advising and others at the College to help bring this to reality. This is the one recommendation from 2007’s Program Review that went unfulfilled, and the ensuing years have only convinced us more that this is something needed both for the students and for the Humanities Department.

**4. Scrutinize the outcomes assessment results, make revisions as may be indicated, and particularly work for improving the numbers in Gen Ed courses**

Now that our annual outcomes assessment is in its second five-year-plan, we need to look closely at where the numbers are and consider potential changes. This is especially true for Gen Ed courses, since the College has also completed its first go-round of assessing the seven Gen Ed learning goals and will be particularly looking for improvement there.

**5. Expand online and hybrid class offerings and look to develop some genuine interdisciplinary courses**

History has now joined Philosophy in offering many of its courses in an online format. While this format is not for every student, and we still value face to face contact in the classroom above all, we should continue to look towards cautiously expanding the number of online sections. Right now, only Philosophy has online classes in winter and summer. History could fit there as well. Also, there are still no online Foreign Language classes. While intuitively, it can seem that language courses should only be in-class so as to facilitate conversation, the use of technology to give us an online presence here should be explored.

Additionally, we should capitalize on the inter-relatedness of our disciplines as well as our good working relationships with other departments to offer some genuine inter-disciplinary courses. Flexibility in terms of scheduling and in how workloads are calculated would help encourage this and move us beyond being compartmentalized. Such courses would provide opportunities for students to see better how issues and topics are interconnected outside the classroom and give them exposure to the talents of more of Carroll's faculty.

**6. Evaluate class scheduling given the expected continuation of declines in enrollment**

Given the decreases in our enrollment as well as recent personnel changes, additions and subtractions, our department needs to analyze and probably revise its scheduling of classes. As stated above, evening sections have particularly seen a decline.

Adjustments will likely need to be made to offer courses at times that attract students rather than at times convenient to our faculty or convenient to the College at large. Hopefully, if the answer is more classes in "prime time," finding adequate classroom space does not become a prohibitive restriction on what we can do.

## **V. Appendices**

**a. Humanities Enrollment Data**

**b. History Enrollment, Grade Distribution, and Other Data**

**c. Philosophy Enrollment, Grade Distribution, and Other Data**

**d. Foreign Languages Enrollment, Grade Distribution, and Other Data**

**e. History Outcomes Assessment Form D Composite 2008-2013**

**f. Philosophy Outcomes Assessment Form D Composite 2008-2013**

**g. Foreign Language Outcomes Assessment Form D Composite 2008-2013**

Enrollment includes all grades for the term, including A, B, C, D, F, W, I, S, and U.

**Appendix a Humanities Enrollment Report by Academic Year**

	2009	2010	2011	2012	2013
CHIN-101		20	27	16	6
CHIN-102		5	12	15	
CHIN-201			3	4	6
CHIN-202				4	
ENGL-201		24			
ENGL-202		19		18	
ENGL-205	9		17		
ENGL-211	14	7	28	18	47
ENGL-225	25	25	22	21	24
ENGL-240	15	18	19	28	32
FREN-101	17	15	20	24	18
FREN-102	10	14	15	17	15
FREN-201	5	10	11	11	10
FREN-202		7	7	9	3
GERM-101				10	22
GERM-102				7	8
GERM-201					5
HIST-101	213	252	267	275	236
HIST-102	155	170	129	106	108
HIST-105	224	250	243	251	253
HIST-106	234	228	232	224	234
HIST-130		8			
HIST-135			15	2	14
HIST-160	5	7	2	1	3
HIST-197				2	
HIST-201	20	29	29	23	29



	2009	2010	2011	2012	2013
HIST-202	6				
HIST-205				20	
HIST-210		24		25	
HIST-215	24	29	23	20	12
HIST-220	9		14		12
HIST-225		13			
HIST-235	5		27		14
HIST-297		1	2	2	6
HIST-298				23	20
ITAL-101		8	22	16	32
ITAL-102				5	
PHIL-101	278	328	325	319	307
PHIL-105	91	174	179	163	179
PHIL-110		3	12	9	14
PHIL-115	10	8	29	24	29
PHIL-120	32	40	50	44	16
PHIL-201	1	3	3	3	3
PHIL-205	1	1		1	
PHIL-210	8	11	16	8	11
PHIL-215		11			
PHIL-220		13	34	35	24
PHIL-298	32	32			
SPAN-101	128	133	157	160	155
SPAN-102	103	81	81	68	95
SPAN-201	33	46	19	38	31
SPAN-202	10	14	20	17	8
SPAN-204					3
SPAN-205	9	7	11	7	1
SPAN-297			1	6	5
Carroll Community College	726	2,088	2,123	2,099	2,050

## Humanities Enrollment Report by Discipline by Academic Year

	2009	2010	2011	2012	2013
Chinese		5	29	32	12
English	63	93	86	85	103
French	32	46	53	61	46
German				17	35
History	895	1,011	983	974	941
Humanities		20	13	7	
Italian		8	22	21	32
Philosophy	453	624	648	606	583
Spanish	283	281	289	296	298
	1,726	2,088	2,123	2,099	2,050

## Appendix b

Enrollment includes all grades for the term, including A, B, C, D, F, W, I, S, and U.

### History Enrollment Report by Semester

	2008/S1	2008/S2	2008/FA	2009/WI	2009/SP	2009/SU	2009/FA	2010/WI	2010/SP	2010/SU	2010/FA	2011/WI	2011/SP	2011/SU	2011/FA	2012/WI	2012/SP	2012/SU	2012/FA	2013/WI	2013/SP
HIST-101		17	113		83	19	128		105	16	146		105	19	148	12	96	12	140	10	74
HIST-102	20		76		59	18	74		78	15	64		50	7	48		51	7	55		46
HIST-105	14		118	23	69	21	118	25	86	20	145	17	61	19	142	14	76	13	135	13	92
HIST-106		22	72		140	12	75		141	26	63		143	23	68		133	10	71		153
HIST-130									8												
HIST-135													15				2				14
HIST-160					5				7				2				1				3
HIST-197																	2				
HIST-201					20				29				29				23				29
HIST-202			6																		
HIST-205																	20				
HIST-210							24								25						
HIST-215			24				29				23				20					12	
HIST-220					9								14								12
HIST-225									13												
HIST-235			5								27									14	
HIST-297							1				2						2			4	2
HIST-298															23					20	
	34	39	414	23	385	70	449	25	467	77	470	17	419	68	474	26	406	42	451	23	425

Enrollment includes all grades for the term, including A, B, C, D, F, W, I, S, and U.

## **History Enrollment Report by Academic Year**

	2009	2010	2011	2012	2013
HIST-101	213	252	267	275	236
HIST-102	155	170	129	106	108
HIST-105	224	250	243	251	253
HIST-106	234	228	232	224	234
HIST-130		8			
HIST-135			15	2	14
HIST-160	5	7	2	1	3
HIST-197				2	
HIST-201	20	29	29	23	29
HIST-202	6				
HIST-205				20	
HIST-210		24		25	
HIST-215	24	29	23	20	12
HIST-220	9		14		12
HIST-225		13			
HIST-235	5		27		14
HIST-297		1	2	2	6
HIST-298				23	20
	<b>895</b>	<b>1,011</b>	<b>983</b>	<b>974</b>	<b>941</b>

Enrollment includes all grades for the term, including A, B, C, D, F, W, I, S, and U.

## **History General Education Enrollment Report by Academic Year**

	2009	2010	2011	2012	2013
HIST-101	213	252	267	275	236
HIST-102	155	170	129	106	108
HIST-105	224	250	243	251	253
HIST-106	234	228	232	224	234
	826	900	871	856	831

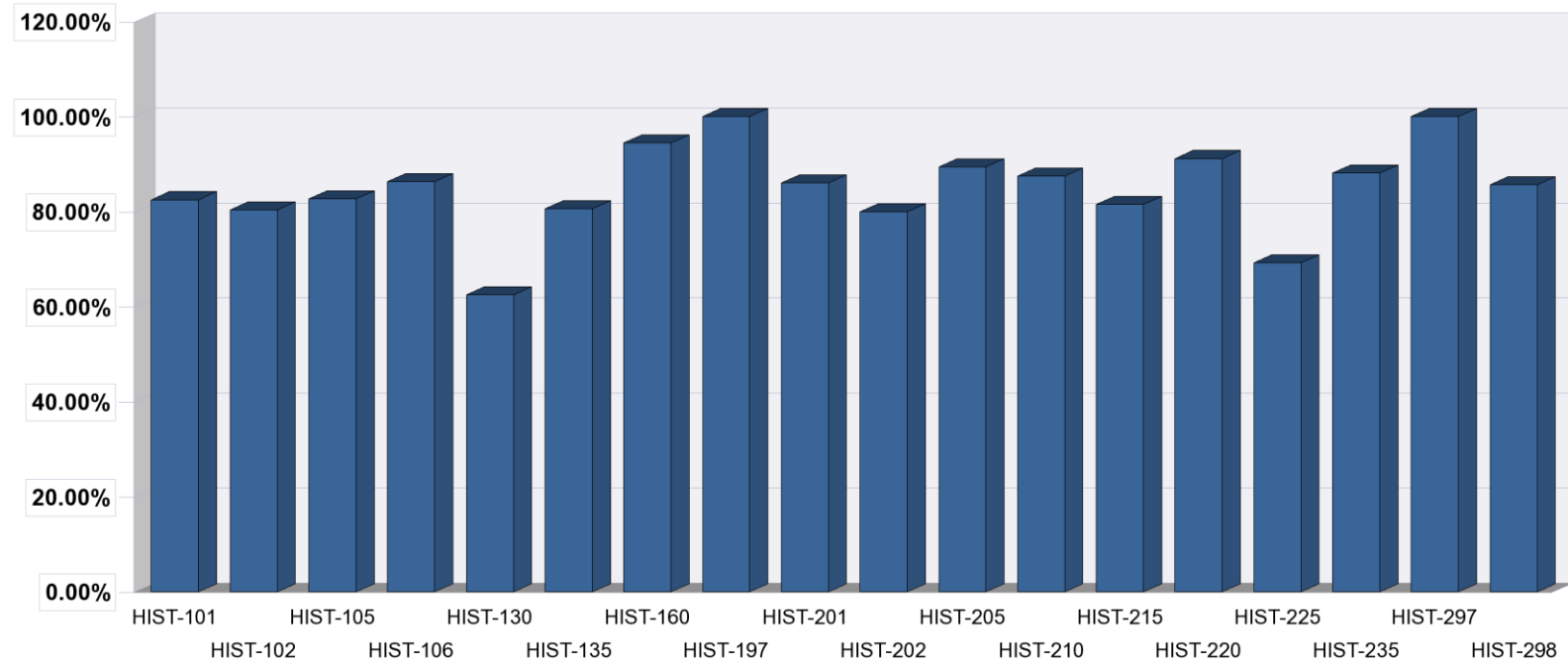
This data reflects final grades, including withdrawals, for all enrollments. ABC%, ABCD%, W%, and FW% are expressed as a percentage of those receiving A through F and W grades.

### History Program Grade Distribution

Course Name	A	B+/B	C+/C	ABC%	D+/D	ABCD%	F	F%	W	W%	FW%
HIST-101	268	363	319	76.61%	73	82.50%	149	12.02%	68	5.48%	17.50%
HIST-102	169	200	125	74.06%	42	80.36%	88	13.19%	43	6.45%	19.64%
HIST-105	336	348	264	77.90%	59	82.74%	116	9.53%	94	7.72%	17.26%
HIST-106	359	360	222	81.75%	52	86.27%	101	8.77%	57	4.95%	13.73%
HIST-130	4	1	0	62.50%	0	62.50%	2	25.00%	1	12.50%	37.50%
HIST-135	12	9	3	77.42%	1	80.65%	4	12.90%	2	6.45%	19.35%
HIST-160	11	5	1	94.44%	0	94.44%	1	5.56%	0	0.00%	5.56%
HIST-197	0	1	0	50.00%	1	100.00%	0	0.00%	0	0.00%	0.00%
HIST-201	42	31	30	79.84%	8	86.05%	5	3.88%	13	10.08%	13.95%
HIST-202	1	3	0	80.00%	0	80.00%	1	20.00%	0	0.00%	20.00%
HIST-205	7	7	2	84.21%	1	89.47%	2	10.53%	0	0.00%	10.53%
HIST-210	20	11	10	85.42%	1	87.50%	4	8.33%	2	4.17%	12.50%
HIST-215	24	28	23	69.44%	13	81.48%	15	13.89%	5	4.63%	18.52%
HIST-220	12	14	5	91.18%	0	91.18%	2	5.88%	1	2.94%	8.82%
HIST-225	5	2	2	69.23%	0	69.23%	3	23.08%	1	7.69%	30.77%
HIST-235	15	14	6	83.33%	2	88.10%	3	7.14%	2	4.76%	11.90%
HIST-297	7	1	3	100.00%	0	100.00%	0	0.00%	0	0.00%	0.00%
HIST-298	13	13	10	85.71%	0	85.71%	5	11.90%	1	2.38%	14.29%
	1,305	1,411	1,025	78.18%	253	83.47%	501	10.47%	290	6.06%	16.53%

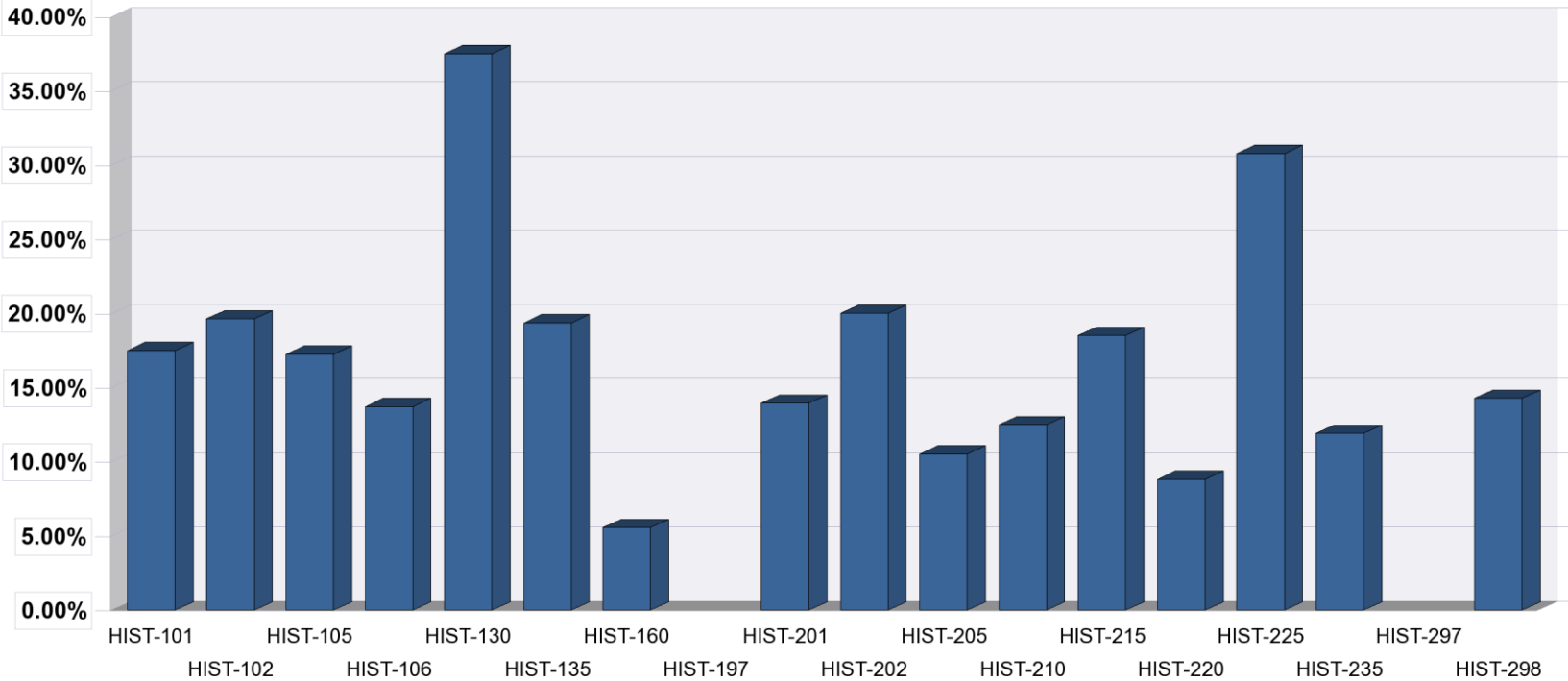
This data reflects final grades, including withdrawals, for all enrollments. Success rate is measured by percentage of students passing as a percentage of those receiving A through F and W grades.

### History Success Rate by Course



This data reflects final grades, including withdrawals, for all enrollments. Failures and withdrawals are expressed as a percentage of those receiving A through F and W grades.

### History Drop Failure Rate by Course



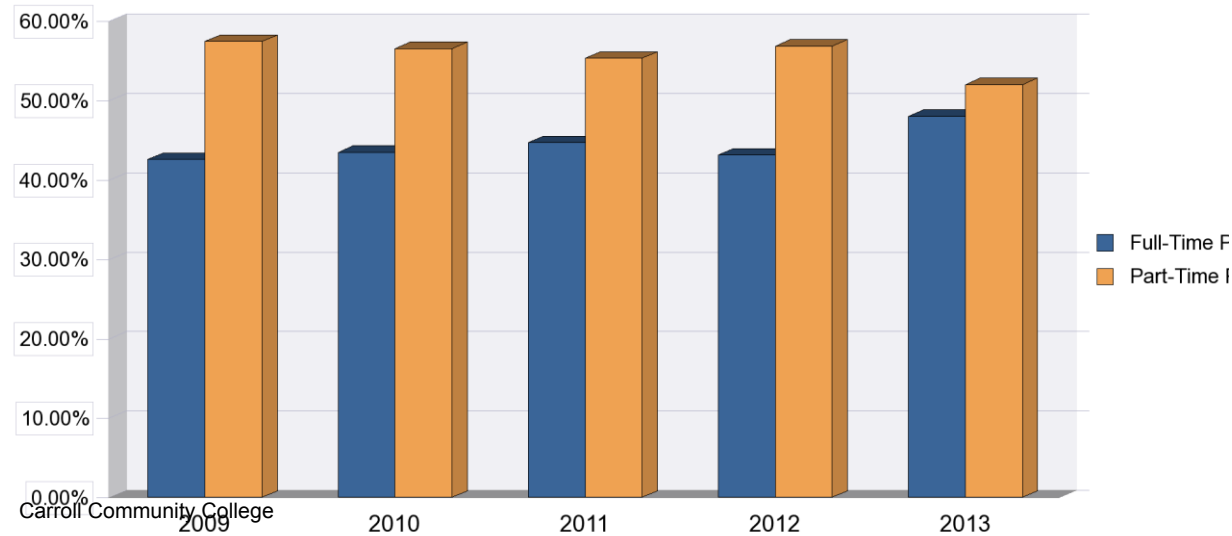


**Sections Taught By Full-Time and Part-Time Faculty History Department AY 2009-2013**

	Full-Time	Part-Time	Total
2009	20	27	47
2010	20	26	46
2011	21	26	47
2012	22	29	51
2013	24	26	50
5 Year Period	241	134	241

**Sections Taught By Full-Time and Part-Time Faculty History Department AY 2009-2013**

Academic Year	Full-Time Percent	Part-Time Percent
2009	42.55%	57.45%
2010	43.48%	56.52%
2011	44.68%	55.32%
2012	43.14%	56.86%
2013	48.00%	52.00%
5 Year Average	44.40%	55.60%



## Appendix c

Enrollment includes all grades for the term, including A, B, C, D, F, W, I, S, and U.

### Philosophy Enrollment Report by Semester

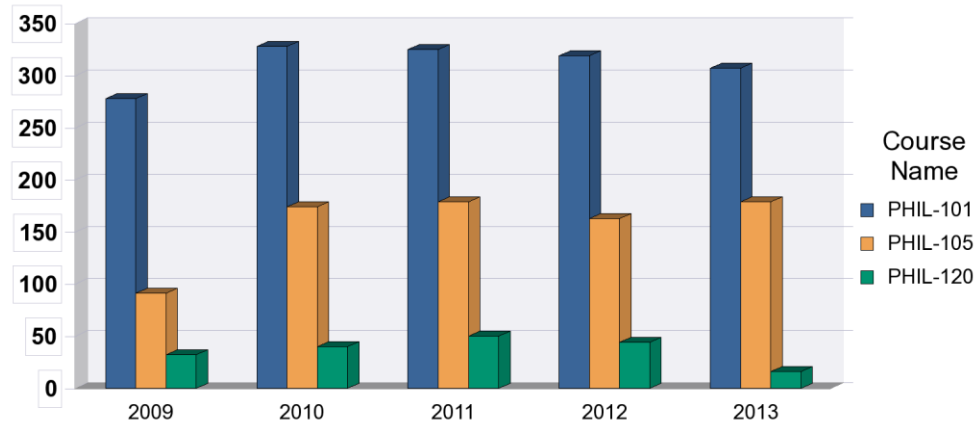
	2008/S1	2008/S2	2008/FA	2009/SP	2009/SU	2009/FA	2010/WI	2010/SP	2010/SU	2010/FA	2011/WI	2011/SP	2011/SU	2011/FA	2012/WI	2012/SP	2012/SU	2012/FA	2013/WI	2013/SP
PHIL-101	29		129	120	27	159	14	128	32	140	17	136	52	121	15	131	42	113	26	126
PHIL-105		20	43	28	18	79		77	25	78		76	16	90		57	20	81		78
PHIL-110								3		12				9				13		1
PHIL-115				10		1		7	14			15	20			4	16			13
PHIL-120			11	21		23		17		24		26		28		16		16		
PHIL-201			1			2		1		1		2		1		2		3		
PHIL-205				1				1								1				
PHIL-210			8			11				16				8				11		
PHIL-215								11												
PHIL-220								13		34						35				24
PHIL-298			15	17		32														
	29	20	207	197	45	307	14	258	71	305	17	255	88	257	15	246	78	237	26	242

## **Philosophy Enrollment Report by Academic Year**

	2009	2010	2011	2012	2013
PHIL-101	278	328	325	319	307
PHIL-105	91	174	179	163	179
PHIL-110		3	12	9	14
PHIL-115	10	8	29	24	29
PHIL-120	32	40	50	44	16
PHIL-201	1	3	3	3	3
PHIL-205	1	1		1	
PHIL-210	8	11	16	8	11
PHIL-215		11			
PHIL-220		13	34	35	24
PHIL-298	32	32			
	453	624	648	606	583

## Philosophy General Education Enrollment Report by Academic Year

	2009	2010	2011	2012	2013
PHIL-101	278	328	325	319	307
PHIL-105	91	174	179	163	179
PHIL-120	32	40	50	44	16
	401	542	554	526	502



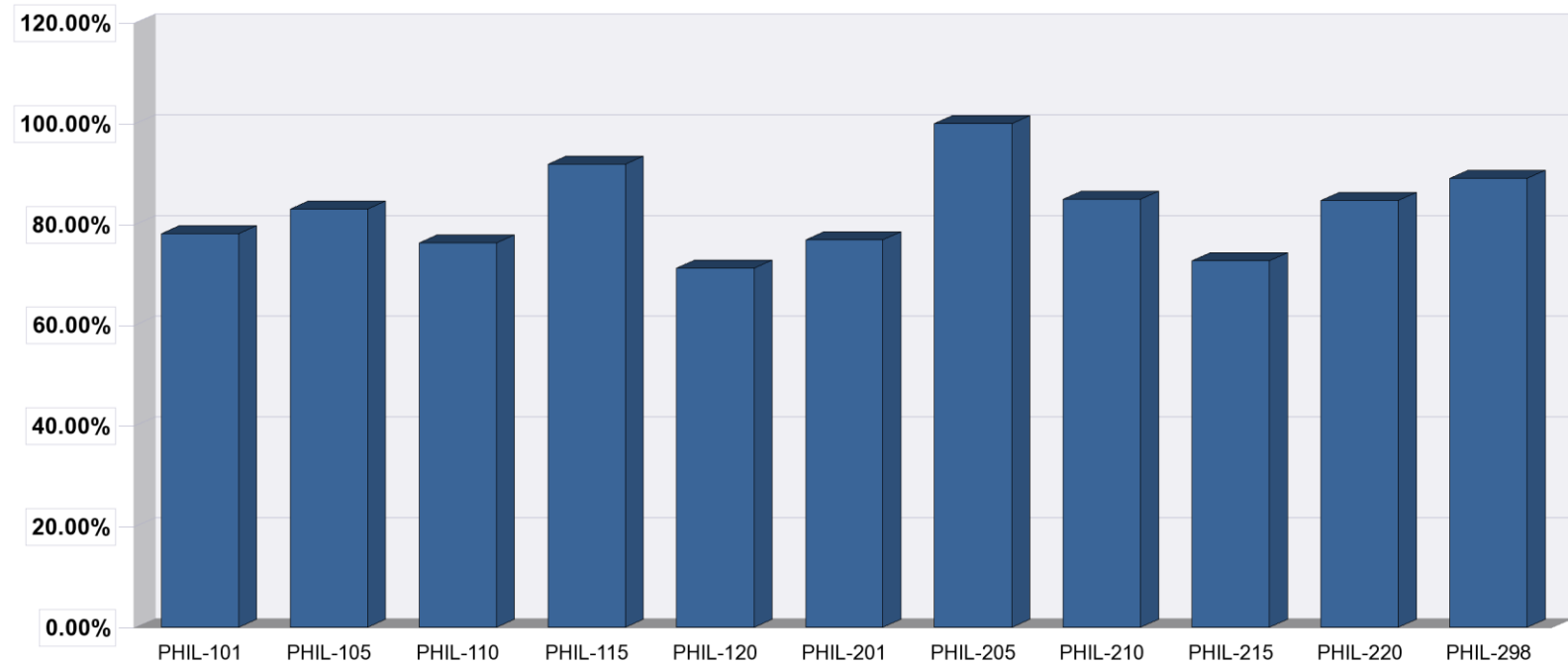
This data reflects final grades, including withdrawals, for all enrollments. ABC%, ABCD%, W%, and FW% are expressed as a percentage of those receiving A through F and W grades.

### Philosophy Program Grade Distribution

Course Name	A	B+/B	C+/C	ABC%	D+/D	ABCD%	F	F%	W	W%	FW%
PHIL-101	394	543	217	74.31%	60	78.17%	204	13.14%	135	8.69%	21.83%
PHIL-105	244	278	104	79.75%	26	83.06%	86	10.96%	47	5.99%	16.94%
PHIL-110	9	12	5	68.42%	3	76.32%	6	15.79%	3	7.89%	23.68%
PHIL-115	36	39	13	88.89%	3	91.92%	4	4.04%	4	4.04%	8.08%
PHIL-120	37	56	26	65.75%	10	71.27%	35	19.34%	17	9.39%	28.73%
PHIL-201	4	5	1	76.92%	0	76.92%	3	23.08%	0	0.00%	23.08%
PHIL-205	3	0	0	100.00%	0	100.00%	0	0.00%	0	0.00%	0.00%
PHIL-210	19	18	5	79.25%	3	84.91%	7	13.21%	1	1.89%	15.09%
PHIL-215	5	1	2	72.73%	0	72.73%	3	27.27%	0	0.00%	27.27%
PHIL-220	14	44	28	81.90%	3	84.76%	16	15.24%	0	0.00%	15.24%
PHIL-298	8	32	8	75.00%	9	89.06%	3	4.69%	4	6.25%	10.94%
	773	1,028	409	76.08%	117	80.10%	367	12.63%	211	7.26%	19.90%

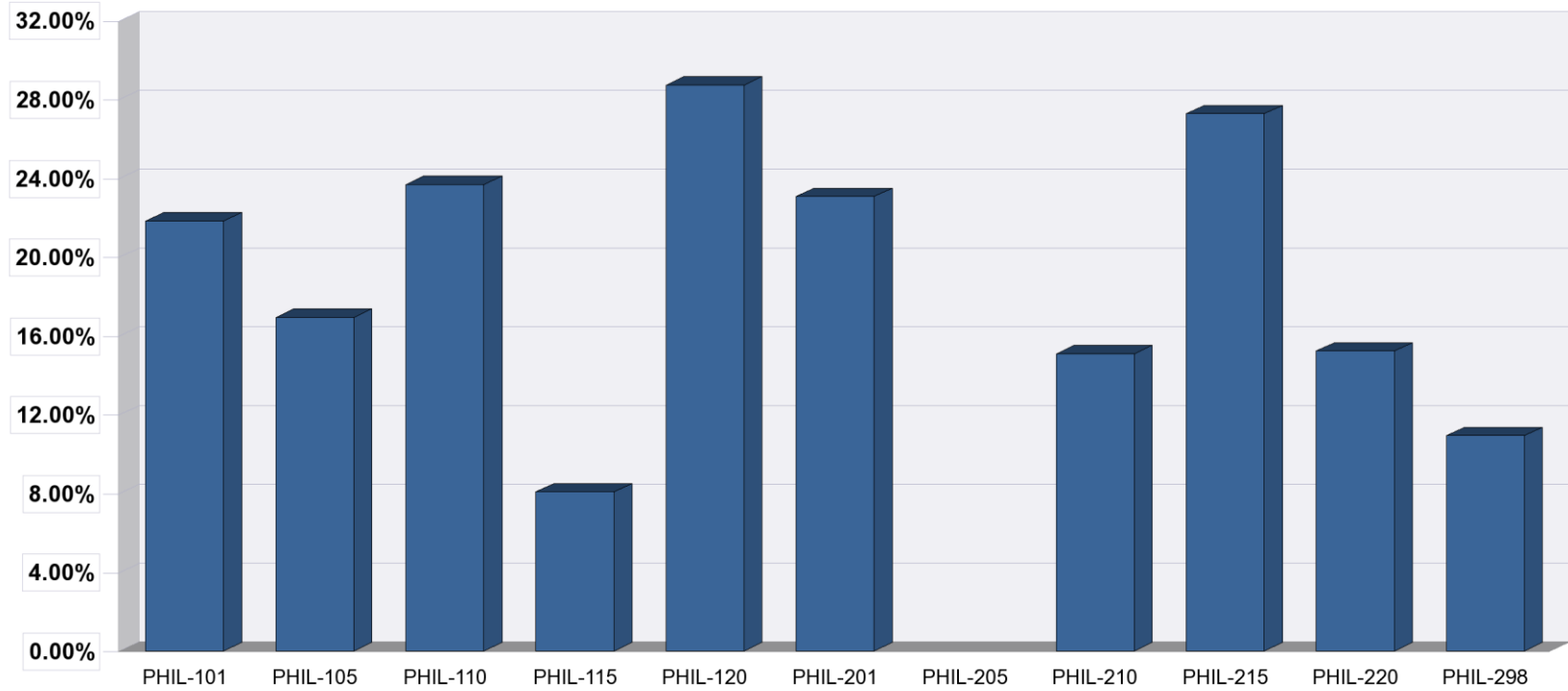
This data reflects final grades, including withdrawals, for all enrollments. Success rate is measured by percentage of students passing as a percentage of those receiving A through F and W grades.

### Philosophy Success Rate by Course



This data reflects final grades, including withdrawals, for all enrollments. Failures and withdrawals are expressed as a percentage of those receiving A through F and W grades.

### Philosophy Drop Failure Rate by Course

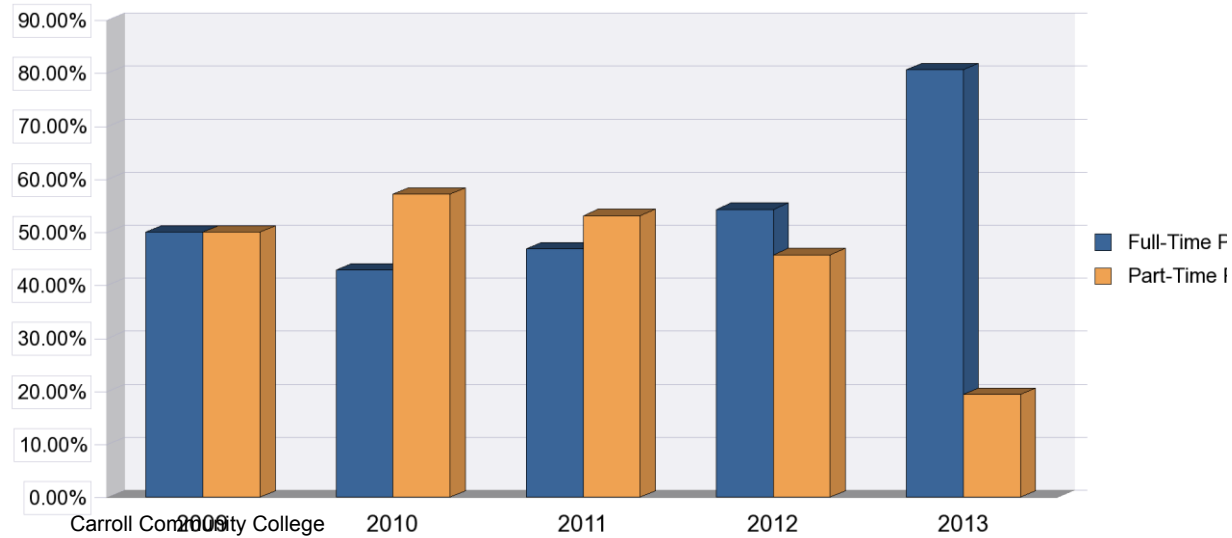


**Sections Taught By Full-Time and Part-Time Faculty Philosophy Department AY 2009-2013**

	Full-Time	Part-Time	Total
2009	13	13	26
2010	15	20	35
2011	15	17	32
2012	19	16	35
2013	25	6	31
5 Year Period	159	72	159

**Sections Taught By Full-Time and Part-Time Faculty Philosophy Department AY 2009-2013**

Academic Year	Full-Time Percent	Part-Time Percent
2009	50.00%	50.00%
2010	42.86%	57.14%
2011	46.88%	53.13%
2012	54.29%	45.71%
2013	80.65%	19.35%
5 Year Average	54.72%	45.28%





## Appendix d

Enrollment includes all grades for the term, including A, B, C, D, F, W, I, S, and U.

### Foreign Language Enrollment Report by Semester

	2008/S1	2008/S2	2008/FA	2009/WI	2009/SP	2009/SU	2009/FA	2010/WI	2010/SP	2010/SU	2010/FA	2011/WI	2011/SP	2011/SU	2011/FA	2012/WI	2012/SP	2012/SU	2012/FA	2013/WI	2013/SP
CHIN-101							13		7	3	14		10	7	9				6		
CHIN-102									5				12				15				
CHIN-201											3				4				6		
CHIN-202																	4				
FREN-101			17				15				20				24				18		
FREN-102					10				14				15				17				15
FREN-201			5				10				11				11				10		
FREN-202									7				7				9				3
GERM-101															10				22		
GERM-102																	7				8
GERM-201																					5
ITAL-101									8				22		7		9		19		13
ITAL-102																	5				
SPAN-101	35		55		38	31	67		35	28	66		63	18	71	4	67	26	67		62
SPAN-102		38	22	5	38	25	19	11	26	22	27	12	20	17	18	5	28	16	33	9	37
SPAN-201			16		17	10	23		13	12	2	1	4	17	9		12	11	10		10
SPAN-202					10	9			5	14			6	11	1	1	4	5			3
SPAN-204																					3
SPAN-205			9						7		5		6		6		1		1		
SPAN-297													1				6		5		
	35	38	124	5	113	75	147	11	127	79	148	13	166	70	170	10	184	58	197	9	159

Enrollment includes all grades for the term, including A, B, C, D, F, W, I, S, and U.

## **Foreign Language Enrollment Report by Academic Year**

	2009	2010	2011	2012	2013
CHIN-101		20	27	16	6
CHIN-102		5	12	15	
CHIN-201			3	4	6
CHIN-202				4	
FREN-101	17	15	20	24	18
FREN-102	10	14	15	17	15
FREN-201	5	10	11	11	10
FREN-202		7	7	9	3
GERM-101				10	22
GERM-102				7	8
GERM-201					5
ITAL-101		8	22	16	32
ITAL-102				5	
SPAN-101	128	133	157	160	155
SPAN-102	103	81	81	68	95
SPAN-201	33	46	19	38	31
SPAN-202	10	14	20	17	8
SPAN-204					3
SPAN-205	9	7	11	7	1
SPAN-297			1	6	5
	<b>315</b>	<b>360</b>	<b>406</b>	<b>434</b>	<b>423</b>

Enrollment includes all grades for the term including A, B, C, D, F, W, I, S, and U.

## **Foreign Language General Education Enrollment Report by Academic Year**

	2009	2010	2011	2012	2013
CHIN-102		5	12	15	
FREN-102	10	14	15	17	15
GERM-102				7	8
ITAL-102				5	
SPAN-102	103	81	81	68	95
	113	100	108	112	118

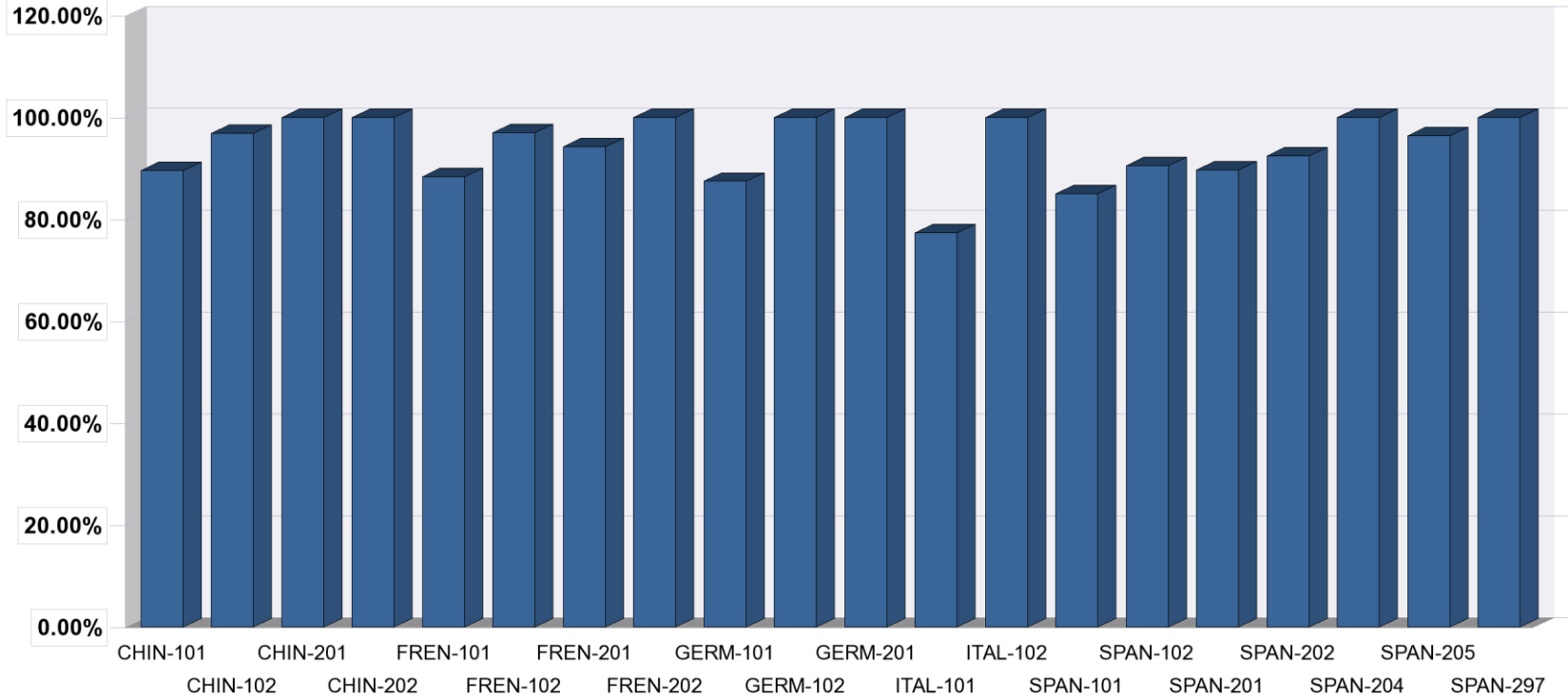
This data reflects final grades, including withdrawals, for all enrollments. ABC%, ABCD%, W%, and FW% are expressed as a percentage of those receiving A through F and W grades.

### Foreign Language Program Grade Distribution

Course Name	A	B+/B	C+/C	ABC%	D+/D	ABCD%	F	F%	W	W%	FW%
CHIN-101	47	9	4	89.55%	0	89.55%	3	4.48%	4	5.97%	10.45%
CHIN-102	23	7	0	93.75%	1	96.88%	0	0.00%	1	3.13%	3.13%
CHIN-201	12	1	0	100.00%	0	100.00%	0	0.00%	0	0.00%	0.00%
CHIN-202	4	0	0	100.00%	0	100.00%	0	0.00%	0	0.00%	0.00%
FREN-101	38	30	6	86.05%	2	88.37%	4	4.65%	6	6.98%	11.63%
FREN-102	29	25	10	95.52%	1	97.01%	1	1.49%	1	1.49%	2.99%
FREN-201	13	16	3	91.43%	1	94.29%	0	0.00%	2	5.71%	5.71%
FREN-202	8	9	2	100.00%	0	100.00%	0	0.00%	0	0.00%	0.00%
GERM-101	17	11	0	87.50%	0	87.50%	3	9.38%	1	3.13%	12.50%
GERM-102	13	2	0	100.00%	0	100.00%	0	0.00%	0	0.00%	0.00%
GERM-201	4	0	1	100.00%	0	100.00%	0	0.00%	0	0.00%	0.00%
ITAL-101	32	14	8	72.00%	4	77.33%	5	6.67%	12	16.00%	22.67%
ITAL-102	4	0	0	100.00%	0	100.00%	0	0.00%	0	0.00%	0.00%
SPAN-101	343	170	85	82.60%	18	85.08%	52	7.18%	56	7.73%	14.92%
SPAN-102	197	131	42	87.68%	12	90.52%	22	5.21%	18	4.27%	9.48%
SPAN-201	95	38	13	88.48%	2	89.70%	8	4.85%	9	5.45%	10.30%
SPAN-202	47	11	3	92.42%	0	92.42%	3	4.55%	2	3.03%	7.58%
SPAN-204	3	0	0	100.00%	0	100.00%	0	0.00%	0	0.00%	0.00%
SPAN-205	20	7	0	96.43%	0	96.43%	0	0.00%	1	3.57%	3.57%
SPAN-297	12	0	0	100.00%	0	100.00%	0	0.00%	0	0.00%	0.00%
	961	481	177	86.39%	41	88.58%	101	5.39%	113	6.03%	11.42%

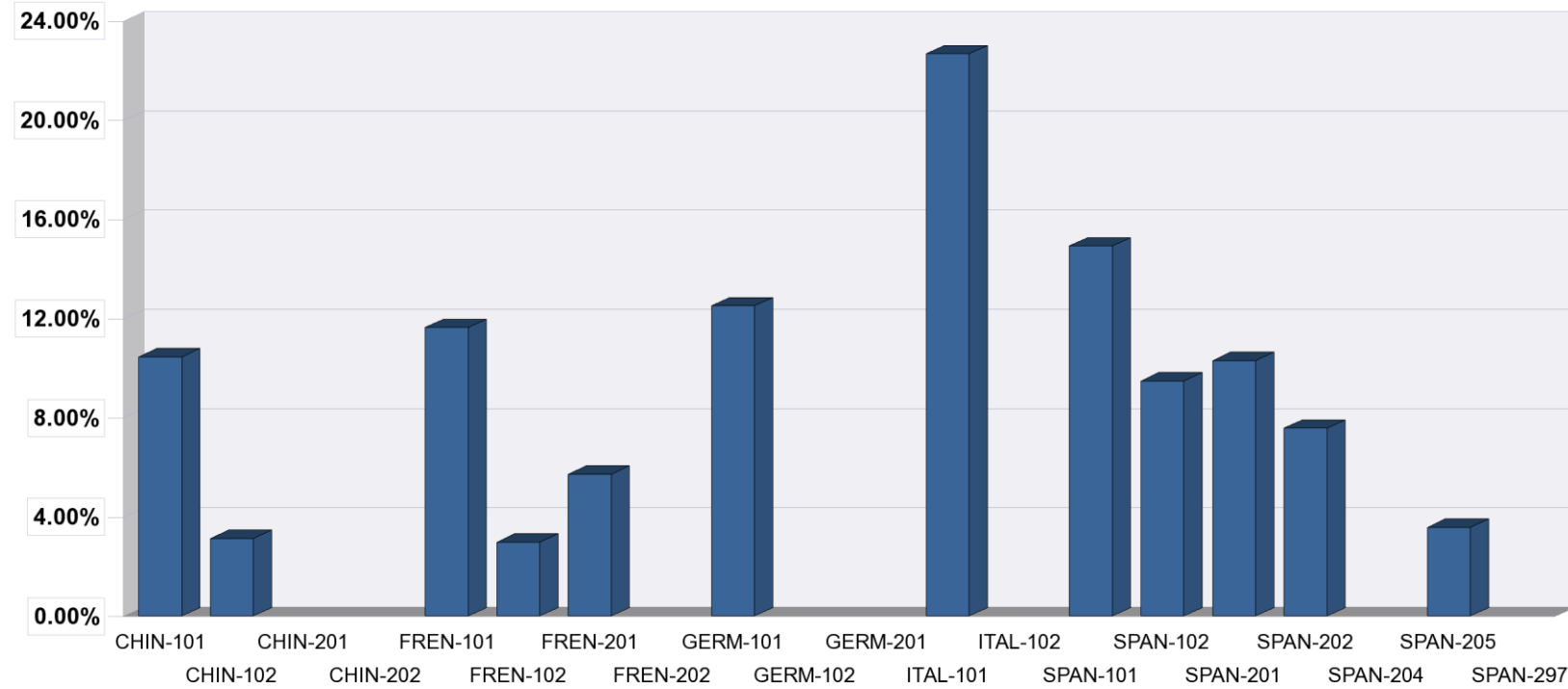
This data reflects final grades, including withdrawals, for all enrollments. Success rate is measured by percentage of students passing as a percentage of those receiving A through F and W grades.

### Foreign Language Success Rate by Course



This data reflects final grades, including withdrawals, for all enrollments. Failures and withdrawals are expressed as a percentage of those receiving A through F and W grades.

### Foreign Language Drop Failure Rate by Course

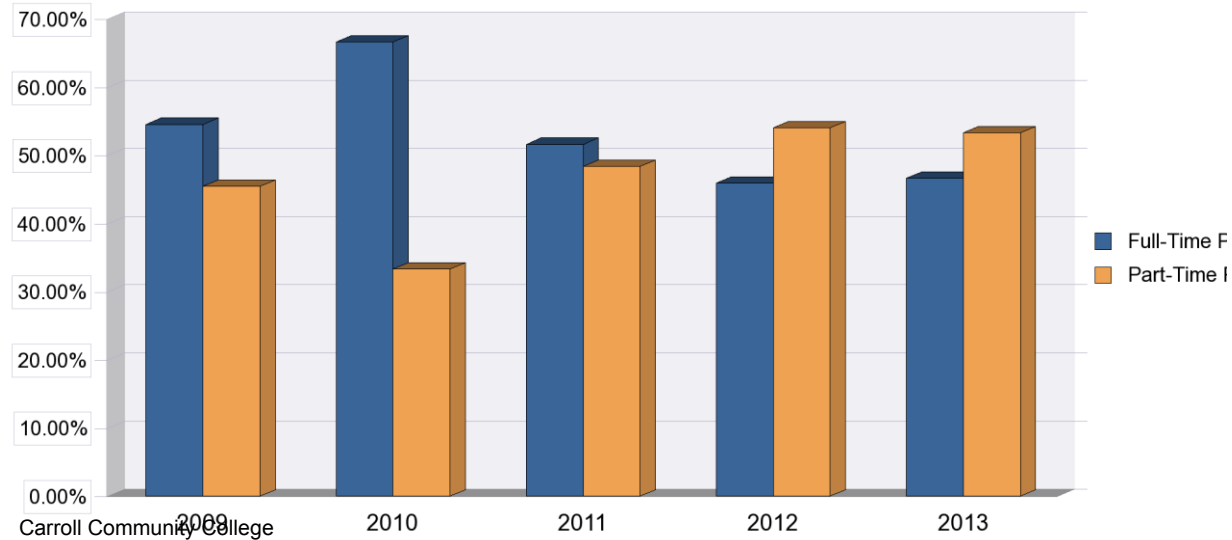


**Sections Taught By Full-Time and Part-Time Faculty Foreign Language Department AY 2009-2013**

	Full-Time	Part-Time	Total
2009	12	10	22
2010	18	9	27
2011	16	15	31
2012	17	20	37
2013	14	16	30
5 Year Period	77	70	147

**Sections Taught By Full-Time and Part-Time Faculty Foreign Language Department AY 2009-2013**

Academic Year	Full-Time Percent	Part-Time Percent
2009	54.55%	45.45%
2010	66.67%	33.33%
2011	51.61%	48.39%
2012	45.95%	54.05%
2013	46.67%	53.33%
5 Year Average	52.38%	47.62%



**Appendix e Learning Outcomes Assessment History 2008-13**

<b>Course</b>	<b>Program Learning Outcome</b>	<b>Intended Outcomes</b>	<b>Method of Measurement</b>	<b>Benchmark</b>	<b>Final Results</b>
(2008) HIST-101 Western Civilization I	1	Students will be able to identify key ideas and critically assess theories in Western Civilization.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	68% of students performed at or above the 80% benchmark
(2008) HIST-105 History of the United States to 1876	1	Students will be able to identify key ideas and critically assess theories in American History.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	72% of students performed at or above the 80% benchmark
(2008) HIST-205 America Since 1940	1	Students will be able to identify key ideas and critically assess theories in American History since 1940.	Short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	88% of students performed at or above the 80% benchmark
(2008-09) HIST-106 History of the United States since 1876	2	Students will be able to make historical connections by recognizing contemporary behaviors, actions, and policies that demonstrate how people learn or fail to learn lessons from past successes or failures.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	82% of students performed at or above the 80% benchmark
(2008-09) HIST-215 The History of Ancient Rome Carroll Community College	2	Students will be able to make historical connections by recognizing contemporary behaviors, actions, and policies that demonstrate how people learn or fail to learn lessons from past successes or failures.	Multiple choice or short answer questions and one essay question on the final exam will be	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	74% of students performed at or above the 80% benchmark



			constructed specifically to measure for the desired outcome.		
(2008-09) HIST-220 The American Civil Rights Movement	2	Students will be able to make historical connections by recognizing contemporary behaviors, actions, and policies that demonstrate how people learn or fail to learn lessons from past successes or failures.	Short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	76% of students performed at or above the 80% benchmark
(2009-10) HIST-101 Western Civilization I	3	Students will be able to identify and expand their world perspective by taking into account, often divergent points of view as well as humanity's commonalities and differences.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	59% of students performed at or above the 80% benchmark
(2009-10) HIST-105 History of the United States until 1876	3	Students will be able to identify and expand their world perspective by taking into account, often divergent points of view as well as humanity's commonalities and differences.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	76% of students performed at or above the 80% benchmark
(2009-10) HIST-130 Latin American History	3	Students will be able to identify and expand their world perspective by taking into account, often divergent points of view as well as humanity's commonalities and differences.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	83% of students performed at or above the 80% benchmark
(2009-10) HIST-210 The Era of the American Civil War	3	Students will be able to identify and expand their world perspective by taking into account, often divergent points of view as well as humanity's commonalities and differences.	Short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	83% of students performed at or above the 80% benchmark

(2010-11) HIST-102 Western Civilization II	4	Students will be able to think critically, from analyzing the successes and failures of the past and explaining and predicting how people with values and mindsets different from our own handle similar circumstances.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% on the essay question.	74% of students performed at or above the 80% benchmark
(2010-11) HIST-106 History of the United States since 1876	4	Students will be able to think critically, from analyzing the successes and failures of the past and explaining and predicting how people with values and mindsets different from our own handle similar circumstances.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% on the essay question.	76% of students performed at or above the 80% benchmark
(2010-11) HIST-201 Adolf Hitler and the Third Reich	4	Students will be able to think critically, from analyzing the successes and failures of the past and explaining and predicting how people with values and mindsets different from our own handle similar circumstances.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% on the essay question.	72% of students performed at or above the 80% benchmark
(2010-11) HIST-235 The Great War and the Twenty Year Truce	4	Students will be able to think critically, from analyzing the successes and failures of the past and explaining and predicting how people with values and mindsets different from our own handle similar circumstances.	Short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% on the essay question.	79% of students performed at or above the 80% benchmark
(2011-12) HIST-101 Western Civilization I	5	Students will be able to make historical connections by seeing echoes of past successes and failures in contemporary behaviors, actions, and policies and indicate how people learn or fail to learn the lessons that the past can teach.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% on the essay question.	55% of students performed at or above benchmark level.
(2011-12) HIST-105 Carroll Community College	5	Students will be able to make historical connections by seeing echoes of past successes and failures in contemporary behaviors, actions, and policies and	Multiple choice or short answer questions and one essay question on the	70% of students will answer the questions adequately and get at least an 80% on the essay question.	67% of students performed at or above benchmark level.

History of the United States until 1876		indicate how people learn or fail to learn the lessons that the past can teach.	final exam will be constructed specifically to measure for the desired outcome.		
(2011-12) HIST-135 The History and Culture of the Middle East	5	Students will be able to make historical connections by seeing echoes of past successes and failures in contemporary behaviors, actions, and policies and indicate how people learn or fail to learn the lessons that the past can teach.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% on the essay question.	100% of students performed at or above benchmark level.
(2011-12) HIST-205 Cold War America: 1946-1991	5	Students will be able to make historical connections by seeing echoes of past successes and failures in contemporary behaviors, actions, and policies and indicate how people learn or fail to learn the lessons that the past can teach.	Short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% on the essay question.	82% of students performed at or above benchmark level.
(2012-13) HIST-101 Western Civilization I	1	Students will be able to identify key ideas and critically assess theories in Western Civilization.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	61% of students performed at or above benchmark level.
(2012-13) HIST-105 History of the United States to 1876	1	Students will be able to identify key ideas and critically assess theories in American History.	Multiple choice or short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	73% of students performed at or above benchmark level.
(2012-13) HIST-201 Adolf Hitler and the Third Reich Carroll Community College	1	Students will be able to identify key ideas and critically assess theories in the history of Hitler and the Third Reich.	Short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	79% of students performed at or above benchmark level.

(2012-13) HIST-235 The Great War and the Twenty- Year Truce	1	Students will be able to identify key ideas and critically assess theories in European History from 1900 to 1939.	Short answer questions and one essay question on the final exam will be constructed specifically to measure for the desired outcome.	70% of students will answer the questions adequately and get at least an 80% grade on the essay question.	73% of students performed at or above benchmark level.
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## Strategies for Use of Results:

### Changes to the Learning Process

#### 2008

Two of the three courses met the benchmark for student performance. In History 101, the outcomes were skewed to come out below the benchmark because students did poorly on one particular question. The statistics themselves reveal no call for an overall change to the learning process. It would be best to see if any trend appears in the data before any changes are made.

#### 2008-09

At the present time, there is no indication of a need to make any substantial changes in the process, particularly since in some cases, the sample size was relatively small.

#### 2009-10

Three of the four courses met the benchmark for student performance. In History 101, the outcomes ended up being below the benchmark because students did poorly on one or another particular question. The statistics, by themselves, reveal no call yet for an overall change to the learning process; however, since this is the second time History 101 has fallen short of our goal, we are looking into why this course stands out negatively compared with the other ones. Then appropriate changes will be made.

#### 2010-11

All four courses had outcomes that exceeded the benchmark. A couple of sections of 102 and 106 did slightly underperform, falling just shy of 70%, and we will investigate and discuss why that happened. However, because of the strong results in the other sections, there is no indication of a need to make any substantial changes.

#### 2011-12

This is the first time that more than one course has failed to meet the benchmark. But just as with philosophy, we believe that this learning goal is the most advanced in terms of thinking, and therefore, it does not really surprise us that HIST 101 and HIST 105 fell short.

Since the more advanced courses, HIST 135 and HIST 205 successfully achieved the benchmark we can tentatively speculate that after a certain point in students' college career, they get better at this. However, any such judgment may be premature.

This is the first time we reassessed one of our program goals and two of the courses were also the same. Three of the four courses exceeded the benchmark, with HIST 105 having exactly the same student success level as in 2008. Only HIST 101 failed, and it did so with a lower success percentage than in 2008. We believe that this may have due in part because of the turmoil in our department in the past year on the instruction side. We anticipate that the numbers will improve going forward.

**Appendix f Learning Outcomes Assessment Philosophy 2008-13**

<b>Course</b>	<b>Program Learning Outcome</b>	<b>Intended Outcomes</b>	<b>Method of Measurement</b>	<b>Benchmark</b>	<b>Final Results</b>
(2008) PHIL-101 Introduction to Philosophy	1	Students will be able to identify key tenets in select philosophical theories.	Locally developed short answer or essay assessments will require students to demonstrate comprehension of select theories.	70% of students will perform at an 80% or higher level.	86% of students performed at or above the benchmark
(2008) PHIL-110 Practical Logic	1	Students will be able to properly identify key terms and their usage in analyzing arguments.	Objective tests will be given to assess comprehension of terms.	70% of students will perform at an 80% or higher level.	80% of students performed at or above the benchmark
(2008-09) PHIL-105 Ethics	2	Students will be able to cogently evaluate the relationship between an individual's system of values and those of one's culture and of people from other cultures.	Two essay or discussion assignments will require students to explore ethical relativism at the beginning and end of the semester.	70% of students will perform at an 80% or higher level.	86% of students performed at or above the benchmark. From the first to second assignment, student work improved at a 20% rate.
(2008-09) PHIL-120 World Philosophy	2	Students will be able to explore different philosophical approaches from a variety of cultures and identify patterns that connect the individual to culture, environment, and world.	Students will be given a final exam that asks them to identify and explore patterns between philosophical systems from different cultures	70% of students will perform at an 80% or higher level.	80% of students performed at or above the benchmark
(2009-10) PHIL-115 Introduction to World Religions	3	Students will be able to accurately identify key similarities and differences among the major beliefs and practices of various world religions, helping them to encounter each religion on its own terms and to see the overall field of religion in a nuanced context.	Locally-developed assignments will require students to accurately draw comparisons between aspects of religious traditions.	70% of students will perform at an 80% or higher level.	88% of students reached benchmark expectations as part of term paper assignments that required critical comparison between three religious traditions.

<p>(2009-10) PHIL-120 World Philosophy</p>	<p>3</p>	<p>Students will be able to draw critical comparisons between philosophical approaches from diverse cultures. This will include a identifying the influence of their own culture on their philosophical perspective.</p>	<p>Locally-developed assignments will require students to accurately draw comparisons between aspects of religious traditions.</p>	<p>70% of students will perform at an 80% or higher level.</p>	<p>80% of students reached benchmark expectations as part of term paper assignments that required critical comparison between three of the following philosophical approaches: Daoist, Confucian, Vendanta, Buddhist, and Native American.</p>
<p>(2010-11) PHIL-101 Introduction to Philosophy</p>	<p>4</p>	<p>Students will be able to demonstrate reasoned and informed assessment of competing or contrasting philosophical views, identifying strengths and weaknesses within each approach.</p>	<p>Locally-developed essay assignments were used across several sampled sections taught by full-time and adjunct faculty. Assignments required students to engage in comparative critical assessment of two or more philosophical approaches.</p>	<p>70% of students will perform at an 80% or higher level.</p>	<p>98 out of 140 students (precisely 70%) performed at or above the 80% level. The benchmark was met, but room for improvement is noted. Also of note is the disparity in student performance. For some sections, students met the benchmark with only an exception or two, while students in other sections vastly underperformed. This disparity showed in sections taught by full-time as well as by adjunct faculty.</p>
<p>(2011-12) PHIL-105 Ethics</p> <p>Carroll Community College</p>	<p>5</p>	<p>Students will be able to analyze the moral implications of practical scenarios and use normative ethical theory to argue for a fitting solution.</p>	<p>Locally-developed assignments will require students to use normative ethical theory to arrive at a reasoned solution to a practical moral scenario.</p>	<p>70% of students will perform at an 80% or higher level.</p>	<p>52% of students performed at or above benchmark level.</p>

(2011-12) PHIL-201 Business Ethics	5	Students will be able to demonstrate the ability to use ethical theory as applied to business in order to argue for an appropriate course of action for a contemporary issue in business.	Locally-developed assignments will require students to use ethical theory to arrive at a reasoned solution to a business case study.	70% of students will perform at an 80% or higher level.	56% of students performed at or above benchmark level.
(2011-12) PHIL-210 Peace Studies	5	Students will be able to analyze a practical peace-related issue using multiple perspectives in order to argue for a cogent response to that issue.	Locally-developed assignments will require students to employ reasoning and information across disciplines to argue for a practical solution to a peace-related issue.	70% of students will perform at an 80% or higher level.	86% of students performed at or above benchmark level.
(2012-13) PHIL-101 Introduction to Philosophy	1	Students will be able to identify key tenets in select philosophical theories.	Locally developed short answer or essay assessments will require students to demonstrate comprehension of select theories.	70% of students will perform at an 80% or higher level.	82% or students performed at or above benchmark level
(2012-13) PHIL-110 Practical Logic	1	Students will be able to properly identify key terms and their usage in analyzing arguments.	Objective tests will be given to assess comprehension of terms.	70% of students will perform at an 80% or higher level.	60% of students performed at or above benchmark level

## Strategies for Use of Results:

### Changes to the Learning Process

2008

Both courses met the benchmark for student performance. The statistics themselves reveal no call for change to the learning process. Any changes should be left to the discretion of the instructor based upon anecdotal observation and one's own creative direction. Changes that are made should be noted for reference to this assessment.



**2008-09**

**2009-10**

**2010-11**

Since several sections showed several students performing far above the benchmark, changes to the learning process aren't clearly indicated. Given that some sections showed remarkable underperformance, and since every instructor had sections where students performed exceptionally well, it seems that other factors might be in play. Further sampling and discussion within the discipline of possible contributing factors is recommended.

**2011-12**

The results don't look good here. Our first reaction is that this is not entirely unexpected since the measurements were taken from some demanding assignments. The outcome in question here points to some pretty sophisticated philosophical reasoning in which one must process abstract theory and bring it to bear on practical matters. This requires a set of skills including comprehension, critical reasoning, and sensitivity to nuance. This is capstone material in these courses. We'd like better results, but it would be more worrying if we had these results for an objective like comprehension of material.

It should also be noted that small sample size continues to be an issue. The PHIL-210 class looks to have blown the other classes out of the water, but this was only a class of 7 people. PHIL-105 and 201 had a larger population, but these may still have been small enough to be affected by individual performance or teaching factors.

**2012-13**

PHIL-101 met the benchmark handily. There were 158 student artifacts measured for PHIL 101, suggesting that we can be confident in our success at meeting this benchmark.

PHIL-110 fell short of its benchmark. Ten student artifacts were surveyed. Small sample size is a problem, making any blanket judgment about changes to the learning process unwise. Any changes should be left to the personal assessment process of individual instructors.

**Appendix g Learning Outcomes Assessment Foreign Languages 2008-13**

<b>Course</b>	<b>Program Learning Outcome</b>	<b>Intended Outcomes</b>	<b>Method of Measurement</b>	<b>Benchmark</b>	<b>Final Results</b>
(2008) SPAN-101 Elementary Spanish 1	1	Students will be able to comprehend and utilize the target language employing the present tense and other basic structures.	Locally developed short answer and selected response items will assess student comprehension of select grammar, syntax, and lexicon.	70% of students will perform at an 80% or higher level	In Spanish 101-01, nine students received an “A”, two students received a “B+”, seven students received a “B”, one student received a “C” and three students failed the course. Out of 22 students, 18 received a B or higher (82%).
(2008) SPAN 202 Intermediate Spanish 2	1	Students will be able to comprehend and utilize the target language employing the present, preterit, imperfect, future, hypothetical conditional and conditional tenses, the subjunctive mood, and other more complex structures.	Locally developed essay questions and syntactically complex selected response items will assess student comprehension of select grammar, syntax, and lexicon.	70% of students will perform at an 80% or higher level	In Spanish 202-01, four students got an “A”, one student received a “B+”, one student earned a “C+” and one got a “C”. 75% of the students got a B” or higher.
(2008-09) SPAN-102 Elementary Spanish 2	2	Students will be able to utilize the target language employing in actively creation of language using the present, preterit and imperfect tenses and other more complex structures.	Locally developed short answer and selected response items will assess student comprehension of select grammar, syntax, and lexicon.	70% of students will perform at an 80% or higher level	Out of all Spanish 102 courses, which consisted of three sections and 34 students, there were 16 As, eight Bs, five Cs, one D, three Fs and one withdrawal. 70.5 percent of the SPAN 102 students achieved a grade of B or higher.
(2008-09) FREN 101 Elementary French	2	Students will be able to utilize the target language employing in actively creation of language using the present tense, passé compose and the imperative mood.	Locally developed essay questions and syntactically complex selected response	70% of students will perform at an 80% or higher level	In French 101, out of 15 students, 13 achieved a grade of B or higher. There

			items will assess student comprehension of select grammar, syntax, and lexicon.		was one D and one failing grade. A total of 86.6 percent of these students achieved a B or higher.
(2009-10) SPAN-202 Intermediate Spanish 2	3	Students will be able to utilize the target language employing in actively creation of language using the present, preterit, imperfect, future, hypothetical conditional and conditional tenses, the subjunctive mood, and other more complex structures.	Locally developed short answer and selected response items will assess student comprehension of select grammar, syntax, and lexicon.	70% of students will perform at an 80% or higher level	80% of students performed at or above the 80% benchmark
(2009-10) FREN 101 Elementary French I	3	Students will be able to utilize the target language employing in actively creation of language using the present tense, passé compose and the imperative mood.	Locally developed essay questions and syntactically complex selected response items will assess student comprehension of select grammar, syntax, and lexicon.	70% of students will perform at an 80% or higher level	75% of students performed at or above the 80% benchmark
(2010-11) SPAN-101 Elementary Spanish 1	4	Students will be able to utilize the target language fluently at a mid-novice level, having developed skills in the present verb tense and other structures.	Locally developed assignments including oral presentations and class dialogues involving elementary conversations in Spanish.	70% of students will perform at an 80% or higher level.	79% of students performed at or above the 80% benchmark
(2010-11) CHIN 101 Elementary Chinese 1	4	Students will be able to utilize the target language fluently at a mid-novice level, having developed skills in the present verb tense and other structures.	Locally developed assignments including oral presentations and class dialogues involving elementary conversations in Chinese.	70% of students will perform at an 80% or higher level.	80% of students performed at or above the 80% benchmark
(2011-12) SPAN-102 Elementary Spanish 2	5	Students will be able to identify the traits of and understand and compare and contrast the many different cultures comprising Latin America and Spain from their own culture.	Locally developed assignments including oral presentations, short essays and class dialogues involving cultural themes.	70% of students will perform at an 80% or higher level.	84% of students performed at or above benchmark level.

(2011-12) FREN 102 Elementary French 2	5	Students will be able to identify the traits of and understand and compare and contrast the many different cultures comprising the Francophone world, including European, African and American French speaking countries, from their own culture.	Locally developed assignments including oral presentations, short essays and class dialogues involving cultural themes and conversations.	70% of students will perform at an 80% or higher level.	78% of students performed at or above benchmark level.
(2011-12) FREN 201 Intermediate French 1		Students will be able to identify the traits of and understand and compare and contrast the many different cultures comprising the Francophone world, including European, African and American French speaking countries, from their own culture.	Locally developed assignments including oral presentations, short essays and class dialogues involving cultural themes.	70% of students will perform at an 80% or higher level.	81% of students performed at or above benchmark level.
(2012-13) SPAN-101 Elementary Spanish 1	1	Students will be able to comprehend and utilize the target language employing the present tense and other basic structures.	Locally developed short answer and selected response items will assess student comprehension of select grammar, syntax, and lexicon.	70% of students will perform at an 80% or higher level.	84 % of students performed at or above the benchmark
(2012-13) SPAN 201 Intermediate Spanish 1	1	Students will be able to comprehend and utilize the target language employing the present, preterit, imperfect, future, hypothetical conditional and conditional tenses, the subjunctive mood, and other more complex structures.	Locally developed essay questions and syntactically complex selected response items will assess student comprehension of select grammar, syntax, and lexicon.	70% of students will perform at an 80% or higher level.	100 % of students performed at or above benchmark level.
(2012-13) GERM -101 Elementary German 1	1	Students will be able to comprehend and utilize the target language employing the present tense and other basic structures.	Locally developed short answer and selected response items will assess student comprehension of select grammar, syntax, and lexicon.	70% of students will perform at an 80% or higher level.	85% of students performed at or above benchmark level.
(2012-13) Carroll Community College CHIN-101	1	Students will be able to comprehend and utilize the target language employing the present tense and other basic structures.	Locally developed short answer and selected response items will assess	70% of students will perform at an 80% or higher level.	83% of students performed at or above benchmark level.

Elementary Chinese 1			student comprehension of select grammar, syntax, and lexicon.		
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**Strategies for Use of Results:**

**Changes to the Learning Process**

2008

2008-09

2009-10

2010-11

2011-12

2012-13

## Appendix 30

### Executive Summaries

The pages that follow are taken from the Comprehensive Program Reviews from 2009 through 2015 and represent all of the programs at the College. For this purpose, departments and disciplines at Carroll Community College are considered programs and complete the comprehensive reviews every five years, with an annual report to follow. Complete reports can be provided.

2009

#### Accounting

The accounting program at Carroll Community College includes nine courses in the discipline of accounting, an associate's degree program, a certificate program, and several related degree programs. The accounting classes range from entry level principles classes appropriate for both accounting and business administration majors to upper level courses populated almost entirely by students in the CPA Certificate program. The college offers an AAS Accounting degree which is primarily designed for those who wish to enter the workforce as accounting para-professionals. However, many students who wish to transfer also follow this degree pattern. The two Principles of Accounting classes are also required for all students following the AA Business Administration and these students constitute the largest segment of enrollees. These courses are also populated by students in programs from Computer Information Systems to transfer patterns under Arts and Sciences.

The accounting classes are currently staffed by two full-time faculty members and one long-time adjunct faculty member. A significant challenge in recent years has been the ability of the college to attract qualified full-time and adjunct faculty. At present, the staffing situation has stabilized and the program is well-positioned for expansion and improvement.

Through fall 2008, the number of students in the AAS Accounting program has increased, although there has not been a corresponding increase in the number of graduates of the program. We do not have evidence to explain this disparity. It is possible that students are changing to another program of study, such as AA Business Administration, because of better transfer outcomes. In the future, we hope to have a better understanding of this trend. The number of students in the CPA Certificate program remained relatively constant through 2008, although recent experience (spring and fall 2009 enrollments) suggests that the downturn in the economy has generated a surge in student interest in this program.

Two issues relate to the support of students: tutoring and other support services for students enrolled in accounting classes and general advising support for students in the AAS Accounting, AA Business Administration, and CPA Certificate programs. Unlike other programs at the college, the accounting department has attempted to meet tutoring and support needs for students enrolled in accounting classes through the use of faculty office hours and supplemental tutoring from other members of the accounting faculty. This approach has proven beneficial for students and has helped to improve the teaching process as well. Advising for students in the Accounting, Business Administration, and CPA Certificate programs has proven to be a challenge as students are often unsure about which classes to take or program to follow. To help students make better

decisions, we hope to implement roles within Blackboard which will provide pertinent information to students in these programs.

While learning outcomes assessment has been active and on-going at the course level, development of an assessment plan for the program was deferred until a full-time faculty member was hired and in place for at least one semester. While the newly hired full-time accounting faculty member began in fall 2009, the program review presented an opportunity to develop a comprehensive assessment plan for accounting. This assessment plan assesses the courses common to the AAS and Certificate programs over a five year cycle. It will be implemented beginning in spring 2010.

The Accounting program will benefit from additional data collection in the future. Presently, we have anecdotal data that suggests that students completing the principles of accounting sequence at Carroll are successful when they transfer to four year schools, both in their upper level accounting classes and overall. However, the program could have greater assurance about the quality of the curriculum and instruction if better tracking mechanisms were developed and implemented. Similarly, there has not been a mechanism in the past to track success on the CPA examination. Success rates would speak to the quality of the program and feedback from those completing the course sequence for the CPA Certificate and subsequently taking the CPA examination would be valuable in improving the instructional process.

### Distance Learning

This document is the first program review of distance learning at Carroll Community College. All program reviews are distributed to the Learning Outcomes Assessment Committee (LOAC), the Academic Affairs team (deans), the Director of Learning Outcomes, and posted on the College's intranet (iweb). Recommendations coming out of this program review will be prioritized and moved to the annual distance learning plan and academic plan.

Since its independence Carroll Community College has offered distance learning opportunities for its students, beginning in the 1990s with web-enhanced applications as part of on-site courses. This has evolved to include telecourses, completely online courses, and hybrid courses which combine both on-site and online learning. In the early 2000s, the College embraced online learning as a viable format for delivering instruction and expanding options for students.

The most significant indication of a commitment to distance learning was the licensing of a Learning Management System (LMS), Blackboard (Bb), as the primary platform to provide hybrid or online courses. Since licensing Blackboard to deliver instruction in on-site, online, or hybrid courses, the College community has also embraced the Community features of the platform; as a result, there has been increasing use of features by non-instructional areas of the College to expand and enhance student community and to facilitate campus-wide communication as all students, faculty, and staff are assigned a Bb user account.

It is worthwhile to note that the College requires all faculty to incorporate the basic functionality of Blackboard into their courses, regardless of format. One result of this has been a student population that expects to use technology in their learning at the College, regardless of course

format. This also indicates an overall commitment to teaching with technology, as well as the need for continued and ongoing faculty and user support.

Distance learning course offerings at the College increased from 44 in Fall 2004 to 76 in Fall 2009. Enrollment in these courses has likewise increased, from 618 in Fall 2004 to 1,121 in Fall 2009. Significantly, students at Carroll Community College can now fulfill greater than 50% of the requirements for an Associate of Arts degree in General Studies, an Associate of Arts degree in Arts and Sciences, and an Associate of Arts degree in Business Administration, through fully online coursework. The majority of distance students (75%) at Carroll take only one such course per semester, while 20% take two distance courses a term; a consistent minority (7%) take three or more distance courses per semester.

Students express a variety of reasons for enrolling in a distance course, many of which also mirror national trends among online learners, namely, students view distance courses as convenient and flexible options. A student orientation to distance learning has evolved at the college to include a voluntary orientation that is delivered both on site and online; automatic enrollment into a free orientation course in Blackboard; the enhanced role of advisement staff who engage students and discuss features of distance learning as part of intake; an ongoing awareness by distance faculty to help these learners acclimate to the format by designing week one activities to introduce course expectations and the software.

Carroll has experienced significant growth in distance learning, and in response, has put a support structure in place to ensure these courses are designed according to best practices in online learning and all faculty and staff have frequent, ongoing training opportunities in the LMS. This support structure starts with a distance learning office consisting of a Director of Distance Learning, an instructional designer, and an IT/Blackboard system administrator. It also includes a Distance Learning Committee, an advisory group consisting of representatives from departments throughout the College, which provides support to the distance learning staff.

Distance courses at Carroll have demonstrated a completion rate among students that is on target with completion rates for on-site, traditionally delivered courses. Specifically examining fall 2008 data, the total completion rate in distance learning courses was 92%, compared to the total completion rate of 93% for traditional on-site courses. Nationally, tracking distance student completion rates is sporadic and inconsistent; however, it is widely accepted that distance students do not retain at the same level as on-site students, with a retention rate of 65% or less often cited. Even without the benefit of consistent data collected nationally, Carroll can be pleased with such a high completion rate among its distance learners.

As College enrollment grows, the staffing, technology, and budgetary support for distance learning will need to be closely monitored. As the College moves forward in implementing more hybrid courses, offering an online degree, and expanding CET usage, support for these areas will need to increase accordingly.

#### Recommendations:

1. Establish clear processes for distance learning course designation, faculty assignment and training, course design, and follow up



2. Fully implement required Bb training for new online/hybrid instructors and refresher training for experienced distance faculty
3. Implement QM peer review schedule for online courses
4. Work with IR and IT to develop appropriate system queries and improve the ability of the department to obtain data relevant to distance courses (i.e., enrollments, first-time distance students, faculty assignments)
5. Clarify LMS as an expanding campus communication tool in addition to the delivery of course content and assessments
6. Explore the viability of providing evening and weekend IT support to online learners
7. Improve MOL coordination at the college
8. Re-design current online-video courses and telecourses into fully online courses
9. Explore course sharing through IVN / MOL
10. Develop a common set of guidelines for developing hybrid courses
11. Collaborate with division deans on online degree formalization
12. Monitor distance learning support and staffing for Continuing Education and Training. As CET distance learning needs grow, so too must support for that area.
13. Continue to provide a role in encouraging and training faculty to use learning objects, media, and web 2.0 tools that enhance instruction in all formats
14. Review the student evaluation forms for distance and hybrid course to determine if there is the opportunity for greater congruency between distance and on-site course evaluations completed by students.

#### Health, Fitness and Exercise Science

Within the last five years, the college has seen a recommitment to the importance of wellness. It has been identified and valued as a college-wide initiative, a general education requirement and a growing Health Science and Exercise Majors program. Three survey courses (Hlth 101, Phed 101 and Hlth 201) will continue to satisfy the general education requirement within the newly identified Emerging Issues: Wellness Category. A variety of wellness electives are recommended within the growing Health Science and Exercise Science majors program. A new nutrition course will soon to be added.

Most notably, the department has seen major improvements in gathering, analyzing and reporting meaningful program learning outcomes. Four of the five department program goals have now been identified and analyzed to establish a benchmark. Improvements within the department have been initiated. An assessment plan has been established which is guiding curriculum development and verifying learning improvements. We are well established with a five year plan in place.

Important to future growth will be the development of both a Health Science Lab and Exercise Science Lab. The Health Science Lab will be used to provide both individual and group interactive work stations to support hands-on learning in the classroom. The Exercise Science Lab is to be upgraded to meet the standards of ACSM as we collect and analyze pre-post fitness testing data. It will continue to provide a valued tool for measuring student learning outcomes. We would like to explore new software programs that would provide greater personal accountability and tracking for students.

Another major goal for the next five years will be to increase HES transfer program enrollment. We may want to reevaluate the number and type of courses we continue to offer in the emerging issues category; review the HES course prerequisites so students can be identified sooner as a major; develop more academic community activities that focus on health career building skills; and explore ways to include health career advising into all health and wellness general education classes.

We have been using the ACHA survey results to guide program planning and co-curricular activities that support students with high risk behaviors. As a result, a major emphasis in the future will be on maintaining the highest quality of co-curricular events by utilizing more of our college and community resources. We would like to explore the feasibility of sponsoring a national BACCHUS club in order to bring peer education opportunities to our HES majors and raise awareness of the risks of drugs, alcohol, sexual choices and mental health issues. We would like to revisit the integration of service learning projects into Health and Exercise Science transfer courses.

We continue to get a lot of support from the college areas and one example would be the excellent relationship we have had over the years with the Library Resource Center. We have built a strong collection of books, videos and journals and valuable instruction sessions that support our information literacy assignments.

We've made some substantial changes within our department this past five years, whereby many aspects of learning - from classroom to co-curricular campus activities - are now integrated within a holistic wellness framework. We are poised and ready to move forward with confidence that we can produce measureable results.

### Legal Studies

A transfer pattern program in Legal Studies was added to the college catalog in Fall 2000 and was located under the Division of Humanities, English and Social Sciences. In January 2005 the departments of Criminal Justice and Legal Studies were merged into the newly named Division of Social Sciences and Legal Studies with a new division chair being appointed in July, 2007. Currently, eleven courses make up the Legal Studies Transfer Program and Paralegal Studies Transfer Program. Most courses are offered in the classroom and several are offered online. Of most concern is the lack of enrollment in the courses. During this review period eleven courses were cancelled due to lack of enrollment. The Intro to Law course, which provides an overview of American law has been cancelled four times in five years. The Paralegal course which is the fundamental course for Paralegal Studies has been cancelled three times in five years. A serious discussion needs to occur on whether to continue the Legal Studies Program and Paralegal Studies Program at Carroll. In the Carroll Community College catalogue each program is identified as a "Transfer Recommendation/Program". In the course descriptions section of the catalogue the Paralegal Course is listed as part of Legal Studies. For purposes of this review when the term Legal Studies is used it also includes Paralegal unless Paralegal is specifically referred to.

During this five year period there were eighteen students who graduated with a degree in Associate of Arts and Sciences – Legal Studies. Only eight students graduated with a degree in Associate of Arts and Sciences – Paralegal Studies. There were no Paralegal graduates in 2005 or 2006. One of the primary weaknesses of the Paralegal Program is that we do not offer a certification. The Legal Studies courses are not considered pre-law courses and the Paralegal Program does not have any certifications. For example, many colleges in this area (Community College of Baltimore County, Harford Community College, Anne Arundel Community College) have their Paralegal Program certified by the American Bar Association (ABA). There are other certification designations also available which are the Registered Paralegal (RP), Certified Legal Assistant (CLA), and Certified Paralegal (CP). The lack of the ABA certification by Carroll is a program weakness when students can attend another college in the region and obtain the certification. To be eligible for the ABA Certification Carroll must have had the program for at least two years and have graduated students. The initial certification requires a self-evaluation and a two day site visit. Continued certification requires a continual self-evaluation and a site visit every seven years.

In spite of the low enrollments and cancellation of courses the real strength of the program is the adjunct faculty. They are all lawyers who currently work in or have retired from the legal field. They have much to offer our students. There is no full time faculty member assigned to these programs. The only full time faculty shares responsibility for these programs and the Criminal Justice Program. Another particular strength of the program is the opportunity for internships in the legal community and the opportunity to continue their education outside the classroom. The field trips coordinated for legal studies students has not only drawn a large attendance but provided an environment for students, faculty, and staff interaction.

One of the specific issues addressed in this review is the Paralegal Studies Transfer Recommendation. The Paralegal courses consistently have low enrollments.

Another concern identified in this review was how the assessments were scheduled for the programs. Criminal Justice courses were placed in the same schedule with Legal Studies courses which inadvertently caused a delay in assessing the Legal Studies courses. This is being corrected by scheduling each program independent of the other.

### Psychology

Since our last program review in 2004, the average number of student enrolled in psychology courses has increased from 919 per year to 1526 per year. Most students enroll in psychology courses to meet general education requirements. Some enroll because of specific program requirements. Thus, our students tend to be typical of the general population of the college.

Since our last program review, our psychology offerings have changed. PSYC220, Health Psychology has been removed and PSYC235– Introduction to Helping and Counseling Skills and an Honors section of PSYC101- General Psychology have been added, (see course syllabi for each in appendix section). The honors section of General Psychology was added to accommodate the Hills Scholar Program that has been developed since our last program review. The PSYC235 course was developed and added to increase the offerings for students who are interested in pursuing psychology as a major and because this particular course could offer the

teaching of skills that are applicable and valuable to students in other fields of study such as nursing, education, physical therapy, social work, business, and criminal justice.

The psychology schedule of courses is designed so that students have adequate opportunity to take the general survey course at anytime throughout the year. Upper level course offerings are available for students who are interested in studying psychology beyond the introductory level. Allowing such a schedule of courses helps to improve learning by providing more rigor and diversity to our course offerings and by allowing students to engage in courses beyond the introductory level in an effort to enhance and expand their knowledge of topics within the field of psychology offering both advanced content and skill based courses.

In order to accommodate the increase in student enrolment and course offerings over the last four years, it has been necessary to add sections of various courses each semester and to hire new adjunct faculty to staff them. This is particularly true for online offerings as the demand for distance learning opportunities increases.

Each course in the discipline identifies course objectives that are measured for the purpose of outcomes data, (see learning objectives). These objectives are currently being evaluated to align with the department and general education program goals.

We continue to offer learning experiences both in and outside of the classroom to enhance the psychology program. Service learning opportunities, field trips, seminars, and events sponsored through the college's academic communities. The college continues to have a very active chapter of *Psi Beta, the National Honor Society in Psychology for Community and Junior Colleges* whose members are provided many on and off campus academic and community service opportunities. The *Psi Beta* chapter here at Carroll has won a variety of national awards over the last several years including the Carol Tracy Service Learning Award, the Alberta Johnson/Ruth Hubbard Cousins Building Bonds Award, Psi Beta Chapter of the Year Award and the Chapter Excellence Award. The chapter also co-hosted the National Psychology Synergy Conference in fall, 2008. Involvement in Psi Beta and the chapter events provides students opportunity to learn and enhance organization, collaboration and leadership skills.

Recommendations for consideration for future program development include further increases in sections of current courses as enrollment demands and consideration of new course offerings which can be valuable for students as it allows them more opportunity to explore the various fields of psychology which can serve to help them in making career decisions as well as decisions about transfer programs beyond the community college. Continued participation from both full and part time faculty in development of course outcomes assessment and feedback is recommended as this collaborative effort helps to assure consistency, reliability and helps improve communication within the program. This is important to help assure that:

1. students are meeting course and program objectives regardless of what section of courses they are enrolled and
2. each instructor and course is providing the necessary curriculum to meet the requirements of transfer institutions.

Program recommendations are detailed in the conclusions/action plans section.

### Social Sciences

This Social Sciences Program Review focuses on courses in Anthropology/Human Geography, Diversity (a new area of study), Economics, Political Science and Sociology. While it is titled a Social Sciences Program Review, it actually encompasses only about 40-50% of the Social Science Department courses offered at Carroll Community College. During the preceding

5 year period there have been two organizational changes that impacted the Social Sciences Department. These academic structural and leadership changes appear to have been handled smoothly with no discernable impact on the learning process or services to students. It is noted that Human Geography courses taught at Carroll are included this program review, even though during the period studied, the Geography discipline has been a part of the Sciences Department. Geography courses, minus those co-listed as Geosciences, were moved to the Social Sciences Department in March 2010.

The Social Sciences (SS), as defined in this program review, provide a variety of options to students for fulfilling required General Education courses in the Social Sciences and for the Diversity Emerging Issue. The current courses offered appear more than adequate to meet current and future student academic needs. The College now offers a transfer program in Sociology, Anthropology and Social Work, which is a modified and expanded version of the previous transfer program in Social Work offered prior to 2005. Since the inception of the revised transfer program in the fall of 2006 there has been a gradual upward trend in the number of students declaring this major. A new transfer program in Aging Studies is currently being developed by Social Sciences Department Chair Dr. Michael Stovall. The program hopes to attract about 10 students per year in its initial stages of development and grow to meet the needs of the aging service community, as well as students planning to transfer to related programs at McDaniel, Towson, and UMBC.

As defined in this program review, the Social Sciences (SS) has three full-time faculty members and approximately 15 adjunct faculty. Areas of concern noted are: all Political Science courses are taught by adjunct faculty; and the low number of Sociology (including DVTY 115) courses currently taught by full-time faculty.

Enrollment data was reviewed for the five year period from Spring 2005 through Fall 2009 and indicated the following patterns: Anthropology – stable/2% increase; Economics – consistent growth/19% increase; Geography - some decline/19% decrease; Political Science – modest growth/10% increase; Sociology – major growth/42% increase.

Recommendations from previous program review have been addressed as follows:

1. Learning Goals and a 5 year Plan developed.
2. Outcomes data collected and analyzed.
3. Standardized final exams created.
4. General Education courses reviewed and new course created.
5. New transfer program in Sociology, Anthropology and Social Work developed.
6. New online courses developed.
7. Courses added to 3:30 timeslot.
8. Multi-disciplinary courses created.

Students are being assessed in regard to four Social Science Learning Outcomes which were developed and implemented beginning in 2008. To date outcome measures have exceeded established benchmarks in each discipline. Outcomes are being used to adjust teaching strategies to improve student learning. New Global View Outcome will be considered for future use.

SWOT analysis indicates the following Strengths, Weaknesses, Opportunities and Threats.

- **Strengths:** Effective, experienced full-time faculty; Quality adjunct faculty; Good enrollments; New Diversity course and special courses (Honors and First Year Interest Group courses); and a variety of course formats.

- **Weaknesses:** Increasing dependency on adjunct faculty; Inconsistent enrollment in Geography and evening courses; and, Fragmentation of Social Science Program Review.
- **Opportunities:** Geography discipline moved to Social Sciences; Reintroducing Geography 201 (Global Awareness) course that has not been offered in recent years; New Aging Studies Program; and New online courses.
- **Threats:** Budget concerns; Adjunct faculty turnover; Possible stagnation/decline in general college enrollment; Need for coordinator of Aging Studies Program.

Recommendations address the following areas for improvements:

- Realigning future Social Science program reviews to improve coordination within the department.
- Improving data collection to assist with future program reviews.
- Implementing the new Aging studies Program.
- Creating new online or hybrid courses.
- Developing and implementing an assessment plan from POLS 101.
- Request for new sociology instructor position.

2010

#### Business Administration

Business Administration is a well established program of study at Carroll Community College. At the time of Carroll's independence, it was one of a limited number of degree programs offered and it has maintained its position as one of the most popular degree programs since that time. Currently, there are three slightly different concentrations within the business degree, General Business, Management Information Systems, and International Business. While most students are enrolled in the General Business option, each of the two other options have sustained enrollment since their creation.

Currently, twelve courses fall under the umbrella of the Business Administration program, with several courses also part of other programs such as Accounting and Health Information Technology. Most courses are offered in traditional classroom settings (both day and evening), as well as online. The department has seen sustained growth in day and online course sections, while enrollment in evening sections has declined. This trend is of particular concern to the department. Although we have not conducted formal research into the issue, anecdotal evidence seems to suggest that some former evening students have moved into online classes, with others enrolling in the much more expensive proprietary schools that have extensive promotion. In the future, the department hopes to work with the college's marketing department to develop more effective promotional strategies to reach adult and returning students.

The number of students who have declared Business Administration peaked during 2007 and has declined slightly since that time. Similarly, the number of business degrees peaked during 2007 and has declined slightly since that time, matching the experience of the college as a whole. The department is making deliberate efforts to advise students about the value of persisting to the degree and hopes to see the number of graduates increase in the near future.

Most students within the business program plan to transfer to a four-year school, either before or after receiving a degree from Carroll. The department has worked to encourage students to persist through graduation, as this benefits both the student and the college in most cases. For students transferring to colleges within the university system other than University of Maryland, transferring with an associate's degree will result in more favorable treatment of general education requirements. For students who wish to enter the Smith School of Business at University of Maryland, a slightly different list of classes is recommended to meet the highly prescriptive requirements of this selective admission program. The department works closely with public and private colleges to maintain articulation agreements, both formal and informal, to assure students of a smooth transfer process without loss of credit. The most popular transfer destination among business majors is Towson University, followed by Stevenson University and the University of Baltimore.

Enrollment in the twelve classes within the Business Administration program has declined over the past few years. The primary factor in this decline was removal of a technology class from the college's graduation requirements. This change resulted in a significant decrease in enrollment in MIS 101 Information Technology for Business. However, the department is currently beginning a course redesign effort that we hope will drive additional enrollment. A growth area in the future is expected to be the FN 100 Personal Finance class which satisfies a general education requirement in the Emerging Issues category beginning in 2010. This course has the potential to provide additional enrollment within the department and to equip students with the knowledge and skills to make effective financial decisions across their lifetime.

One of the strengths of the Business Administration program is its faculty, both full- and part-time. The department has five full-time faculty members and a core group of high quality part-time faculty. All faculty members have master's degrees in their disciplines. The faculty within the Business Administration program have worked to maintain currency in their field, in spite of shrinking budgets for professional development. Two faculty members are completing second master's degree programs and many have presented at regional and national conferences. Faculty are highly engaged with students, both inside and outside of the classroom. The department has a very active academic community, Leaders, Investors, and Entrepreneurs, that organizes several on- and off-campus activities per semester.

The Business Administration program assesses the quality of the program through a multi-faceted effort. All faculty are evaluated by students in each section during the fall semester. While student evaluations were not conducted routinely in the past during the spring semester, an effort is underway to collect feedback from students in every section every semester (including summer and winter). For online classes, the college has adapted to assessment tool used in classroom classes and these evaluations are administered in the fall and spring semesters. Evaluation data has generally been positive and faculty work to identify and remedy areas of concern. The Business Administration program has a well-developed plan of student learning outcomes assessment. Assessment data is collected and analyzed on an annual basis and this data is used to improve the learning environment. The discussions around the outcomes assessment process have increased rigor and consistency across courses and instructors.

In addition to the activities described above, the Business Administration program also includes a national business honor society, a first-year interest group cohort program, and a number of service learning activities. Each of these have contributed to the strength and vitality of the program and sustain both faculty and students.

### Mathematics

The Mathematics Department has undergone numerous changes in the past five years in attempt to improve student success rates. These changes have impacted the structure of the department, the courses that are offered, and the assessment process.

The most significant of these changes is the merging of the Developmental and Credit Mathematics departments. This change was implemented in the Spring of 2007 when the college was restructured under two broad divisions. Developmental Mathematics, previously housed in the Academic Services Division, was merged with the Mathematics Department which has remained in the Division of Business, Mathematics and Sciences so that all Mathematics instruction could be overseen by one dean and one department chair. The transition occurred smoothly as a result of collaboration that was already happening between both departments. This change has allowed for increased collaboration between department members and improved transitions between MAT and MATH courses. This successful transition remains a priority of the department, which serves a population of students overwhelmingly requiring at least one Developmental Mathematics course.

The merging of the Developmental and Credit Mathematics departments has resulted in a department that is large and greatly diverse with a vast amount of course offerings. The implementation of Course Coordinators has evolved in order to address the needs of each individual course and provide consistency between course sections. Course Coordinators are responsible for preparing common syllabi and final exams, ordering textbooks, observing and mentoring adjunct instructors and collecting and reporting on outcomes data.

The Mathematics Department has also implemented an improved system for assessing performance through Learning Outcomes Assessment. Specific Program Goals and Intended Outcomes have been identified and are being measured annually as part of the Learning Outcomes Assessment process. As demonstrated by the annual Program Goals and Assessment Report, the Mathematics Department maintains a satisfactory level of successful achievement of student learning outcomes. These goals and outcomes will continue to be monitored and assessed as the department continues through the five year assessment process. In addition, the department has participated in the Syllabi Alignment process to identify courses that address each of the seven Core Competencies.

Though there have not been any new courses added to those offered by the Mathematics Department, some previously offered courses have undergone revisions. For example, MAT-099, Intermediate Algebra, has been modified to include additional time spent in class rather than in lab. This time is intended to provide additional time to emphasize problem solving, critical thinking, and graphing/calculator skills. Credit is no longer awarded for completion of MAT-099 and students no longer attend a formal lab section, but rather complete all MathXL assignments outside of class. Fast-track sections of MAT-097, Introductory Algebra, and MAT-



099 have also been introduced to address the needs of students wishing to complete both courses within one semester. Also, a new Engineering Program is currently being developed by members of the Mathematics Department though this program will not be considered part of the department.

Another series of courses which have been the subject of revisions is MATH-128, College Algebra, MATH-129, Trigonometry and Advanced Algebra, and MATH-130, Precalculus. These courses were identified as having low student success rates. Members of the department investigated possible causes for the lack in student success and made modifications based on their findings. These modifications include the implementation of a new textbook which is supported by MathXL, streamlining topics that overlapped, and making final decisions about appropriate course content and grading system.

Members of the Mathematics Department have demonstrated a great amount of dedication to their profession over the last five years. Department members have acquired and maintained membership in several professional organizations. They have frequently attended and presented at professional conferences and workshops in order to stay current in contemporary teaching practices. Also, these individuals have proven their commitment to the success of the college by participating in a wide variety of student-focused activities, serving on various committees, and helping with numerous college service programs. These efforts have resulted in consistently high ratings by students on the effectiveness of their instructors.

The Mathematics Department continues to coordinate its efforts with those of the Support Services departments. The department works closely with Admissions and Advising to assure that students are placed into appropriate courses. Also, members of the department have collaborated with the Disability Support Services office in order to provide necessary accommodations for students with disabilities. In addition, the Testing Center is used to accommodate placement testing and other services. The Learning Technology Staff has supported instruction by providing department members with training on new and existing classroom technology. However, the greatest partnership that the Mathematics Department has developed is that with the Academic Center. The Academic Center provides various kinds of academic tutoring, assistance with organization, study, computer, and calculator skills. The departments have partnered to offer several workshops including those for Math Anxiety. These services are instrumental in helping students to be successful in their Mathematics courses.

Several recommendations made in the previous Program Review have been addressed during the last five years. For example, the implementation of the Learning Outcomes Assessment aligns with recommendations for a five-year plan and the creation of an assessment plan which yields usable data. Also, the expansion of the Math Labs is the result of recommendations made on the previous Program Review. Math labs now implement MathXL, an online tutorial which includes open-ended exercises and tutoring assistance based on textbook examples. MAT-091, Prealgebra, students now attend a common lab section with a lab instructor while MAT-099 students have moved to an independent lab.

Several members of the Mathematics Department have identified challenges that have appeared within the last five years. Most of these challenges relate to time and staffing. Members of the

department feel that additional demands on instructors make it difficult to provide adequate attention to course preparations. Department members are concerned with the ratio of courses taught by full-time instructors vs. part-time instructors, particularly for Developmental Mathematics courses. Restrictions placed on the budget have made it difficult to adequately staff the department when additional staffing would relieve some of the burden felt by department members and allow for additional time to improve instruction.

The Mathematics Department has suggested recommendations to improve the department. These recommendations include the development and promotion of a Math Community Blackboard site to model that being used by Chemistry classes. This community would provide additional support for students in a format that is becoming increasingly popular among young adults. Members of the department would like to see additional opportunities for collaboration and sharing of resources between faculty members and community organizations. It is recommended that in light of the changes made to MAT-099, student success rates be studied to determine the effectiveness of these changes and aid in the decision making process for similar courses, particularly MAT-097. Finally, the department is in need of a new course to address the needs of fine and liberal art students. These students make up an expanding population for whom the current Mathematics course offerings are not appropriate.

### Transitional Studies

From 2005 to 2011, the program for Transitional Studies in English and Reading has experienced significant growth in terms of courses, curriculum, enrollment, partnerships, faculty, and student services. These changes reflect the department's effort to meet the "intellectual and personal development needs of the learner and {to promote} life-long learning (college mission statement).

Currently, our faculty consists of three full-time faculty members and 13 adjunct instructors. Two of the full-time positions were added over the course of five years, and because one person has retired, one position remains open. By Spring 2012, 45.45% of our courses will be taught by full-time faculty. We are fortunate to have a strong pool of adjunct faculty members many of whom have been part of our department for several years. Having a strong group of returning adjuncts has been an asset to our department. They contribute their time, expertise and enthusiasm, and share the department's mission of helping transitional students meet their academic goals.

Our program has expanded to offer six non-credit courses for transitional learners. Reading 091, Basic Reading, provides skill development in fundamental reading techniques and vocabulary knowledge. Reading 099, Reading in Content Areas, introduces the student to college level reading and incorporates critical reading into a variety of content areas. English 091, Basic Writing, focuses on sentence skills, basic paragraph writing, and introduces essay writing. English 097, Effective Paragraphs and Essays, provides instruction and practice in writing college level essays in preparation for English 101. In addition, ELL 092 and ELL 095 are equivalent English courses for speakers of other languages.

The overall increase in enrollment at the college has impacted our program. For example, in 2007, 45% of students taking the placement test placed into developmental writing courses as a

result, our section numbers increased from 10 in 2005 to 17 in 2007. Over these years, several changes which reflect changing needs of our students have been made to each of our courses (NADE). Based on low enrollments, changes were made to the ASE (Academic Skills Enhancement) courses. Continuing Education now provides access to classes by enrolling the students in the Adult Basic Education Program or an appropriate ESL program. FIGS (First Year Interest Groups) were introduced in response to research through CSSEE and others to better connect students to the campus and increase persistence rates. On the basis of Jennifer Gertz's promotion project completed in April 2010, *Assessing the Impact of Changing the Lab Format for English 096*, labs were changed to enhance the quantity and quality of instructional time. Changes to the Reading 091, Reading 099, English 091, and English 096(7) curriculum were made based on a review of outcomes data and Institutional Reports on student pass rates and retention. Finally, we introduced supplemental instruction to selected Reading 091 courses based on a review of outcomes data and Institutional Reports on student pass rates and retention. Although we need to continue to track students in future course work to get a more accurate assessment of the results of the changes, our initial impressions and data indicate our changes have had a positive impact on student learning.

In the next five years, our program will continue to evolve to meet the ongoing changes of our students, the community, and our campus. For example, we plan to design accelerated courses, we would like to make the College Success course mandatory for some if not all transitional students, and we would like to develop interventions aimed at improving students' placement test scores in order to eliminate or reduce the need for transitional courses, and we would like to provide interventions for students who fail transitional courses on their first attempts. We would like to see an increase in the pass rates of students taking transitional courses for the first time as well as students taking English 101 after completing one or more transitional English courses. Since adjunct faculty members play such an important role in our program, we will provide more opportunities for them to participate in department meetings and decisions. Finally, maintaining Transitional Reading and English as its own department will be most beneficial for our program. This will provide a greater ability to make changes quickly and to experiment with innovative ideas.

Our program has certainly faced its challenges in the past five years, but we have made great strides in many areas. Notably, we earned NADE (National Association for Developmental Education) certification this year, indicating that we are, indeed, providing innovative, valuable learning experiences that meet the intellectual and personal development needs of our learners at Carroll Community College.

2012

### CGR

This report will take in depth look at the changes that have taken place in the computer graphics program over the past five years. A variety of recommendations will be made on how to improve the program in the coming years.

Over the past five years a great deal of work has been put into improving the Computer Graphics program. Discipline Coordinator, Scott Gore, was promoted to chair of the Fine and Performing Arts department. This promotion made the addition of another full time faculty member

imperative. After an intensive nationwide search, Willie Schaefer was added as the new Discipline Coordinator.

In addition to this change, the Web Design emphasis was removed from the program and the content was added into the Multimedia Design emphasis. This change strengthened the Multimedia emphasis by adding web elements, thus giving designers the skills they need to be able to adapt to the changing world of graphic design. The number of students in the Graphic Design area was about double the number of students in the Multimedia and Web design areas. The thought was that by focusing on Multimedia we could have two strong programs rather than three weaker programs. Another reason the change was implemented was the lack of unique classes. The web major only contained three specific classes, and thus didn't warrant having an area of emphasis. .

Another change to Computer Graphics was the addition of a new lab in the K building. The lab is filled with high end Macs that will give students a head start with the machines that they will be using in their careers. The addition of this lab also allows students more time to work on their projects outside of class as they are no longer fighting to find machines to work on.

Due to the improvements that have been made, the Computer Graphics program has been very successful over the past five years. Students have scored well on our first four learning outcomes assessments and all signs point to year five data being positive as well. In addition to this, the department has been able to make the purchases necessary to keep our program at the cutting edge of software and hardware.

With these positives, there are still areas needing improvement. Marketing toward high schools, outside of individual visits, needs to be increased. In addition to this, more effort needs to be put into marketing toward non-traditional students. Also, the department needs to continue looking forward to the future and the changes that will be taking place in the world of graphic design.

Over the next five years three recommendations would be essential to the CGR program. They include looking at tying business elements into CGR courses, which could include the addition of new majors to the program. Purchases also need to be made to stay on top of the ever changing needs of design students. Increased promotion to both high schools and non-traditional students should also be a priority for the department over the next five years.

### Early Childhood

During the last five years, from 2006-2010, the Early Childhood Education (ECE) program has experienced significant increases, not only in student enrollment, but also in course offerings, career pathways, and community engagement. Taken together, these enhancements document the Education Department's responsiveness to the needs of its students, its potential transfer partners, and the workplace, with a particular eye to critical need areas in schools.

Perhaps the most notable aspect of the ECE program is its growth in enrollment. Student matriculation in the ECE program increased significantly from fall 2006-2010. Students enrolled in the AAS/ECE increased approximately 20% per year, with an overall increase of

100% from 2006-2010. Furthermore, student enrollment in the AAT/ECE degree increased approximately 58% per semester with the most impressive increase of 72% from 2008-2009. It may be inferred that this dramatic increase was due to the implementation of the Child Care Career and Professional Development Fund (CCCPDF) during this period. Overall enrollment in the ECE program increased from 97 to 139 students (43%) in this five-year span.

The ECE program's aggressive pursuit of the CCCPDF grants has been a significant factor in the growth of the program. Recognizing that our students often need financial assistance in order to pursue their chosen career paths, the Coordinator has been instrumental in writing and obtaining these grants since 2008. The success of her efforts is shown not only in the increased numbers of ECE students, but also by the fact that CCC has the largest number of CCCPDF 2011 graduates for two and four-year schools participating in the grants.

Since the 2006 Program Review, the ECE department has implemented various changes in response to its demonstrated growth. One new course, ECE 270, has been developed, increasing the quality of the hands-on field experience. Additionally, alternate course formats have been provided in order to accommodate the changing needs of our student population. Courses are offered in traditional face-to-face day and evening classes as well as online and hybrid formats. In addition, Friday fast-track courses are offered for child care professionals. In spring 2011, a flexible online/hybrid degree program was developed for the AAS/ECE students. Also, the Associate of Arts in Teaching was developed in response to a state-wide initiative to respond to a shortage in teacher candidates.

Additionally, the *Teacher Education Achievement & Matriculation (TEAM for Success)* curricular approach has provided valuable enhancements to the ECE program. Through this program, students are assisted by the ECE's collaboration with Student Affairs to provide appropriate advising and program exploration activities. Advising workshops given by Education advisors are provided, as well as affiliations with the Education Academic Community and the Early Childhood Education Club. ECE field placements and three program paths that provide students with a broad perspective of early childhood education are integral parts of the *TEAM* approach. Educating students and faculty about the importance of the Praxis I exam so as to increase our students' awareness of and success on this critical exam for pre-service teachers continues to be a focus of Education advising and a paramount goal of the Teacher Education faculty. In 2011, advising was embedded in the introductory through 200-level courses. This occurred as a result of data collection from fall 2010 showing that 90% of students surveyed found the workshop a valuable tool for their education pathway at Carroll and wanted it continued each semester. Also, for ECE majors, 78% to 83% of students in the Fall 2011 advising workshops migrated to Spring 2012 courses, further validating the need for continuation of these workshops to encourage persistence.

Previous partnerships with CCPS and with NAEYC have been strengthened during this program period. The ECE Club, an affiliate of NAEYC, has spearheaded numerous community service projects, has presented at the NAEYC national conference, and has been recognized for its leadership both on campus and in the community.

The Lab School has been improved, guidelines have been written and implemented, and its use has been enhanced. A challenge in this regard is that there is no consistent link between the Education Department and the Lab School. The hiring of a part-time Lab School Coordinator would provide this support.

Perhaps the ECE program's most notable challenge is that 60% of ECE courses are staffed by adjunct instructors. With the growth of the department, this percentage has increased over the past five years. Although the department has excellent and experienced adjuncts who are highly invested in early childhood education, having faculty who are only on campus for one to three courses impacts the ability of the Education Department to collaborate effectively for the maximum benefit of its students. Based on the data presented in this program review, the Education Department suggests that there is ample support for the addition of another full-time faculty member. This would provide the consistency and dedication needed to increase the persistence and degree completion of more ECE students as well as ensure the continued excellence of the entire Education department. ECE is a quality program with potential for continued growth that could be compromised if grant support is lost and there is not another fulltime faculty member to mentor students to degree completion.

### English

- The English Department is composed of highly qualified faculty, both full-time and adjunct. The English Department enjoys a low turnover rate among its adjunct faculty.
- The Department met five out of the six goals defined in its 2005 Program Review.
- The English Department has three distinct components: Composition Studies, The Expression Workshop, and Literature Studies.
- The lion's share of outcomes assessment has occurred in Composition Studies and the Expression Workshop. Literature courses, however, assess student learning and share outcomes with the Humanities Department.
- English 101 students are significantly younger than the average Carroll student.
- The Summer 2011 Portfolio Evaluation revealed that significant growth in student writing occurs from the beginning of English 101 through the end of English 102, most obviously in the following three ways:
  - developing essays that make use of the parts of an argument
  - using primary and secondary sources to support written arguments, and
  - reflecting on one's own writing ability and literacy habits.
- The English Department's finding about information literacy skills (using primary and secondary sources to support written arguments) contradicts the finding of the General Education subcommittee's assessment of information literacy skills in general education courses.
- Students enjoy high rates of success in literature, creative writing, and business writing courses.
- The University of Maryland recently began accepting English 102 as the transferable composition course, which could negatively affect Carroll students who are in programs that do not require English 102, such as Nursing and Engineering, but who wish to transfer to other schools for a bachelor's degree.

- Despite the change in how The University of Maryland accepts ENGL 101 and 102, the English Department's courses transfer successfully. The structure of the composition (2 course sequence) is nearly identical to the composition programs at Stevenson University, Salisbury University, Hood College, University of Maryland Eastern Shore, and Washington College.
- At institutions that do not require a second composition course, English 102 typically transfers as a General Education Humanities course.
- The department needs a baseline curriculum packet for new adjunct faculty, a project the department chair would like to complete over the summer, and for which she will apply for a SSISL grant.

### Library

The following program review provides evidence that the Library and Media Center fulfills a significant teaching and learning function at Carroll Community College. Student and employee satisfaction surveys of Library and Media services and staff are consistently high. The Library exists as a social and learning space on campus that is looked to by students and faculty as an essential physical and intellectual resource. The Library also exists as a virtual research and learning gateway to a wealth of digital resources including online databases, tutorials, research guides, and finding aids. The challenges of responding to the rapid changes in technology and information seeking behaviors on the part of students and faculty are inherent to future Library and Media Center planning.

The mission of the Library and Media Center remains focused on information literacy. While the Library provides a wealth of research related resources and services, our central role will continue to be associated with the College's General Education Learning Goal #4 – Information and Technology Literacy. The librarians have consistently worked with faculty through a robust Library instruction program as well as college wide assessment initiatives dealing with information literacy to meet this objective. Librarians provide on the average of 185 library instruction sessions per year. Student and faculty evaluations of these sessions are very high (e.g. student ratings overall – range from 92% - 97% above average or excellent; faculty ratings 90% satisfied or very satisfied). The Librarians regularly revise library instruction to refresh the design and meet the needs of students and faculty.

The Library participates in assessment work regarding information literacy in order to identify strategies for improvement of student success with regard to this learning goal. Most significantly, the librarians worked with the General Education assessment committee as members of the information literacy rubric and scoring teams. Results of this study indicated that students struggle with various aspects of information literacy. Strategies for the Library's role in addressing areas for improvement have been identified including working with departments on defining information literacy expectations and assignment design.

The Library has built an extensive print, media, and digital collection. Collection size, breadth, and usage are all regularly monitored through data collection practices. While print collection use has remained steady (approximately 11,000 circulations per year), use of the online resources has seen an increase. To respond to user needs and the growth in distance learning, the Library continues to license additional online resources including periodical databases and ebooks. To

accommodate this trend, funds have been shifted from print resources to electronic. Through consortial agreements, the Library has expanded the ebook collection to approximately 70,000 titles (well over half of the collection). Use of the ebooks has correspondingly grown as students and faculty adjust to the ebook format. The librarians have also developed a series of research guides based on the popular LibGuides platform to support research across the curriculum. Most recently, the Library has begun to lend ereaders (Amazon Kindles) to students, faculty, and staff. Regular analysis of the print collection comparing usage patterns with expenditures provides data for Librarians to use to address gaps in the collection. In addition, usage data is gathered for the online databases and digital products to make determinations about the continuance of licenses.

The Library website provides links to a wealth of resources including the online catalog, periodical databases, documentation aids, online reference tools, and online forms. While certainly a useful tool with heavy usage (322,574 hits and 77,981 unique visitors in 2010), the website is in need of revision to address ease of use and complexity concerns. The Library staff will work with the Marketing department and IT as the College website redesign project develops over the next two years.

Use of Media resources and services has also seen an increase. The film collection has migrated to the DVD format over the past 5 years. The Library and College will again experience another shift as we move from DVD to streaming media formats. This shift will challenge both faculty and library/media staff as we work to integrate streamed films into the curriculum and the Learning Management System (LMS). Media services staff supports the growing video needs on campus. An annual video project list identifies the major video projects to be undertaken in a given year including promotional pieces, lecture capture, college events, and instructional applications.

Staffing levels including professional, classified, hourly, and student assistants are sufficient to meet the Library and Media services needs of the College. Satisfaction with staff service and functions is consistently and gratifyingly high. Librarians participate in many faculty programs, meetings, development sessions, and training. Evaluations based on annual objectives allow for a regular examination of workloads, projects, and concerns.

There is much evidence that the Library is a heavily used campus resource and facility. Head counts of student use of the physical facility are high (average of 94,731 per year over the last three years). The Library website which serves as a central gateway to all digital Library resources and many Library services is also heavily used (the Library received 322,574 hits and 77,981 unique visitors in 2010). A multipart information literacy tutorial has been developed and revised. Usage data for the online research tools reflect steady increases in use (93,748 sessions recorded in FY2011, see pages 17, 21). Two areas that are flat in usage statistics are reference assistance and circulation of print materials. The growth in ebooks may influence the circulation of print materials usage date. It is worth noting that responses to the recent (2010) student Library survey indicate some need for additional computers even in light of the use of personal laptops and the addition of the K Classroom building labs.

Budgetary support for the Library is sufficient to support current operations. Inflationary cost increases in Library materials, subscriptions, and licenses have been absorbed by the existing budget (with the exception of a small increase in 2010). Through consortium arrangements with



the Maryland Digital Library, Carroll Library Partnership, and Maryland Community College Library Consortium cost savings have been accrued for ebook purchases, the shared Integrated Library System (ILS), and online database license subscription fees. The shifting of funds from print resources (book and periodicals) to electronic resources will continue as Library users demand more online information.

The Library and Media Center participate in the ongoing planning process within the context of the Academic Affairs and overall College plan. The Library annual plan aligns with the larger Academic Plan which in turn references the President's Strategic Initiatives and the College's Five Year Compass. Each of the librarians, in turn links their individual objectives to the Library's annual plan.

The Library faces the ongoing challenge of addressing the technology needs of students and faculty and at the same time responding to the rapid changes in library and information science. The positive working relationships with the College's IT and Learning Technology (LT) offices support the ongoing technical operations of the Library. Some streamlining of this support structure is worth exploring to reduce confusion. As mentioned throughout the review, the Library staff must stay current with skills as well as resources to address the research needs of the College. This includes future changes in mobile technologies, digital resources (e.g. ebooks), streaming media, and search platforms.

The professional librarians must continue to work with faculty to support the curriculum. The current structure whereby departmental liaisons (librarians) regularly communicate with instructors in such areas as collection development, information literacy, library instruction, media, and research assignments is generally working well. Faculty ratings of the liaison structure, Library services, and resources are high; however, these relationships must be continuously cultivated in order to remain productive.

In sum, the Library supports the mission of the College through its commitment to information literacy and as a resource for lifelong learning. The Library faces significant challenges in terms of technology and curriculum support. It is paramount that the Librarians maintain active relationships with the faculty in order to play a relevant role in student success and the development of student's information literacy skills. In addition, the Library and Media staff must be given the opportunity to experiment with innovative strategies to support students and faculty as the tools and resources available grow and change. Assessment of the Library and Media Center's various functions must be ongoing to allow for identification of areas for improvement.

2013

### Sciences

The Science Department at Carroll Community College is a dynamic multidisciplinary program that provides students with current scientific knowledge and skills for employment and further education, through varied modern instructional techniques, in a challenging, yet convenient and affordable course of baccalaureate-level study. The department offers coursework in Biology, Chemistry, Environmental Science, Forensic Science, the Geosciences, Physical Science, and Physics, in both traditional and online formats, supporting the college's numerous degree and certificate programs.

As in past years, the major strength of the Science Department continues to be its faculty. Composed of nine full-time, highly effective, veteran teachers with significant experience and expertise in their respective fields, the faculty continually strives to increase student learning and success through regular assessment and enhancement of their teaching practices and departmental procedures.

Enrollments in the Science Department have risen by 57% in the last five years, creating both challenges and opportunities. To accommodate this growth, numerous curricular changes have been implemented, ranging from the addition of course sections, to the creation of new courses and the development of new online offerings. New laboratory facilities were opened in the K building as a function of these increases, as well. While this growth is openly welcomed, it has, unfortunately, placed the Science Department in the situation of being understaffed, with its faculty and classroom, laboratory, and office space fragmented across four campus buildings. As a result, the faculty has formulated several key recommendations to bring these, and other, resource needs in line with the current size and potential future growth of the science program, including a new full-time faculty position and increased administrative release time.

Of great concern to the faculty is the maintenance of high quality teaching and the continued improvement in student achievement. To this end, considerable effort has been put into the development of a well-structured student learning outcomes-based assessment program. Overall, an analysis of student learning outcomes as measured by program goal assessments, course grade success, and withdrawal rates, indicates that the Science Department is quite effective in providing a challenging, achievable, high quality, college-level course of instruction in all of its disciplines. Further, the department's efforts at self-assessment have established a baseline for continued development and improvement of its course offerings and instruction, and have identified specific, pointed areas for instructional and departmental growth and enhancement.

### Visual Arts

The Visual (Fine) Art Department has not grown in numbers significantly since the last Program Review although its character has begun to change in response to student needs and goals as well as to the rapidly changing face of "The Arts" universally. The time-tested methods of teaching Visual Art Studio are changing at Carroll in order to better support the Computer Graphics students who comprise a significant number of the program's FTEs and to offer a program that is fresh, current and articulate for this particular institution without jeopardizing the integrity of the "Fine" in Visual art for those students who choose traditional media and studio majors.

Education of the whole person and placement of student performance within broader art and social contexts is part of the program's success, as is consistent exposure to actual artworks, artists and cultural events. Through the inclusion and development of art historical foundations and study of diverse perspectives in art, our students are pressed into a more contextual learning environment and way of thinking.

The Computer Graphics Program, separate from the Visual Arts Program, will be referenced often in this report because of the overlap in our course requirements and the continuing discussion in all arts programs everywhere about viability and integrity of each area in light of the melding that is taking place on a daily basis both philosophically and strategically in

academia and in the field at large. This conversation is no longer about the authenticity of art made using the computer as a tool, but simply how best to formulate and integrate those tools and skills with traditional (and necessary) art media expertise. In four year arts- based programs, these questions have already been answered with complete programs in both areas beginning with art and design tracks wherein students take core courses in both areas so as to exchange and integrate the inherent values and skills of each field, so necessary to success in both. For Carroll, the success of the technological infusion on the Visual (Fine) Arts has yet to be determined as the full impact will not be truly obvious for another five years perhaps. The needs, logistics and nuances are still in the early stages of development and assessment.

The Program has a strong advocate in its Coordinator and its adjunct instructors, many of whom have been in place for five or more years. Their commitment to teaching and learning is supported by their outcomes. The program could benefit, however from addressing internal and external challenges and opportunities such as population growth in the surrounding counties and increasing enrollments by stepping up advertising and PR that highlights the Arts at Carroll as a *brand*. Designating money for visiting artists and guest lecturers in the field as well as inviting art institutions to Transfer Fairs and creating an Art area information center are also ways of keeping students interested and informed about the program.

The need to examine the way in which the Art program is staffed will be crucial to the future growth and academic integrity of the program and, by extension, the institution at large. The Fine and Performing Arts, by their nature, are performance oriented and very public areas of the college. The practice of employing only one full time faculty member to handle everything relevant to the Visual Arts area is problematic and not always as productive as it could be. The mandate to teach, innovate, administrate, develop and produce events, attend and commit to committee work and curate as well, is beyond challenging and is often frustrating for the program coordinator as it often stretches physical, logistical and mental resources to their tipping point. Additionally, the dependence on one particular individual to create and maintain a program singlehandedly risks the possibility of a myopic vision. The knowledge gained from field specific, academic exchange and discussion within the institution is limited by the constraints of time and the absence of an “Other” with whom to share both ideas and responsibility. Discussion and recommendation to examine this practice should be taken up by the administration in the near future.

Exploring the wisdom of these questions and changes, altering the classic notion of “What a studio artist should know and produce”, balanced with the ever pressing demands and nature of art technology is part of the purpose of this document. Additionally, recommendations for growth potential and highlights of Program successes will be addressed. Summarily, a cohesive and honest overview of the Department’s strengths and weaknesses will hopefully serve as a guide for evaluating its core needs and the future viability of the program.

2014

### Education

The Education Program Review highlights the many accomplishments of the Education Department over the past five years and supports our ability to do an outstanding job with increasingly limited resources and personnel. Additionally, it illuminates challenges that the

Education Department will face as well as areas in which we would like to continue to improve and grow. A common theme underpinning the efforts of the Education Department faculty and staff is to provide substantial and consistent support for our students in all areas of their path to becoming professional educators.

To that end, the Education Department has used the innovative *Living Classroom* model both as a guide for our efforts on behalf of students and as a basis for improvement of programs, curricula, and practices. It has received recognition as an outstanding model that integrates high impact educational practices while also embedding vital career, academic, and transfer planning learning outcomes in the Education and Early Childhood Education curriculum. Through on-time, intentional advising, field experiences, co-curricular service learning, and links to professional organizations, students connect in many ways to their coursework, to real classrooms, and to the Education program in general. The *Living Classroom* model has served well to increase persistence and retention among Education students, giving the Education Department one of the highest course matriculation and graduation rates in the College.

Additionally, there have been changes that have affected the Education program in positive ways. By engaging in intentional advising, students complete a “Pathway to Teaching” plan to guide the completion of their career and transfer goals. Additionally, Praxis I (and future Praxis Core) support has been greatly improved and much better organized and personalized to provide the assistance students need to complete this requirement of their degree programs. Also, the key component of the Education program, the Field Experience, has undergone several improvements in the past five years. Faculty members and the Administrative Associate have continued to work with CCPS to further streamline the placement process, especially in Special Education. We have also made several changes to the Cooperating Teacher Evaluation over the years to make it more user-friendly for the mentor teachers, more relevant for our students, and more meaningful for course content. Finally, the Student Education Association was formed to provide an additional sense of community and access to professional development for our students.

Another area of note supported by this review is the willingness of both full-time faculty and adjuncts to take on out-of-class responsibilities without compensation as a result of the loss of a full-time faculty position. A number of adjuncts have engaged in such activities as additional certifications, professional development and conference attendance, student mentorship through activities and clubs, and numerous college service opportunities. All full-time faculty members teach across disciplines and departments, participate on numerous committees, mentor many students, engage in college service and attend many meetings on the county and state levels. The field experience supervisor, Bertie Pond, manages to observe and mentor an overload of students each semester. The Praxis advisor/tutor, Marcia Nusbaum, goes above and beyond to support our students, capturing them early in their pathway, planning with them, guiding them to resources, and providing one-on-one assistance. Perhaps the greatest testament to the impact of all this engagement and support is the incredible success of our students as documented in this review. Indeed, the Education Department has been able to demonstrate a consistent record of continuous improvement and success regardless of obstacles in our path.

Despite our many successes over the past five years, the Education Department realizes that a number of challenges lie ahead. As enrollment is flagging throughout the College, faculty

members must seek ways to increase our population in Education courses and programs. We hope that Planning and Marketing will give us substantial support in this endeavor. Further, the addition of new technology will be challenging in terms of demands on faculty and administrative support. Another area that will require much attention is the implementation of the Maryland College and Career Readiness Standards throughout the curriculum. Transitioning to the Praxis Core exam will also consume time and effort and demand re-education of our students in terms of this new test. Revisions are expected, too, to the MSDE approved reading courses. Finally, challenges to the transfer process must be negotiated and resolved to the advantage of our students.

In this review, faculty highlight program needs that, we feel, will assist us in meeting the greatest challenges we face in future years. Refinement of the data management system so that it provides information in a timely manner will help us more efficiently assess many aspects of our program. Hiring of another full-time Education faculty member will lend greater consistency to our program by providing more support to our students and helping to increase persistency. Adding a dedicated professional marketer in Planning and Marketing will help to better publicize our program in Carroll County in order to boost enrollment. Finally, developing a five-year strategic plan subsequent to this review will most certainly provide direction for the Education department as we move forward.

In the following Education Program Review, the Education Department presents data and anecdotal evidence that supports both our successes and our challenges to come.

### Humanities

The Humanities Department at Carroll Community College has come into its own, literally, in the past several years. Always an area with great intellectual energy and staffed by caring faculty who put teaching first, becoming an independent department in the College's 2007 reorganization has truly allowed us to flourish and have an even greater impact on the growth and success of our students. This Program Review looks back on the years since our independence, describing who we are, laying out our achievements, noting where we wished we had accomplished more, and then, most importantly, it looks ahead to what we want to make happen in the next five years. Ideally, the near future will be a period of successful advances for both ourselves and our students.

As total enrollment grew at Carroll, the number of students taking our History, Philosophy, and Foreign Languages courses increased at an even higher rate, peaking in 2010, except for Foreign Languages, which peaked in 2012. And even since the College's enrollment figures began to decline, the number of students taking our courses remains quite strong. History still ranks third behind English and Math in total student enrollment; Philosophy saw some of the highest increases of all; and we expanded our online footprint, now offering several of our History and Philosophy courses in that format. Foreign languages grew in both numbers and in breadth, as we expanded our offerings to include Chinese, German, and Italian. All disciplines expanded their number of advanced courses, allowing students with a passion for what we teach to pursue more specialized and in depth studies at Carroll.

Of course, no academic department can be a strong one without having excellent faculty, and the Humanities consists of five full-time professors and anywhere from twelve to fifteen

adjuncts, all of whom have great experience and expertise in their disciplines and understand that the number one responsibility at all times is that of being a master teacher. Striving to increase student learning and success by being the best we can both inside and outside of the classroom is essential. There are so many distractions in the lives of students, and that means we need to make our courses as engaging and stimulating as possible, ensuring that once they enter our classes, we show that we care, capture their imaginations, build their confidence in their abilities, and help them figure out and become the person they want to be. SIR II student evaluations, in-course surveys, and focus groups have all indicated that we are generally succeeding in this effort.

Still, one often hears criticism of the Humanities as somehow being a less desirable area of study than others. How should we address concerns of this kind? We don't have a professional career based program, so what really do our students learn that's important for them and for all of us?

First, our courses encourage students to read more critically and insightfully, recognize and ask more perceptive, penetrating and authentic questions, more sensitively imagine and join in the lives and values of others, expand and oftentimes radically transform their own sense of perspective and personal context, engage in intellectually honest, creative and reasoned analysis, write lucidly and in a manner that is persuasive, and speak in a voice that is marked by independence, accuracy and precision. Such skills are critical to any college's mission as they lay the ground for success in every other discipline (whether academic or vocational) and provide the necessary foundation for responsible participation in adult civic life. And, although our department is not alone within college in cultivating them, we believe that we are uniquely well equipped to do so. The unusually broad frames of reference offered by historical, philosophical, and linguistic studies give students a larger landscape within which to deploy their powers of thinking, imagining, understanding, and creative reimagining. By placing themselves in this wider context, things that once were familiar are made unfamiliar, curiosity is piqued, the imagination is roused, and the forces of understanding are marshaled. Transformed into a habit, this pattern of thinking enables students not only to better understand the world in which they currently live, but it also empowers them to imagine and determine their own futures in ways that are more authentic and self-consciously undertaken.

Second, since our last review, we have taken steps to put in place a more structured way of measuring our students' success. We developed learning goals for our disciplines and now assess them regularly according to five-year-plans. The goals for History and Philosophy are the same, however, the ones used by Foreign Languages, given the different skills being cultivated in those classes, are different. But in each case, the aim is to ensure we maintain the high quality teaching that advances student achievement. We established benchmarks for those goals, and we have met or exceeded them in eighty-three percent of the courses surveyed thus far. This provides a solid foundation of data to help us continually improve our teaching and student learning.

Third, the Humanities Department is particularly well-positioned for playing a significant role in the College's reinvigorated efforts at encouraging student persistence and retention. The nature of our disciplines necessitates an intimate style that builds solid relationships between

students and teacher. That, coupled with our easy accessibility both in-person and via technology helps show students that we genuinely care about their achieving success in their education. We also have access to a rather large subset of the student population. Our generally high enrollments have always shown that there is a strong interest in our disciplines per se, but students in other programs or areas are regularly encouraged by an advisor or by a program director or chair to take one or more of our courses. And now, paired with English in the Humanities and Communication exploration pathway, we have a more organized effort in support of something we have always been trying to improve upon.

Moving forward, this work on improving our student persistence and retention, coupled with the development of transfer patterns for each our disciplines will be top priorities for the Humanities Department. However, we believe that the successes we desire in all three of those areas will be more likely to come to fruition if we can develop an actual AA degree for Humanities students.

This was the one unachieved goal from our last program review and is now considered of even greater importance. Many of our best students take multiple courses with us, but then at graduation, they receive a degree in General Studies which simply does not say enough to do justice to the work they've accomplished. We hope to develop a degree that would mention their particular discipline specialty, and we look forward to working with advising and others at the College to help make this dream a reality.

We also need to devote energy in the future towards better enrollment management and scheduling. This is especially needed since the number of students coming to Carroll is expected to continue to fall over the next five years. Enrollment in evening sections has particularly declined in recent semesters, with a major cause of that likely being our increased number of online offerings. In this era of scarce resources, where our ability to be all things to all people is naturally curtailed, such trends will have to be carefully monitored and addressed.

2015

Office Technology

The program coordinator is still working on the Executive Summary, but the following represents challenges and opportunities.

III. PROGRAM PLANNING/EVALUATION/IMPROVEMENT

a. Program Strengths – list what you perceive to be the “top three” strengths of your program.

- 1. Curriculum focuses on the “most current” skills needed for the office environment.
- 2. Flexible learning opportunities for students.
- 3. Objectives prepare students for certification exams.

b. Program Challenges – List the challenges that will be faced by your program over the next five years. Indicate the strategies which you plan to employ to address as appropriate.

Challenges	Specific Strategies (measurable)
1. Confusion of new students about how the program works.	Create videos with each staff member introducing themselves and their function. Videos could be required and included questions students could ask or answer.
2. Lack of stability among the temporary hourly staff.	Increase the part-time benefitted position’s hours to full-time and decrease the hours for the part-time position.
3. Certification testing when large groups of participants are scheduled over a period of several days or during short semesters.	Schedule the participants during “non-peak” semester weeks breaking the groups into manageable numbers and staggering appointments. Providing additional hours during these instances for the instructional technicians to be able to complete their normal job functions; as well as, administer exams.
4. Evolution of technology.	Create and update digital literate courses to meet current employer and student needs.
5. Decline of enrollment college wide.	Offer some Office Technology courses in other formats to attract students who need the face-to-face interaction.

c. Program Improvements – summarize what was done to strengthen the program this year.

In the past year, Blackboard was redesigned in Office Technology. Providing instructions in a folder, but also linking in other folders to decrease the percentage of students who didn’t see something in the one folder. Implementing additional Blackboard grading rubrics to provide more student feedback and understanding of how they are graded before completing the assignment. Mix videos were created and assigned to explain Preview Week, provide Blackboard tour, how to download MyITLab plug-in, and download files from publisher websites. Continual revision of instructions based on technology upgrades and changing websites.

c. Summarize what needs to be done in the next academic year to improve the program.

After review of the number of students earning Letter of Recognitions and the decrease in enrollment for the transcription courses it is suggested these courses be removed from the Office Technology program. Continuing Education offers a Medical Transcription program through an outside vendor. Additionally, the Department of Labor projects a job percent 8% growth which is significantly lower than the 23% projected for all other Healthcare Occupations. Similarly, with the increase in digital medical records, a majority of the information that used to be recorded by the doctor is being entered immediately into the patient’s record, reducing the need for transcriptionists. The courses affected would be OFFC-220



Medical Transcription, OFFC-230 Legal Transcription, and OFFC-240 Medical Transcription. In 2014 and 2015 only one student each year complete these courses that are offered three times a year, and no students have enrolled in OFFC-230 since 2012.

The Office Technology program should focus on increasing the enrollment in courses teaching employable skills like Microsoft Excel and Word. A recent study has shown that nearly 80% of employers require applicants to have an understanding of spreadsheet and word-processing software.

[http://www.huffingtonpost.com/2015/03/06/you-cant-escape-the-hegemony-of-the-spreadsheet\\_n\\_6816570.html](http://www.huffingtonpost.com/2015/03/06/you-cant-escape-the-hegemony-of-the-spreadsheet_n_6816570.html)

“Digitally intensive middle-skill jobs have grown more than twice as fast as other middle-skill jobs in the past decade.”

<http://www.thestreet.com/story/13068803/1/new-report-from-capital-one-and-burning-glass-technologies-sheds-light-on-the-nations-digital-skills-gap-graphic-business-wire.html>

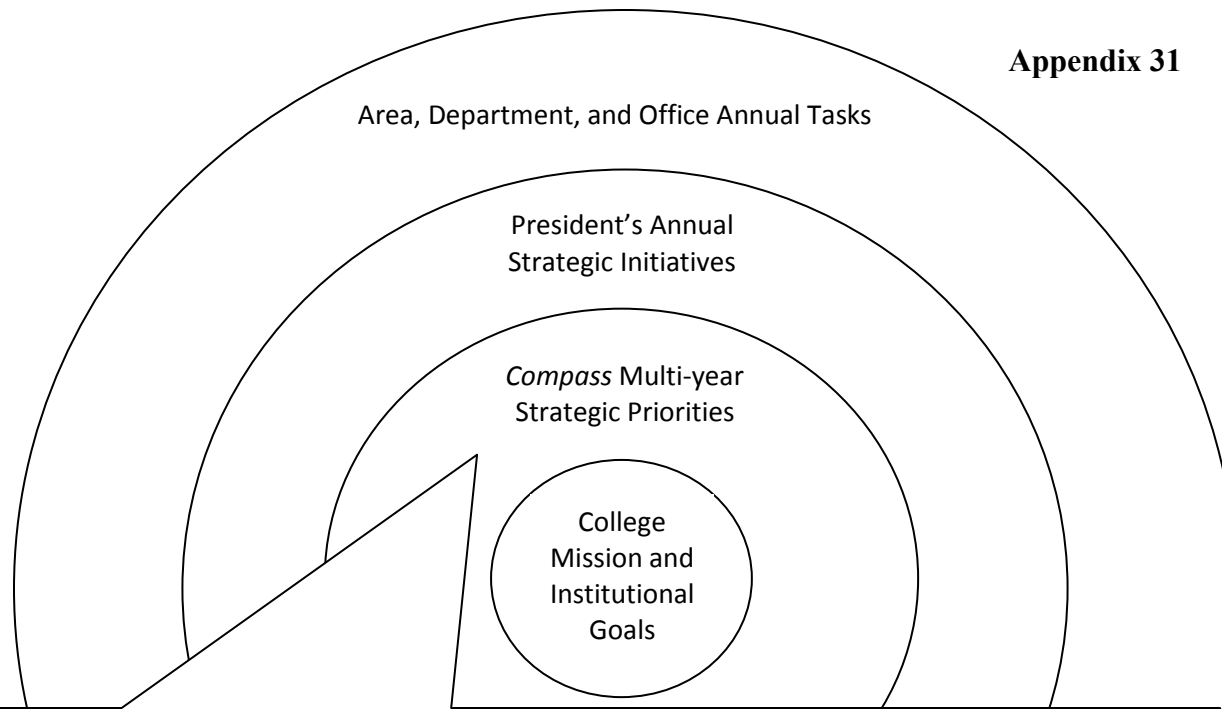
With the recent information provided to CCC regarding employers within the county specifying they would accept certifications in lieu of degrees, Office Technology can capitalize on marketing Certiport Exams. This is a potential revenue source for proctoring fees and preparing students through registration for Office Technology courses where the curriculum is currently mapped to the objectives for the Certiport Exams. Courses that specifically map are QuickBooks (OFFC-275), Microsoft Word (OFFC-115/205) and Excel (OFFC-135/235) Core and Expert exams, Access (OFFC-170), PowerPoint (OFFC-160), and Outlook (OFFC-111) courses. CIS101 is not an Office Technology course but prepares students for the IC3 exams. We could offer students some incentive to taking the exams after the course. Example: College would pay half of the exam cost. In addition, create Letter of Recognition directly related to the Certiport certification exams. For Example: Here’s how the three MOS 2013 certification levels work:

MOS 2013: Pass one of the eight core MOS 2013 exams. (CCC Specialist LOR: OFFC-105/135/155/170/111 (13 credits)

MOS 2013 Expert: Pass the two-part Word Expert or Excel Expert exam. (CCC Expert LOR: OFFC-105/205/135/235/155/170/111)(19 credits)

MOS 2013 Master: Pass four MOS 2013 exams in one of the tracks described below. (CCC Master LOR:

Office Technology does not currently offer courses for OneNote and SharePoint. SharePoint would be difficult to implement in Office Technology since it does not just focus on how to use the software but implementing it through a network. OneNote would be a viable addition to the Office Technology curriculum.



**Student Achievement**

Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility.

**Instructional Programs**

Develop and implement new academic and continuing education programs to meet the postsecondary education and workforce development needs of Carroll County.

**Technology**

Make optimal use of technology to promote student learning and increase the efficiency and effectiveness of college operations.

**Assessment/Improvement**

Continuously assess the effectiveness of the college's programs and services, use the findings to improve, and share the results as appropriate to provide accountability to stakeholders.

**Facilities Enhancement**

Identify facilities enhancements as appropriate to support student access and success.

**Foundation and Institutional Advancement**

Explore new funding sources to support new programs, workforce development, and technology initiatives.

**STRATEGIC PLAN  
FY2012**

**FY2012 STRATEGIC INITIATIVES  
TO ADVANCE COMPASS PRIORITIES**

**AREA TASKS AND INTENDED OUTCOMES**

**ADOPTED BY THE  
PLANNING ADVISORY COUNCIL  
SEPTEMBER 19, 2011**

Carroll Community College

# STRATEGIC PLAN FOR FY2012

Adopted by the Planning Advisory Council September 19, 2011

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
<p><b>COMPASS PRIORITY I: STUDENT ACHIEVEMENT</b>  <i>Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility.</i></p>					
<p><b>I-1— Assess the 2010 retention intervention system to further enhance student achievement and completion with the goal of increasing the number of Carroll graduates by 25 percent by 2020.</b>            College Goals: Student Learning and Achievement (III)            Initiative Coordinator: Michael Kiphart</p>					
I-1-ASA-a	Using the data reporting structures associated with the Retention Alert system, when fully available, create a persistence tracking system to monitor the results of Retention Alert interventions.	Develop baseline data from the Retention Alert system and establish appropriate benchmarks.	M. Kiphart	June 2012	
I-1-ADM-a	Provide database support to assist with the assessment of the current retention intervention system. Review and develop technology plans to address any requested enhancements	Success will be measured by developing and implementing requested enhancements to Retention Alert module.	P. Davis	June 2012	
<p><b>I-2— The Student Persistence and Achievement Committee will develop action plans and benchmarks by December 2011 to augment student achievement and completion.</b>            College Goal: Student Learning and Achievement (III)            Initiative Coordinator: Michael Kiphart</p>					

I-2-ASA-a	Implement the Student Persistence and Achievement Committee's recommendations for action and benchmarks as cited in the Academic plan under Objective III-C.	Increase student retention benchmark rate by 10%; increase graduation benchmark rate by 20%.	Deans	June2012	
I-2-ADM-a	Work with the Student Persistence and Achievement Committee to provide database support to maximize access to data utilizing the Operational Data Store and Business Objects for reporting and analytical purposes.	Accurate, timely, and easily acquired data made available; data extracts and reports provided to requesting committee(s) or individuals.	P. Davis	June 2012	
<b>I-3— Develop a unified systems approach to instructional development, advising, and marketing for credit and noncredit career and professional development programs.</b>					
College Goal: Student Learning and Achievement (III), Career Development (V)					
Initiative Coordinators: J. Ball, K. Merkle					
I-3-ASA-a	Identify and develop at least two credit programs to be included in the unified systems approach in conjunction with CET offerings.	Credit programs selected and publicized for Fall 2012.	J. Ball Deans	June 2012	
I-3-CET-a	Identify and develop two CET career training programs to be included and fully developed within the unified systems approach.	Training programs selected and credit/CET options identified and publicized for fall 2012.	K. Merkle R. Ward K. Menasche	June 2012	
1-3-ASA-b	Collaborate with the CET area to develop integrated advising and information processes to assist students exploring education and training options	Meet with student CET staff to develop processes	Ball Kiphart Edwards Corcoran	June 2012	
I-3-CET-b	Collaborate with the academic/student affairs area to develop integrated advising and information processes to assist students exploring education and training options	Meet with student affairs staff to develop processes	R. Ward S. Long K. Menasche	June 2012	
I-3-CET-c	Collaborate with PMA and the Academic areas on a marketing plan for selected career areas.	Marketing materials prepared for Fall 2012 program offerings	K. Merkle R. Ward K. Menasche C. Campitelli	June 2012	

I-3-CET-d	Work with Student Affairs to promote entry level workforce training programs and adult education to individuals whose test scores do not qualify them for entrance into academic programs.	Send CET certificate information to individuals who did not enroll in academic coursework	K. Merkle R. Ward S. Long	Dec. 2011	
I-3-PMA-a	Develop a brochure for Health Information Technology marketing both credit and CET offerings in one publication; this will serve as a prototype for integrated credit-CET marketing in selected career areas.	HIT brochure printed and distribution plan established.	E. Swengler	Oct. 2011	
I-3-PMA-b	Develop new web content to support integrated credit-CET program marketing in selected career areas.	New HIT web content displaying credit and CET options posted.	M.A. Davis	Nov. 2011	
I-3-PRE-a	Distribute press releases and write features informing the community about these integrated credit-CET career paths and options.	Releases or features published in local media.	S. Blair	June 2012	

<b>COMPASS PRIORITY II: INSTRUCTIONAL PROGRAMS</b>					
<i>Develop and implement new academic and continuing education programs to meet the postsecondary education and workforce development needs of Carroll County.</i>					
<b>II-1— Meet 2012 statewide goals for the “Skills2Compete” and national degree completion agenda.</b>					
College Goals: Student Learning and Achievement (III), Career Development (V)					
Initiative Coordinators: R. Brown, S. Geppi, M. Kiphart, K. Menasche, R. Ward					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
II-1-ASA-a	Implement activities of the Academic Plan under Objective 1.A.	As indicated in the Academic Plan.	ASA staff	June 2012	
II-1-CET-a	Achieve a 20% increase over FY09 workforce enrollments to meet the Skills2Compete goal.	Achieve increase of 1,784 enrollments over FY09	K. Menasche R. Ward S. Long	June 2012	

II-1-CET-b	Expand business outreach to deliver training and services to the County's targeted industry sectors of high tech manufacturing, agriculture, bioscience, information technology, professional and business services and research and development.	Provide services or training to 10 new business clients.	K. Menasche BTG	June 2012	
II-1-CET-c	Align outreach and marketing efforts to promote the training programs leading to a Continuing Education Certificate, and the career areas with credit and non-credit options.	Revise web pages and print materials to highlight CET certificates and career pathways and options	R. Ward K. Menasche C. Campitelli	June 2012	
II-1-PMA-a	Develop print and electronic publications, advertising, collateral and web content to market "Skills2Compete" programs and the "Commit to Complete" initiative.	Materials produced, posted, and distributed.	E. Swengler	June 2012	
II-1-PMA-b	Assess effectiveness of <i>Get Committed</i> campaign by determining retention, progress toward degree, and degree completion of program participants.	Participant cohorts established in cooperation with Student Affairs; cohorts followed term-to-term and reports produced.	J. Nickels	June 2012	

<b>II-2— Research the need and feasibility of expanding instructional programs in agriculture, environmental studies, geographic information systems, electronic technology, aging studies, and digital fine arts.</b>					
College Goal: Career Development (V), County Business Development (VI)					
Initiative Coordinators: R. Brown, S. Geppi, A. Davis, S. Gore, M. Stovall, K. Menasche, R. Ward					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
II-2-ASA-a	In conjunction with Institutional Research, conduct feasibility studies for each proposed program area.	Studies completed.	A. Davis, M. O'Neal R. Brown S. Reid S. Gore M. Stoval	June 2012	

II-2-CET-a	Research need for entrepreneurial, career and continuing professional education offerings in agriculture and agribusiness.	Research completed and next steps identified for FY2013.	K. Merkle K. Menasche	June 2012	
II-2-CET-b	Expand course offerings in allied health and other high demand occupations	Increase course offerings and enrollments.	R. Ward L. Trostle	June 2012	
II-2-CET-c	Explore new models of lifelong learning course delivery.	Determine need for new model; plan for FY2013 implementation.	S. Long	June 2012	
II-2-PMA-a	As part of the environmental scan in preparation of developing the next <i>Compass</i> strategic plan, analyze regional occupational demand data to identify “middle skills” training needs.	Regional occupational demand forecasts analyzed and disseminated to campus planners.	C. Clagett	March 2012	

### COMPASS PRIORITY III: TECHNOLOGY

*Make optimal use of technology to promote student learning and increase the efficiency and effectiveness of college operations.*

#### III-1—Implement the Faculty Productivity Tracking System and Adjunct Contract Approval System using the HR and Faculty modules in Colleague.

College Goal: Effective Resource Use (XI)

Initiative Coordinator: R. Brown, B. Leimbach, N. Schoppert

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
III-1-ASA-a	Work with ASA staff to enter faculty contracts into the system prior to the start of each semester.	Prior to the start of each semester, 95% of contracts will have been entered into the system.	Deans	Oct. 2011	
III-1-ASA-b	Develop procedures and train staff so that, to the extent possible, ASA can generate the “Cost of Instruction Report” each semester directly from the Colleague system.	80% of the data needed for the Cost of Instruction Report will have been generated via automated process.	R. Brown B. Leimbach N. Schoppert	Oct. 2011	

III-1-ADM-a	Analyze and implement Assignment Contracts feature in Colleague. Work with Student and Academic Affairs and Payroll staff to coordinate the project and provide the necessary training and support throughout the project.	Following testing, feature implemented for majority of faculty contracts in live system for Fall 2011 semester.	B. Leimbach	Oct. 2011	
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<b>III-2—Improve the data management and reporting environment to ensure success in business intelligence endeavors.</b>					
College Goal: Effective Resource Use (XI)					
Initiative Coordinator: Patti Davis					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
III-2-ADM-a	Coordinate the development of the college's Business Intelligence (BI) vision, strategy, and roadmap and establish and implement a BI and data governance structure by working with ASR Analytics consulting group and the college community.	Success will be measured by developing and implementing a BI vision and roadmap including development of an active data governance committee.	P. Davis	June 2012	
III-2-CET-a	Participate in collegewide work groups to implement the business intelligence plan and migrate essential CET reports to that platform.	Use business objects to create CET reports	S. Long P. Hobbs	June 2012	
III-2-PMA-a	Participate in the data governance committee to unify data definitions, meta-data coding definitions, queries, and reports for college-wide use; field test reports to insure reliability and accuracy.	Contributed to committee deliberations; reports tested to insure reliability and accuracy.	J. Nickels	June 2012	



**COMPASS PRIORITY IV: ASSESSMENT/IMPROVEMENT***Continuously assess the effectiveness of the college's programs and services, use the findings to improve, and share the results as appropriate to provide accountability to stakeholders.***IV-1— The credit instructional area will assess and restructure processes and communications methods for implementing and sharing results of instructional quality initiatives.**

College Goals: Student Learning and Achievement (III), Employee Development (X)

Initiative Coordinator: Jim Ball

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
IV-1-ASA-a	In association with the Mission and Institutional Goals review process, the academic area will develop a new dashboard of institutional effectiveness indicators relating to learning and student performance. This dashboard will be used to assist the college in communicating results of instructional quality initiatives, including results of program reviews and other instructional assessment initiatives.	New learning performance dashboard will be developed.	J. Ball R. Brown S. Geppi J. Ohlemacher	June 2012	

**IV-2— The committee appointed by the President will recommend, and the President and Board will approve, revisions to the college's Mission Statement and Institutional Goals.**

College Goals: All

Initiative Coordinators: C. Clagett, J. Ohlemacher

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
IV-2-PMA-a	Co-chair the Mission and Institutional Goals Committee, leading to recommendations for revisions for presentation to the Planning Advisory Council on November 21, 2011.	Recommendations presented to the Planning Advisory Council November 21, 2011.	C. Clagett J. Ohlemacher	Nov. 2011	

IV-2-PMA-b	Widely share the revised Mission Statement and Institutional Goals, after approval by the President and Board of Trustees, to ensure the college community is well informed.	College employees, students, and stakeholders demonstrate knowledge of the college's mission and mission-based goals.	C. Clagett E. Swengler	March 2012	
IV-2-PMA-c	Update catalog, other publications, and website to reflect new Mission Statement and Institutional Goals.	All materials produced after adoption will include revised Mission and Goals.	E. Swengler	June 2012	
IV-2-PRE-a	Prepare press release, Today newsletter article, and possible feature publicizing the revised college Mission.	Media coverage of revised Mission and Institutional Goals.	S. Blair	June 2012	

<b>IV-3— Review and revise, as necessary, the college's Institutional Effectiveness Assessment Measures to ensure that they effectively assess accomplishment of the college's Mission and Institutional Goals.</b>					
College Goals: All					
Initiative Coordinators: C. Clagett, J. Ohlemacher					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
IV-3-ASA-a	See task IV-1-ASA-a above				
IV-3-CET-a	Review the IE measures related to CET and recommend revisions based on their relevancy and effectiveness in measuring CET accomplishment toward achieving college mission and goals.	Provide recommendations for revisions.	K. Merkle	Dec. 2011	
IV-3-PMA-a	Lead a process to revise the college's Institutional Effectiveness Assessment Measures so they effectively assess accomplishment of the college's revised Mission and Institutional Goals, and secure endorsement of the Planning Advisory Council and approval of the President and Board of Trustees for the new measures.	Revised measures endorsed by the Planning Advisory Council by February 20, 2012, and approved by the President and Board of Trustees by March 21, 2012.	C. Clagett J. Ohlemacher	March 2012	

IV-3-PMA-b	Share the revised Institutional Effectiveness Assessment Measures with the college community, and ensure data collection processes are in place to support first reporting of new measures in December 2012.	Unit managers at all levels understand the new measures, and data collection and analysis procedures in place.	C. Clagett J. Ohlemacher J. Nickels	June 2012	
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**IV-4— Complete analytical studies of student course performance, persistence, and degree progress, to support development and implementation of effective retention strategies leading to increased rates of program completion.**

College Goals: Student Learning and Achievement (III)

Initiative Coordinator: Janet Nickels

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
IV-4-CET-a	Expand professional development opportunities in learning outcomes assessment for adjunct faculty	Increased proficiency in implementing learning assessments in identified training programs	K. Menasche R. Ward	June 2012	
IV-4-CET-b	Implement tracking systems that support the CET Certificate Completers Initiative.	CE Certificate completion posted on CE Record, and annual certificate completer data available.	S. Long P. Hobbs	Oct. 2011	
IV-4-PMA-a	Complete longitudinal studies of student achievement in developmental courses and student success in transitioning to college-level courses.	Analysis completed and report published for the 2006 degree progress cohort, with comparisons to 2004 and 2005 cohorts.	J. Nickels	Dec. 2011	
IV-4-PMA-b	Using the Maryland Model of Degree Progress, examine student outcomes as they relate to developmental status and within the context of national student achievement studies.	Published report and "Datashare" sessions held with appropriate stakeholders.	J. Nickels	June 2012	
IV-4-PMA-c	Extend the Maryland Model of Degree Progress analysis to six and eight years after college entry for at least two additional cohorts.	Six-year and eight-year analyses completed for two additional cohorts.	J. Nickels	June 2012	

IV-4-PMA-d	Using entering student cohorts, examine student progress, persistence and retention two years after entry with particular emphasis on students placed in developmental courses.	Written reports published, results presented to SPAC, and “Datashare” sessions held with appropriate stakeholders.	J. Nickels	June 2012	
IV-4-PMA-e	Complete analysis of student progression through developmental math courses and success in college-level math using course-based cohorts.	Written reports published, results shared with math faculty.	J. Nickels	Dec. 2011	
IV-4-PMA-f	Complete a comprehensive analysis of student performance in developmental and college-level math courses.	Written reports published, results shared with math faculty.	J. Nickels	Dec. 2011	

**COMPASS PRIORITY V: FACILITIES ENHANCEMENT**

*Identify additional facilities enhancements as appropriate to support student access and success.*

[no new initiatives in FY2012]

**COMPASS PRIORITY VI: FOUNDATION AND INSTITUTIONAL ADVANCEMENT**

*Explore new funding sources to support new programs, workforce development, and technology initiatives.*

**VI-1— Disseminate information about the President’s Society to a wider audience to enhance its membership.**

College Goal: Effective Resource Use (XI)

Initiative Coordinator: Steve Wantz

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
VI-1-ASA-a	In collaboration with the Executive Director of the Carroll Community College Educational Foundation, develop a “Friends of Carroll Opera” funding strategy to support Carroll’s Summer Opera Program.	Friend of Carroll Opera strategies developed and fundraising underway.	J. Ball S. Wantz S. Geppi S. Gore E. Wirth	June 2012	

VI-1-DEV-a	Develop strategies to cultivate and solicit support of the President's Society to multiple constituency groups.	Qualify prospects for this affluent giving society.	S. Wantz	Oct. 2011	
VI-1-DEV-b	Work with the President and the Foundation Board to solicit prospects and dramatically increase the number of donors in this society.	Increased donor base and giving in this society.	S. Wantz	June 2012	
VI-1-PMA-a	Develop marketing materials, including web pages and digital signs, to promote contributions to the President's Society.	Materials produced and in use by target dates established by the Foundation Office.	E. Swengler	June 2012	
VI-1-PRE-a	Prepare press release, Today newsletter article, and possible feature publicizing the President's Society.	Media coverage of President's Society.	S. Blair	June 2012	

**VI-2— Develop and implement a plan to sell 250 bricks during the Commemorative Brick Campaign by May 2012.**

College Goal: Effective Resource Use (XI)

Initiative Coordinator: Steve Wantz

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
VI-2-DEV-a	Identify various constituencies to promote the engraved brick campaign.	Build broad base of appeal for campaign.	S. Wantz	Sept. 2011	
VI-2-DEV-b	Develop multiple fulfillment processes through which to promote the brick campaign.	Create a wide variety of ways for people to simplify the fulfillment process and encourage sales of bricks.	S. Wantz	May 2012	
VI-2-DEV-c	Develop an ongoing sales plan throughout the year reaching a broad audience of prospects through a wide variety of solicitations.	Sell 250 or more bricks in year 1.	S. Wantz	May 2012	
VI-2-PMA-a	Develop marketing materials, including web pages and digital signs, to promote purchases of Commemorative Bricks during FY2012.	Materials produced and in use by target dates established by the Foundation Office.	E. Swengler	May 2012	

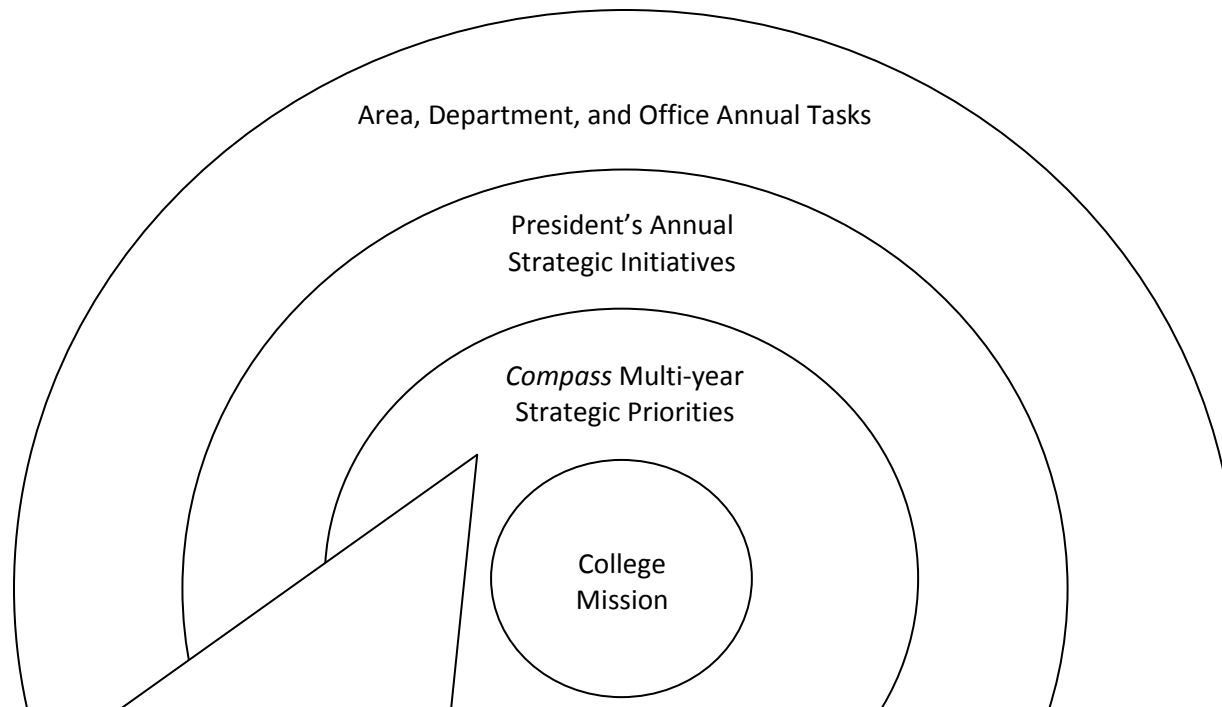
VI-2-PRE-a	Prepare press release, Today newsletter article, and possible feature publicizing the Commemorative Brick Campaign.	Media coverage of the Commemorative Brick Campaign.	S. Blair	June 2012	
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- Notes:
1. Area tasks are listed once even though they may support more than one Strategic Initiative.
  2. The President's Annual Strategic Initiatives are updated each year. *Compass* Priorities will remain through FY2012.
  3. Area annual operational plans include area and unit-specific goals in addition to the tasks supporting the President's Annual Strategic Initiatives included above.

Abbreviations

ASA	Academic and Student Affairs	DEV	Institutional Advancement and College Foundation
ADM	Administrative Services	PMA	Planning, Marketing, and Assessment
CET	Continuing Education and Training	PRE	President's Office

**FY2012 Strategic Plan adopted by the Planning Advisory Council and approved by the President September 19, 2011.**  
**FY2012 Annual Strategic Initiatives announced by the President to the college community May 24, 2011.**  
***Compass: Charting the Course to FY2012* multi-year Strategic Plan approved by the President September 19, 2005.**



**⊕ Student Achievement**

Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.

**⊕ Enrollment Development**

Respond to community and student needs through innovation and resourcefulness in instruction, programs, and services.

**⊕ Partnerships**

Collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college's mission.

**⊕ Continuous Improvement**

Invest in the college's employees, technology, and decision-support systems in continuous improvement efforts to further the college's excellence.

**⊕ Resource Management**

Develop resource management strategies to respond to anticipated levels of governmental and student revenues.

# STRATEGIC PLAN FY2013

FY2013 STRATEGIC INITIATIVES  
TO ADVANCE COMPASS PRIORITIES

**TASK STATUS REPORTS**

**MAY 6, 2013**

Carroll Community College

# STRATEGIC PLAN FOR FY2013

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
<p><b>COMPASS PRIORITY I: STUDENT ACHIEVEMENT</b>  <i>Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.</i></p>					
<p><b>I-1— Revise developmental education to facilitate student progress into credit-bearing courses.</b>  <b>Mission Goal: Access, Affordability, and Learning Support</b>                      Initiative Coordinators: Rob Brown, Steve Geppi      Strategic Plan Reporter:</p>					
I-1-ASA-a	Implement the newly redesigned READ-099 in all sections of the course.	80% of students enrolled will successfully complete the course with a grade of 70% or better.	S. Geppi M. Vandal J. Gertz J. Dunn	Spring 2013	In process: As of Spring 2013, the redesign has been implemented on the 099 level. Of the students enrolled for fall and winter sessions of the redesigned classes, 82% completed all of the mods they had registered for with passing grades of 75% or over.
I-1-ASA-b	Redesign and fully implement READ-091, ENG-091, and ENG 097	80% of students enrolled will complete the course with a grade of 70% or better.	S. Geppi M. Vandal J. Gertz J. Dunn	Fall 2013	In process: Beginning with Summer 2013, all students who need READ 091 will be



					placed into the modular reading sequence. ENG 091 and ENG 097 are in the process of being redesigned. Pilot classes will be offered in Summer and Fall 2013. Students who place into ENG 091 will be advised to register for the modular sequence; full implementation of the redesigned course is scheduled for Spring 2014. At that time, ENG 091 and ENG 097 will no longer be available.
I-1-ASA-c	Redesign and evaluate pilot sections of MAT-097 and MAT-099 into modules/units.	Students complete piloted sections of MAT-097 and MAT-099 with comparable or higher success rates than traditional lecture sections. Analysis of number of students who can complete a piloted course or the 097/099 sequence in a faster time than the traditional 14 week semester.	R. Brown M. Burness N. Barker B. McGinnis	Fall 2012/ Spring 2013	In process. Redesign of MAT-097 and MAT-099 into a mastery based approach is currently being piloted. Fall 2012 pilot MAT-097/099 sections conducted with success rates comparable to non-pilot sections. Based on initial data, Spring 2013 pilot expanded to 50% of all MAT-097/099. Pilot sections will continue in Fall 2013
I-1-ASA-d	Increase targeted support service use by ADA students	Track attendance; satisfactory or higher ratings on student	J. Tatela	June 2013	In process.

	in developmental courses through scheduled 1:1 weekly meetings (advising, counseling, academic coaching/mentoring, etc.)	surveys/evaluations, and student course success at 70% or above.			
I-1-ASA-e	Track diagnostic testing results and completion of modules to assess student needs and develop relevant student affairs support services (advising, mentoring, and coaching), for students with the most need, including ADA students, adult learners, ESOL, and Veterans.	TBD after tracking response to outreach of advising support services including visits to ADA and Advising. Track academic alerts for identified cohorts and follow-up with targeted interventions.	J. Corcoran L. Shields	Spring 2013	In process.
I-1-PMA-a	Coordinate with Records and IT to develop methods to record student placement in reconfigured courses, modules to enable determination of completion of prescribed developmental sequence and assessment of transition to college-level courses.	Course placement, course/module grades, and completion of developmental sequence recorded in an appropriate manner to facilitate analysis.	J. Nickels	June 2013	In process. Institutional Research has participated in multiple meetings with IT staff and is considering several methods to meet the analytic needs of IR.
<b>I-2— Facilitate the application of program review and student learning outcomes assessment findings into course and curricular improvement.</b>					
<b>Mission Goal: Learning Assessment and Program Review</b>					
Initiative Coordinator: Jan Ohlemacher			Strategic Plan Reporter:		
I-2-ADM-a	Support faculty and staff with their efforts in utilizing Business Objects for existing reports and design effective business intelligence reports that provide data required for program reviews and student	Success will be measured by developing and implementing requested reports.	P. Davis	June 2013	In process. Data Governance Committee and IT are actively supporting this effort. Projects have advanced and include but are not limited to

	learning outcomes assessment.				Course Success and Grade Distribution Report; Retention and Enrollment Persistence Report; Business Objects Workshops.
I-2-ASA-a	Complete all scheduled annual program review initiatives for FY2013.	Determine the strengths and weaknesses of the program and implement changes as needed.	R. Brown S. Geppi M. Kiphart J. Ohlemacher	Fall 2013	Transitional Studies (completed); Education (in process, waiting for data); CGR (completed); Visual Arts, Theater, Music, FPA (in process); Humanities (in process); English (completed); Social Sciences (completed).
I-2-ASA-b	Complete the ECE/Elementary AAT/Praxis I Cohort Study.	Increased success rate of ECE/Elementary AAT students.	S. Sies M. Welch	Fall 2013	In process, data forthcoming
I-2-ASA-c	Implement (as feasible) recommendations resulting from Academic Program reviews completed in FY2012.	Recommendations vetted and included in associated plans.	R. Brown S. Geppi M. Kiphart J. Ohlemacher	Spring 2013	Ongoing:  <b>Transitional Studies:</b> Acceleration of READ (completed) and ENG (in process) developmental sequences.  <b>Education:</b> Continue with and enhance TEAM model (ongoing), improve success rate of students taking Praxis I (created a Praxis Bb site, created workshops, enhanced

				<p>curriculum, Praxis advisor now available day and evening), open CCCPDF grant to new students (completed),.</p> <p><b>English:</b> Provide all English faculty an overview of the English 101 population (ongoing each semester), embed more critical reading into English 101 (completed), compile a standardized curriculum for English 101 and 102 for adjunct faculty (completed).</p> <p><b>CGR:</b> Determine long-term equipment needs (completed, initial purchases made), increased marketing to non-traditional students (in process, completion date spring 2014), adjust curriculum to make it more relevant to mobile development (in process, will be fully integrated into the curriculum in fall 2014). <b>Social Sciences:</b> Develop and schedule</p>
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					new online courses in SOC, POLS, PSYC, and ECON and hire qualified instructors for each (completed), update assessment plan to include political science and economics outcomes (completed).
I-2-ASA-d	Complete template and initial program outcomes and initial program review strategies for Student Service functional areas.	Program outcomes identified and measures determined.	M. Kiphart	Spring 2013	Ongoing, little movement on steps three and four. Steps one and two are in development and database work has commenced.
I-2-ASA-e	Complete Web Intelligence templates for program review data.	Templates completed.	J. Ohlemacher K. Demarest	Spring 2013	Completed; assimilated into program review process
<b>I-3— Expand extended learning beyond the classroom—internships, service learning, field placements, plus co-curricular activities—to support program completion.</b> <b>Mission Goals: Access, Affordability, and Learning Support; Career Education</b> <b>Initiative Coordinators: Rob Brown, Steve Geppi, Michael Kiphart Strategic Plan Reporter:</b>					
I-3-ASA-a	Investigate the feasibility of developing an Early Childhood Lab School.	Feasibility study completed.	S. Sies M. Welch	Fall 2013	Retire. While this was a recommendation made by ECE in the program review, it is not feasible at this time.
I-3-ASA-b	Partner with the career center to establish a Design Career roundtable discussion series	<ul style="list-style-type: none"> <li>• Participation Rates (TBD)</li> <li>• Enrollment in Design courses</li> <li>• Student Persistence in Design major</li> </ul>	S. Gore M. Ball W. Schaeffer	Spring 2014	Completed Fall 2012
I-3-ASA-c	Develop an internship program with the Baltimore Symphony Orchestra for music majors.	<ul style="list-style-type: none"> <li>• Participation Rates (TBD)</li> <li>• Enrollment in Music courses</li> <li>• Student Persistence in Music major</li> </ul>	S. Gore E. Wirth	Spring 2013	In process, will begin Fall 2013

I-3-ASA-d	Refine the SMART Scholars capstone experience for STEM students and investigate possible grant or other outside funding resources to support expenses and scholarships	<ul style="list-style-type: none"> <li>• Student outcomes meet or exceed 2012</li> <li>• At least one funding source identified</li> </ul>	M. Burness A. Davis R. Khan	Spring 2013	Completed; retire as assimilated. SMART Scholars was reviewed externally for eligibility for inclusion in a national program as a "CREATE". We await recommendations from National Science Foundation about acceptance into program status.
I-3-ASA-e	Collaborate with academic departments to expand experiential learning opportunities for co-curricular, service learning and student internships in discipline specific areas.	Number of faculty and students involved in experiential learning increased by 15 percent.	K. Crumley S. Stocks	June 2013	In process. Final numbers for 2012-2013 available June 2013. New form and process modified by Shawntay Stocks for internships. Initial training of Academic chairs in use of form/process occurred April 2013.
I-3-ASA-f	Collaborate with departments to develop new and innovative programming through the Academic Communities, which provide increased participation in Academic Communities and a meaningful context for degree completion.	Student participation in Academic Communities tracked through use of Web Intelligence to determine baseline participation. Track cohorts, from current baseline, in General Studies versus major declaration to assess degree completion.	K. Crumley J. Corcoran	June 2013	In process: The college has purchased Campus Organizations software. This initiative will be implemented during the 2013-2014 year.
I-3-ASA-g	Conduct a feasibility discussion with Chamber of Commerce subgroup to develop and facilitate a career mentorship program for students	Feasibility study completed.	B. Gregory	Fall 2013	In process. Discussion held with county attorney regarding liability and safety issues. Next meeting set for May 2013.

I-3-PMA-a	Develop print and electronic publications, advertising, collateral, web content and digital signs to promote extended learning activities.	Materials produced, posted, and distributed.	E. Swengler	June 2013	Completed and assimilated. MACS created posters, postcards and web banners to promote specific co-curricular activities, and a service learning Facebook page was developed.
<b>I-4— Develop collaborative academic, continuing education, and student services initiatives to serve adult learners with accelerated programs, credit for prior learning, and shorter-duration course scheduling options.</b> <b>Mission Goal: Access, Affordability, and Learning Support</b> <b>Initiative Coordinators: Jim Ball, Karen Merkle Strategic Plan Reporter:</b>					
I-4-ASA-a	Develop a program to support military service men and women in assimilating to and succeeding in college life. The program would include the creation of a Military Service Men and Women's Advising Program, and targeted intervention strategies using Communications Management and Retention Alert elements of Colleague.	Identify baseline data on admission, success and retention data of the current Veteran population.	J. Corcoran C. Edwards J. Gay J. Tatela	Spring 2013	In process. Fields identified and created for identification in Colleague. Implemented as part of the Online Application. Currently identifying enrolled veterans and military service men and women and families. Information is being collected on all new enrollment applications and loaded into Datatel. Surveys sent to all current students, 70 were completed. VA website pages live, customized to Student Affairs areas. ASR has incorporated this info - loaded into MINF screen into our enrollment and

					retention accelerator so that retention and success can be viewed.
I-4-ASA-b	Develop outreach strategies and additional resources targeting nontraditional students to promote credit and noncredit career programs at Carroll and Mt. Airy, as well as four-year college partnerships catering to non-traditional students.	Enrollments in credit and noncredit non-selective admission career programs including HIT, Cyber Security, Bookkeeping, Office Technology, and Graphic Design tracked.	J. Corcoran R. Sullivan CET IT E. Swengler	Spring 2013	In process. Worked with CET and Anne Marani to prepare student communication about HIT program. Publication developed by CET, outlined both credit and non-credit tracks and career options for each. Committees discussed promotion to targeted groups for each, depending on goals (CET or credit). Mt. Airy Info session during spring transfer week; Mt. Airy recruitment table in Café spring semester; Mt. Airy open house in January (post cards were mailed to residents in all 3 counties); developed articulation agreements with Excelsior College, Drexel University online; Concordia University, St. Paul online that appeal to non-traditional students.



I-4-ASA-c	Create career development opportunities for non-traditional and noncredit students; including making seats available for CET students to attend on-campus career workshops, providing monthly drop-in resume critique sessions, and extending hours one evening per week.	5% increase in student use of career development services.	B. Gregory	June 2013	In process. On Mondays: 1 <sup>st</sup> and 4 <sup>th</sup> hours extended to 6 pm; The third Monday of every month is CET drop-in sessions; the 2 <sup>nd</sup> Monday every month is resume critique. Five seats are held for CET students in every workshop; 6 have been utilized across 5 workshops; presentations done in CET courses on resume writing
I-4 CET-a	Work with academic and student affairs colleagues to advance strategies to transition successful continuing education students who seek further academic or career education to degree programs	Outreach strategies developed and implemented.	R. Ward B. Maurio M. Day Deans	June 2013	In process. Adult Ed hired part-time Transitions Navigator; Admissions meets with students periodically; Career Center offering workshops and drop-in times to CET students; coordinating with M. Vandal to get Adult Ed ESOL students in Transitional Studies ESOL courses.
I-4 CET-b	Develop and implement student retention strategies in occupational training areas.	Part-time retention counselor hired; strategies implemented.	R. Ward	June 2013	In process. Part-time retention counselor hired. Developing additional strategies for FY2014.
I-4-PMA-a	Develop print and electronic publications, advertising, collateral, web content and	Materials produced, posted, and distributed	E. Swengler	June 2013	Completed and assimilated. MACS designed several ads

	digital signs to promote and market accelerated programs and alternative scheduling options for adult learners.				targeting adult learners for the CET schedules, incorporated adults and online learning in recruitment materials.
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<b>COMPASS PRIORITY II: ENROLLMENT DEVELOPMENT</b>					
<i>Respond to community and student needs through innovation and resourcefulness in instruction, programs, and services.</i>					
<b>II-1— Develop new academic and continuing education programs to meet community needs, serve the career development needs of adult learners, and grow enrollment.</b>					
Mission Goals: Baccalaureate Preparation; Career Education; County Business Development					
Initiative Coordinators: R. Brown, S. Geppi, S. Long, K. Menasche, R. Ward      Strategic Plan Reporter:					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
II-1-ASA-a	Investigate the feasibility of developing an AAS in Entertainment Technology	Study completed.	S. Gore W. Gillett	Fall 2015	Delayed, may become promotion project in FY2014.
II-1-ASA-b	Develop a transfer pattern in Humanities with concentrations in history, philosophy, and foreign languages	<ul style="list-style-type: none"> <li>• Participation Rates (TBD)</li> <li>• Humanities program enrollment increased by 15%</li> <li>• Student persistence in the Music major</li> </ul>	R. Young	Fall 2013	Delayed pending COMAR changes.
II-1-ASA-c	Develop a commercial music track within the Music AFA	<ul style="list-style-type: none"> <li>• Participation Rates (TBD)</li> <li>• Music program enrollment in Music courses increased by 15%</li> <li>• Student persistence in the Music major</li> </ul>	S. Gore E. Wirth	Spring 2014	Delayed pending COMAR changes.
II-1-ASA-d	Develop transfer patterns in STEM areas under Arts and Sciences Associates Degree	<ul style="list-style-type: none"> <li>• Participation Rates (TBD)</li> <li>• Enrollment in courses</li> <li>• Student persistence in STEM majors</li> </ul>	R. Brown A. Davis M. Burness	Spring 2013	Delayed pending COMAR changes.

II-1-ASA-e	Develop streamlined & automated services for prospective students to include: a virtual campus tour, online application, online advisor approval and registration, online career appointment requests, online forms from all departments and registration online.	Students (prospective and current) utilize these services online once available. Track utilization of online services through Web Intelligence reporting.	C. Edwards J. Corcoran L. Shields B. Gregory IT Media Services	On-going	In process: Improved processes for student account creation after application has been submitted; forms have been added to the college's website on request. Virtual Campus Tour version 1 complete, ready for launch May 2013. Online Application went live January 2013. On-line appointment request is now available for Career Development. Requested smart tablets through TAG to facilitate this transition to on-line student services. Continue to streamline registration process to facilitate on-line transactions. Exploring on-line academic planning modules in Datatel to facilitate academic planning and advisor approval prior to registration. Forms posted at WebAdvisor (some are interactive); In talks about Transforms as tool for graduation application. Rule to force students to take English and Math created/to be launched 5/1/2013.
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II-1-ASA-f	Identify and explore career programs that meet the increasing demand of adult learners and career changers and promote and facilitate degree options and completion.	Enrollment objectives met by targeting adult learners to balance the decreasing high school demographic through services and career programs.	J. Corcoran L. Shields C. Edwards B. Gregory		Completed. Explored orthotics career field; reported to J. Ball; concluded program would be too costly with minimal positions available. Distribute information on all programs at Commit to Completion Fair and emphasize importance of degree or certificate completion.
II-1-ASA-g	Track student participation through use of Web Intelligence programming to determine initial yield. Develop a report to determine efficacy/ yield for prospective student event attendance.	Report developed.	Student Affairs directors	Fall 2012	On-going: weekly meetings with IT to develop. Infrastructure not in place. Recently changed direction to incorporate this into ASR project. This will be accomplished somewhat through the ASR retention and enrollment accelerator but it will only look at enrolled students past recruitment activity, not prospects. The report will tell us out of how many students enrolled, what events they attended. What it won't tell us is what events prospects attended who did not enroll. We will know what events are most successful and yield the most students but it won't

					tell us who didn't attend. Campus Organizations once implemented will potentially assist. We will work to get prospects included in this database.
II-1-ASA-h	Implement new scholarship software to effectively award scholarships and enable students to apply online.	Software implemented. Baseline data on student use established.	J. Gay	Fall 2012	The STARS online scholarship software was made available for students on March 1, 2013. Will also be used for the Scholarship Committee to make awarding decisions.
II-1-ASA-i	Offer monthly drop in sessions for Continuing Education students to explore career options.	Information provided to potential students regarding career options in CET and credit courses.	B. Gregory	ongoing	Retire-assimilated. Since August, 11 students attended Career Development drop-in sessions for exploration.
II-1-ASA-j	Pilot extending hours one evening per week to meet evening student needs.	Student use of extended hours tracked.	B. Gregory	Spring 2013	In process. Offered Monday evenings, Career Development has scheduled appointments. Students often request other evenings.
II-1-CET-a	Develop and launch new occupational training programs to meet current employment trends.	New training program offered.	R. Ward	June 2013	Completed. Six new areas: Machine Technology, Medical Assistant, Floral Design, OSHA, Home Health Companion, CPE for Electricians
II-1-CET-b	Expand partnerships with the Career and Technology Center and other community organizations to implement	Expanded use of CCTC for career training and new training and educational partnerships formed.	S. Long K. Menasche R. Ward	June 2013	In process. Added new concurrent courses for CCCTC Allied HiHt Academy; 2 new career

	new training programs and services.				camps at CCTC, CLV Univ.—CCC & McDaniel; LSA, Inc.,-exploring new Manufacturing Tech lab
II-1-CET-c	Explore new outreach and training services to veterans, including placing training programs on the VA-approved list.	Information analyzed to determine type of outreach or service to offer.	K. Merkle R. Ward	December 2012	Completed. Rec'd VA approval for 5 CE training programs; coordinated meeting with community VA resources
II-1-CET-d	Expand summer youth programming and work with other areas of the college to coordinate scheduling and marketing efforts.	Enhanced coordination and promotion of all youth programming; 10% increase in 2013 SummerKids@Carroll enrollments.	S. Long K. Menasche E. Swengler	August 2013	In process. 50+ new programs added. STEM and Construction Business camps for HS students also added.
II-1-CET-e	Obtain new marketing materials and enhance outreach strategies to promote courses, training, and services to the business community.	New materials targeted to business community.	K. Menasche R. Ward C. Campetelli E. Swengler	June 2013	Completed. New: BTS & Miller Center materials, smaller target pieces for Manufacturing, Health Care. Use Constant Contact for marketing and surveys; Facebook and Google Ads.
II-1-PMA-a	Develop print and electronic publications, advertising, collateral, and digital signs to promote and market new academic and continuing education programs.	Materials produced, posted, and distributed.	E. Swengler	June 2013	Completed and assimilated. MACS produced a variety of print and electronic materials to promote new academic and continuing education programs.
II-1-PMA-b	Assist with web page development based on new academic programs reflected in the college catalog and CET programs as requested.	Web pages operational.	M. A. Davis	April 2013	In process. MACS is updating the academic program web pages to mirror the 2013 -2014 Catalog, and fulfilled several CET new web page requests.

II-1-PRE-a	Disseminate press releases and encourage feature articles in local media to promote new programs and enrollment of adult learners.	Releases run and features published.	S. Blair	June 2013	Completed. The <i>Carroll County Times</i> ran stories on the Aging Studies program, the EMS program, and the new Nursing Honor Society.
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**II-2— Revise course scheduling, online programming, and flexible learning options to optimize course access to support student learning and program completion.**  
**Mission Goal: Access, Affordability, and Learning Support**  
**Initiative Coordinators: Rob Brown, Steve Geppi Strategic Plan Reporter:**

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
II-2-ADM-a	Research Colleague and R25 options to determine if an automated function exists to assist with scheduling.	Determine if existing software can assist in creating scheduling.	P. Davis	Nov. 2012	Completed. R25 is not an option to meet the requirements identified by the Deans for planning/scheduling. Evaluating other potential options. (e.g., student planning module in Colleague)
II-2-ASA-a	Create online theatre courses including Script Analysis, Theater History 1, and Theater History 2.	The development of online course sections in theatre.	S. Gore W. Gillett	Fall 2014	In process, start Fall 2014.
II-2-ASA-b	Use Social Media for recruitment in order to reach students using their preferred method of technology.	Measure activity and run report data using Facebook tools.	C. Edwards M.A. Davis	June 2013	Facebook admissions page launched Fall 2012. Good visibility. Active daily interaction and event visibility.
II-2-ASA-c	Develop late start course options at Mt. Airy Cente.r	Courses developed.	Deans	Spring 2013	In process
II-2-ASA-d	Develop feasibility study for accelerated program options	Study completed.	Deans	Spring 2013	Accelerated courses in place for READ and in progress for transitional





II-3-ASA-b	Implement a process for students to complete the master promissory note online for student loans	Process implemented	J. Gay	Fall 2013	Completed: Master Promissory note process has been implemented and mapped to our internal systems. Internal reports have been established and implemented.
II-3-ASA-c	Accept and decline financial aid awards online.	Online awards system implemented	J. Gay	Fall 2013	Completed: The college previously purchased the base module for this process. The school must purchase an additional Ellucian module to allow financial aid students the ability to accept and reject his/her financial aid online. The internal screen set up in Datatel is completed. This request has been submitted to Information Technology and the purchasing process is underway.
II-3-ASA-d	View financial aid missing documents online.	Process implemented	J. Gay	Fall 2013	Behind schedule: This is no longer a goal for this current year. We will make this a goal next year. The financial aid office will continue to send correspondence out to students regarding missing documents.
II-3-PMA-a	Create new marketing collateral to inform current and prospective students	Materials produced, posted, and distributed	E. Swengler	June 2013	In process. MACS is collecting the necessary information and creating

	about student loan program.				initial designs for a brochure, postcard, poster, digital signage and web banners.
II-3-PMA-b	Update recruitment marketing materials to include information on the federal student loan program.	Materials produced after program implementation will include student loan program information.	E. Swengler	June 2013	On schedule. Projects requiring updates include the viewbook, catalog, schedules, digital signage, and website.
II-3-PMA-c	Assist with student loan web page development for carrollcc.edu.	Web pages operational.	M. A. Davis	June 2013	In process. MACS is working with Financial Aid to develop and post these pages.

**COMPASS PRIORITY III: PARTNERSHIPS**

*Collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college's mission.*

**III-1—Successfully launch and grow enrollment at the Mount Airy College Center for Health Care Education.**

Mission Goals: Access, Affordability, and Learning Support; Career Education

Initiative Coordinators: Vice Presidents

Strategic Plan Reporter:

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
III-1-ADM-a	Develop and implement the logistical plans required to support the opening and operation of the Mt. Airy College Center.	Successful opening of the center in fall 2012. Ongoing systems created and institutionalized.	T. Bowen	Aug. 2012	Opening of Center has been completed. On going effort is required to support operations.
III-1-ADM-b	Develop and implement the financial and purchasing systems required to support the Center's operation.	Successful opening of the center in fall 2012. Ongoing systems created and institutionalized.	T. League	May 2013	Completed. Support processes are in place and reports are being submitted to Howard CC on a timely basis. Fiscal Affairs is working with HCC to move much of the billing

					over to HCC. ATM has been installed and is operational.
III-1-ADM-c	Secure insurance and review agreements for purchasing items for Mt. Airy Center.	Appropriate liability coverage.	S. Krumrine	Aug. 2012	In process. Purchasing agreements have been reviewed and insurance coverages have been secured. An MOU stipulating requirements to be followed by all partners is being developed.
III-1-ASA-a	Promote Mt. Airy programs to prospective students in all recruitment activities/meetings, Open House activities, Transfer Fairs, and Commit to Completion Fairs.	Collect baseline enrollment data year one with goal of 400 FTE generated	J. Corcoran C. Edwards L. Shields R. Sullivan	On-Going	Mt. Airy programs included in 2013-14 Catalog; highlighted in priority registration mailing. Mt. Airy information table at Open Houses; staff at Mt. Airy specific event in Jan 2013 and in July. On-campus Mt. Airy information program implemented by Transfer Coordinator during Transfer Week. Two advisor training sessions held this year for Mt. Airy programs. Promotion at Open House and Commit to Completion Fair. Mt. Airy rep participated in Fall semester Transfer fair. Mt. Airy recruitment table in Café for spring semester. Promote Mt. Airy programs in individual advising sessions depending on interests.

III-1-CET-a	Implement year one of CET course offerings and coordinating systems at the Mt. Airy Center for Health Care Education.	Courses offered, systems implemented and improved	K. Merkle L. Trostle	June 2013	In process. 20 courses offered; 100 CE enrollments to date (83% Carroll).
III-1-PMA-a	In conjunction with staff from Howard CC and Frederick CC, develop print and electronic publications, advertising, collateral and web content to support and advance the Mount Airy College Center.	Materials produced, posted, and distributed	E. Swengler	June 2013	Completed and assimilated. MACS staff developed the Center's identity, worked with an outside firm to design and build the Center's website, created signage, oversaw brochure production, designed advertisements, designed program rack cards, and built a page on carrollcc.edu.
III-1-PRE-a	Contribute to media kit and press release for official Opening of the Center, and pursue features in the local media on its operations.	Successful ceremony and feature stories published.	S. Blair	June 2013	Completed. A press release was developed and pitches were made to regional media in Carroll, Frederick and Howard Counties. Several feature stories were printed in regional newspapers about the opening of Mt. Airy.

<b>III-2—Collaborate with partnering organizations to ensure the success of the Carroll Business Path in supporting emerging and growing county businesses.</b>					
Mission Goal: County Business Development					
Initiative Coordinator: Kathy Menasche			Strategic Plan Reporter:		
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
III-2-ASA-a	Work with Chamber subgroup to establish ongoing networking events	Events created as feasible.	B. Gregory	May 2013	NetworkingEvent cancelled because of snow. However held

	between students and local business owners				Entrepreneur Roundtable discussions with local employers; 23 students attended.
III-2-CET-a	Develop new outreach strategies for the Miller Center services and work with partners to support the further development of the Carroll Business Path.	Increased course enrollments, use of Center and partnership activities	K. Menasche	June 2013	In process. Expanded partnership courses with SBDTC; coordinated the marketing plan for The Path; added Tech Council as a Path Partner; website created
III-2-CET-b	Seek grant funding to assist with support and further growth of the Center.	Obtained grant funds	K.Menasche	June 2013	In process. Continue to research potential funding sources
III-1-PRE-a	In conjunction with CBP partners, contribute to press releases and encourage feature articles in local media to promote awareness and the success of the Carroll Business Path.	Carroll Business Path stories in local media.	S. Blair	June 2013	Although no feature stories were published in the newspaper, a story was published in the <i>Today</i> newsletter and a page was created on the college website.

#### COMPASS PRIORITY IV: CONTINUOUS IMPROVEMENT

*Invest in the college's employees, technology, and decision-support systems in continuous improvement efforts to further the college's excellence.*

#### IV-1— Provide development opportunities to enhance full-time and part-time faculty skills for delivering instruction and assessing and improving student learning.

Mission Goals: Learning Assessment and Program Review; Organizational Culture

Initiative Coordinator: Alan Bogage, Rick Ward Strategic Plan Reporter:

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
IV-1-ASA-a	Begin implementation of changes to the instructional quality improvement system	Increase number of faculty participating in staff development by 10 percent.	R. Brown S. Geppi A. Bogage	June 2013	In process: Master Teacher competencies developed and are in

	including development of a Master Teacher competency-based faculty development system.		J. Ohlemacher J. Moore		stages of refinement. The Instructional Quality Team is continuing this work in FY2014.
IV-1-CET-a	Implement new adjunct faculty development initiatives in classroom management and learning assessments.	Increase number of faculty participating in staff development.	R. Ward K. Menasche	June 2013	On schedule. Required training for career faculty-learning assessments; Prof. Dev. Day attended by 65+ adjuncts; online modules dev—adult learning theory & practice; learning outcomes; Adult Ed---student engagement, understanding poverty

**IV-2— Provide organizational support and coaching to supervisors to enhance their managerial skills and professional development.**

Mission Goals: Organizational Culture

Initiative Coordinator: Vice Presidents

Strategic Plan Reporter:

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
IV-2-ADM-a	Assist in identification of supervisory development needs and strategies for implementation and accountability.	Training opportunities offered to address managerial skills throughout the organization.	B. Leimbach	June 2013	In process. Proposal for online training approach to be presented jointly with Sylvia Blair to President by 4/26/13.

**IV-3— Fully implement business intelligence and data governance to support outcomes assessment and data-based decision-making across campus at all levels.**

Mission Goals: Learning Assessment and Program Review; Organizational Culture; Effective Resource Use

Initiative Coordinators: Vice Presidents

Strategic Plan Reporter:

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
IV-3-ADM-a	Integrate business intelligence and data	Provide requested information to assist with business	P. Davis	June 2013	In process. Data Governance Committee

	governance to support the college's mission utilizing college software tools.	decisions.			and IT working on year 2 of the Reporting Roadmap.
IV-3-ASA-a	Implement consulting project with ASR to develop a Web Intelligence based retention analytics system	System completed and tested	J. Ohlemacher P. Davis	Fall 2013	In process. Data Governance Committee is working with ASR to implement the Retention/Enrollment/Persistence Accelerator.
IV-3-ASA-b	Collaborate with Data Governance Committee and Information Technology to create implementation plan for Student Affairs to move all reporting to Web Intelligence. Student Affairs will use Business Intelligence for all reporting needs (excluding reports needed "live").	Implementation plan developed; training sessions held to strengthen business intelligence knowledge and skills for Student Affairs staff; staff attends bi-weekly Webi meetings.	Student Affairs directors J. Ohlemacher	June 2013	In process: Awaiting completion of ASR's web-intelligence enrollment and retention Accelerator system anticipated completion of the system June 2013.
IV-3-ASA-c	Collaborate with Information Technology to continue to develop and enhance automation in work flows to allow for electronic approvals, expedite processes, and eliminate paper.	Faculty/staff trained for streamlined approval processes electronically across departments.	Student Affairs directors	June 2013	Ongoing: Online Application has streamlined somewhat and honors applications read and scanned into Image Now. Career Development on-line appointment request system completed. Exploring Transforms for electronic grade change approvals.
IV-3-PMA-a	Evaluate business intelligence options that might facilitate the complex analytic processes required to produce IR reports, such	B.I. solutions implemented or decision made to pursue alternative methods.	J. Nickels	Sept. 2013	In process. Institutional Research has had an initial meeting with the ASR consultants and multiple meetings with IT

	as cohort tracking and the Maryland Model of Community College Student Degree Progress.				staff. They are in the planning stages of the project.
IV-3-PMA-b	Explore processes within Business Objects and/or programming options in SQL to support the newly configured Maryland Annual Collections.	Successful submission of initial data files by MHEC deadlines.	J. Nickels	Dec. 2013	In process. Institutional Research has shared all MHEC documentation with the IT staff and they are beginning to develop a database to meet the new requirements.

<b>IV-4— Maintain a robust technology infrastructure and invest in employee technology skills.</b>					
Mission Goal: Effective Resource Use					
Initiative Coordinator: Patti Davis		Strategic Plan Reporter:			
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
IV-4-ADM-a	Assess current technology skillset of college employees needed to perform their job responsibilities. Develop training options to align with roles and responsibilities.	Implementation of a technology training plan providing the necessary employee development aligned with job functions.	P. Davis	June 2013	In process. Developing learning plan by functions of the college that correlates to the Ellucian subscription library (online training).
IV-4-CET-a	Complete high priority support systems projects to improve program administration and reporting.	Efficient course administration system and more effective reports	S. Long P. Hobbs	June 2013	On schedule. New course admin system developed and in place; new coding for Completers reports; using business objects where available for reports.
IV-4-PMA-a	Assist with implementation of the Faculty/Staff Portal.	Portal implemented.	M. A. Davis E. Swengler	May 2013	On schedule. MACS staff serve on the Steering/Oversight committee and the Taxonomy/Design &



					Governance committee. MACS and IR have developed plans for their information and team sites and have started collecting and organizing the information needed.
IV-4-PRE-a	Create professional development workshops to meet faculty and staff technology training needs.	Technology training workshops offered and successful.	S. Blair	June 2013	Completed. The Fall 2012 faculty/staff development booklet included Blackboard workshops, one-on-one tutorials on instructional software and design, CMS training and Google Analytics. The same workshops were offered again in the spring.  Additionally, information about the college's Security Awareness Program was included in the spring booklet. Two sessions on Carroll's portal were provided to faculty and staff in the spring of 2013.

**COMPASS PRIORITY V: RESOURCE MANAGEMENT**

*Develop resource management strategies to respond to anticipated levels of governmental and student revenues.*

**V-1— Monitor college operations to identify cost efficiencies to maximize the effective use of college resources.**

Mission Goal: Effective Resource Use

Initiative Coordinator: Vice Presidents

Strategic Plan Reporter:

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
V-1-ADM-a	Develop and analyze opportunities to reduce costs while maintaining essential services.	Reduction in cost and/or reallocation of resources.	A. Schuman	June 2013	In process. This is an ongoing analysis that attempts to balance fiscal realities with the goal of providing quality educational and support services.
V-1-PMA-a	Monitor ongoing marketing expenditures and evaluate the cost effectiveness of marketing communications.	Marketing communications report with analysis of FY2013 expenditures and cost effectiveness.	C. Clagett	April 2013	Completed and assimilated. PMA maintains a detailed project management database including all costs associated with the college's marketing communications efforts.

**V-2—Evaluate grant opportunities for their sustainability in furthering the college's mission.**

Mission Goal: Effective Resource Use

Initiative Coordinator: Alan Schuman, Steve Wantz Strategic Plan Reporter:

V-2-ADM-a	Provide critical review of grant applications to evaluate ongoing and "hidden" costs to identify future financial impact of grants.	Informed decision making process when determining if a grant should be applied for.	A. Schuman	June 2013	Ongoing. All grants applications are reviewed for fiscal impacts.
V-2-DEV-a	Conduct research to identify grant opportunities.	Qualify grant opportunities to enhance likelihood of funding	S. Wantz	June 2013	Behind schedule. Plan to continue in FY2014 as resources permit.
V-2-DEV-b	Assist faculty and staff in writing grants that meet application criteria.	Assistance provided to college community to streamline application process.	S. Wantz	June 2013	Very few requests for assistance received. Plan to continue as resources permit.

**V-3—Support Carroll Community College Foundation efforts to increase private fundraising and foundation gifts to support the college and its students.**

Mission Goals: Access, Affordability, and Learning Support; Effective Resource Use

Initiative Coordinator: Steve Wantz

Strategic Plan Reporter:

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
V-3-ASA-a	Investigate the feasibility of developing Alumni Associations in specific areas such as Education, Nursing and Physical Therapy Assistant.	Feasibility study completed.	S. Sies N. Perry S. Reid	Fall 2013	Delayed. Will examine in FY2014
V-3-DEV-a	Work with College President and Executive Team to identify areas of greatest need for funding support.	List of college priorities and associated financial needs.	S. Wantz	June 2013	Completed and assimilated into ongoing operations.
V-3-DEV-b	Promote Paving the Way engraved brick campaign and re-energize Have a Seat campaign.	Increased sales of named seats and bricks; growth in Founders Endowment.	S. Wantz	June 2013	In process. Campaigns will continue in FY2014. Progress made with Brick campaign; few theater seat gifts received during FY2013.
V-3-PMA-a	Support the Foundation in developing persuasive fundraising campaigns, print and electronic publications, advertising collateral and web content.	More donors and increased gifts to the college.	E. Swengler	June 2013	Completed and assimilated. MACS designed several projects including the Foundation Annual Report, the <i>Have a Seat</i> brochure, the President's Society Dinner invitations and envelopes, the annual campaign pledge card, and materials for the Book Fair.
V-3-PMA-b	Design and produce all Starry Night marketing	Materials produced.	E. Swengler	Dec. 2012	On schedule. The MACS staff met with Kathy and

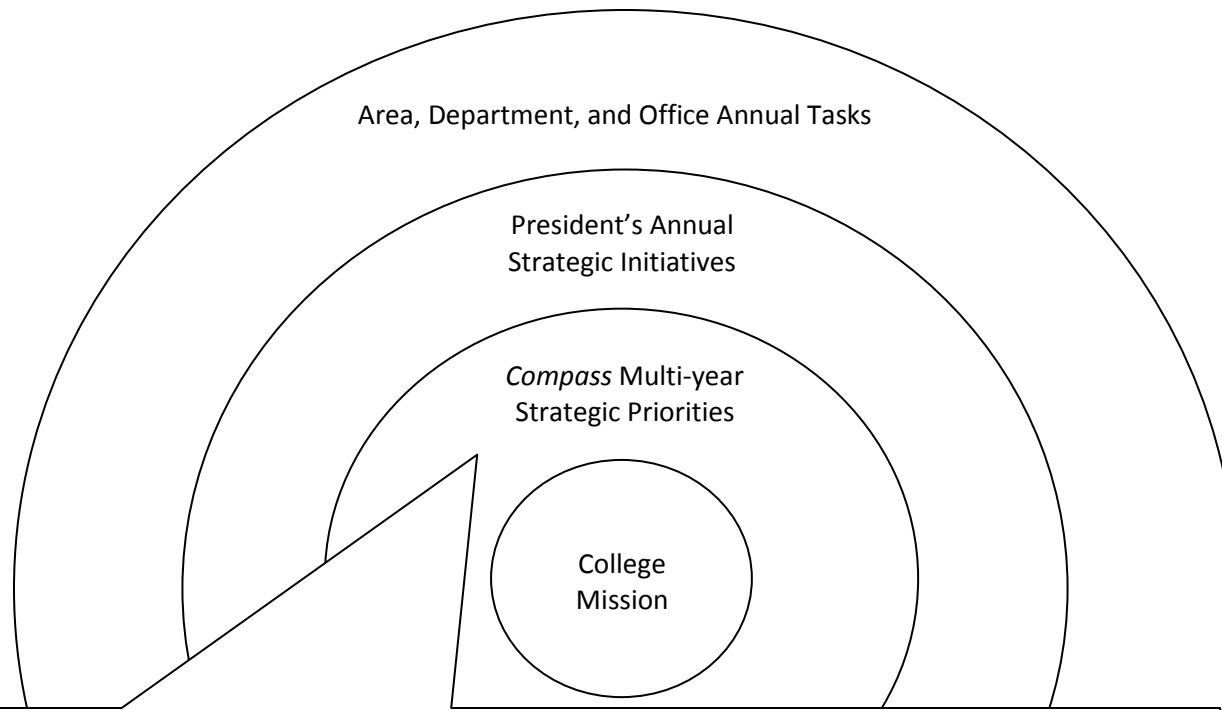
	materials.				Steve on March 15 to discuss this year's Starry Night promotional materials.
V-3-PRE-a	Prepare Annual Report of the Carroll Community College Foundation.	Report completed.	S. Blair E. Swengler	June 2013	Completed. Copy was developed and report designed and printed to meet timeline requested.

- Notes: 1. The President's Annual Strategic Initiatives are updated each year. *Compass* Priorities will remain through FY2015.  
2. Area annual plans include goals in addition to the tasks supporting the President's Annual Strategic Initiatives listed above.

Abbreviations

ASA	Academic and Student Affairs	DEV	Institutional Advancement and College Foundation
ADM	Administrative Services	PMA	Planning, Marketing, and Assessment
CET	Continuing Education and Training	PRE	President's Office

**FY2013 Strategic Plan with task status updates presented to Planning Advisory Council May 6, 2013.**  
**FY2013 Strategic Plan endorsed by the Planning Advisory Council September 24, 2012**  
**FY2013 Annual Strategic Initiatives announced by the President June 21, 2012.**  
***Compass 2015* approved by the President June 7, 2012.**  
**Mission Goals approved by the Board of Trustees February 15, 2012.**



 **Student Achievement**


Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.

 **Enrollment Development**

Respond to community and student needs through innovation and resourcefulness in instruction, programs, and services.

 **Partnerships**

Collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college's mission.

 **Continuous Improvement**

Invest in the college's employees, technology, and decision-support systems in continuous improvement efforts to further the college's excellence.

 **Resource Management**

Develop resource management strategies to respond to anticipated levels of governmental and student revenues.

# STRATEGIC PLAN FY2014

**FY2014 STRATEGIC INITIATIVES  
TO ADVANCE COMPASS PRIORITIES**

**APPROVED BY THE PRESIDENT  
AND ENDORSED BY THE  
PLANNING ADVISORY COUNCIL**

**SEPTEMBER 23, 2013**

Carroll Community College

# STRATEGIC PLAN FOR FY2014

Endorsed by the Planning Advisory Council and Approved by the President, September 23, 2013

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
<p><b>COMPASS PRIORITY I: STUDENT ACHIEVEMENT</b>  <i>Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.</i></p>					
<p><b>I-1—Implement all FY2013 requirements of the College and Career Readiness and Completion Act 2013, and begin planning for implementation of FY 2014 and FY 2015 required elements.</b>  <b>Mission Goal: : Access, Affordability, and Learning Support</b>  <b>Initiative Coordinators: Jim Ball, Karen Merkle, Rob Brown, Steve Geppi, Michael Kiphart</b></p>					
I-1-ADM-a	Develop MOU with Board of Education to facilitate the enrollment and billing of dually-enrolled students.	Register high school students eligible to attend college and provide discounted tuition per the Act.	A. Schuman T. League	Fall 2013	
I-1-ADM-b	Provide technical resources to Fiscal Affairs and Student Affairs to implement changes required in Colleague as a result of the Act.	Changes implemented to reflect required changes for billing of dually-enrolled students.	P. Davis	Fall 2013	
I-1-ASA-a	Offer intrusive advising workshops in all EDUC and ECE courses prior to priority registration.	All EDEC and ECE students will have degree plans on file and success and retention rates will improve.	S. Sies C. Deitrich	Fall 2013	

I-1-ASA-b	Promote the professional development of education students through an affiliation with the Student Education Association.	Recruit 25 students to join the association.	S. Sies J. Moore	Spring 2014	
I-1-ASA-c	Promote the professional development and networking opportunities of education students through the Education Academic Community.	Students will demonstrate professionalism and commitment in field placements as reflected in Cooperating Teacher Evaluations. Student success and retention will improve.	S. Sies J. Moore M. Welch	Spring 2014	
I-1-ASA-d	Continue to offer funding to students through the Child Care Career Professional Development Fund.	Increase enrollments by 10%.	S. Sies M. Welch	June 2014	
I-1-ASA-e	Implement year-two of the Completion Summit Appreciative Inquiry and implement summit recommendations using the following Completion Task Force Teams: <ol style="list-style-type: none"> <li>1. Academic Communities as Meta Majors</li> <li>2. Intrusive Advising</li> <li>3. Completion Incentives</li> <li>4. Technology Support Enhancements</li> </ol>	Recommendations vetted and included in associated plans.	J. Ohlemacher J. Ball	Dec. 2013	
I-1-ASA-f (w/CET)	Develop a comprehensive model and plan for providing career planning and development programs and services across the college.	The college will have initiated a cross functional career development team and will have developed a plan for program and service delivery across the college.	B. Gregory B. Maurio	May 2014	

I-1-ASA-g	Working from newly revised program pathways (including program completion milestones) all entering degree-seeking students will have developed a plan for degree completion.	All students will have completed a plan for degree completion prior to the end of their first semester at Carroll CC.	Deans Chairs J. Corcoran Coordinators	May 2014	
I-1-ASA-h	Develop intrusive advising strategies to assure that all degree seeking students are progressing according to recommended completion plans.	The Intrusive Advising Task Force will have developed multiple strategies (such as use of Retention Alert, milestone monitoring and other progress check points) to monitor student degree progress	Deans J. Corcoran	May 2014	
I-1-ASA-i	Develop recommendations for providing students with incentives to increase degree completion rates.	The Completion Incentives Task Force will have developed recommendations and plans for incentivizing degree completion	Deans C. Edwards	May 2014	
I-1-ASA-j	Stemming from the current Academic Community Strategy, develop a system of Meta Majors- (including broad bands of career fields and potential majors) to help undecided students clarify focus for degree planning and completion.	The Meta-Majors Task Force will have developed a system/strategy for all undecided and General Studies Education students to declare a Meta Major. Meta majors will be listed in the College Catalog.	Deans K. Crumley	May 2014	



I-1-ASA-i (w/ADM)	Based on the recommendations of the Completion Summit's Technology Support Enhancements Task Force, implement Ellucian's Academic Planning Module.	Academic Planning Module implemented	M. Kiphart P. Davis	June 2014	
I-1-CET-a	Implement procedures for F20Y14 dually enrolled CCPS Academy of Healthcare Professions students.	Students registered and CCPS billed	S. Long P. Hobbs	Sept. 2013	
I-1 CET-b	Produce the FY2013 CET course and program completer's reports according to MCCACET's completion guidelines.	Report completed and benchmarks established	S. Long P. Hobbs	October 2013	
I-1-PMA-a	Assist with creating web pages and promoting pertinent parts of this initiative with communications such as digital signage, and home page and social media announcements.	Web pages posted and communications materials implemented.	E. Swengler M.A. Davis	June 2014	
I-1-PRE-a	Write press releases and Today Newsletter stories where appropriate.	Published articles about successful outcomes where appropriate.	S. Blair	June 2014	
<b>I-2— Complete implementation of Developmental Mathematics, English and Reading redesign projects and fully implement the College Readiness Bridge Program.</b>					
Mission Goal: Learning Assessment and Program Review					
Initiative Coordinators: Rob Brown, Steve Geppi					
I-2-ASA-a	Complete redesigns for ENG and READ courses	Increased pass rates and retention.	M. Vandal J. Gertz J. Dunn	June 2014	
I-2-ASA-b	Conduct a Bridge course in the Winter Semester.	Reduced number of transitional courses required for incoming students.	M. Vandal K. Crumley	January 2014	
I-2-ASA-c	Conduct two Bridge courses during the summer.	Reduced number of transitional courses required for incoming students.	M. Vandal K. Crumley	August 2014	

I-2-ASA-d	Provide services and resources for placement test preparation.	Reduced number of transitional courses required by incoming students by improving placement test scores.	M. Vandal	August 2014	
I-2-ASA-e	Complete redesign for MAT-097/099 and report on effectiveness.	Increased course and longitudinal success rates and retention. Reduced time to complete developmental math courses	N. Barker M. Burness	June 2014	
I-2-ASA-f	Streamline the testing and registration process for new students who require modules in Reading and English to facilitate a smoother transition to Carroll and to college life in general.	Students will understand the registration process in the context of the required modules and how the modules begin the individualized learning pathway.	C. Edwards L. Shields M. Vandal J. Corcoran	Ongoing	
I-2-ASA-g	Recruit students and participate in providing the Summer Bridge Program.	75% of program participants will be able to test at the college level in mathematics, reading, and writing by the end of the one-week program.	K. Crumley Student Life Staff M. Vandal	Ongoing	
<b>I-3— Continuously upgrade learning assessment and improvement strategies for all college learning and student services programs.</b>					
<b>Mission Goals: Learning Assessment and Program Review</b>					
Initiative Coordinators: Jim Ball, Karen Merkle, Rob Brown, Steve Geppi, Michael Kiphart, Jan Ohlemacher					
I-3-ADM-a	Support faculty and staff with their efforts to utilize Business Objects for existing reports and design effective business intelligence reports that provide data required for program reviews and student learning outcome assessment.	Success will be measured by developing and implement requested reports.	P. Davis	June 2014	

I-3-ASA-a	Assess student satisfaction with the Education Departments Intrusive Advising Model.	70% or higher satisfaction rate.	S. Sies C. Deitrich	Fall 2013	
I-3-ASA-b	Complete all scheduled program review initiatives for FY2014 and prepare data for Institutional Effectiveness Measures.	Determine the strengths and weaknesses of the program and implement changes as needed.	R. Brown S. Geppi M. Kiphart J. Ohlemacher	Fall 2014	
I-3-ASA-c	Implement (as feasible) recommendations resulting from Academic Program reviews completed in FY2013.	Recommendations vetted and included in associated plans.	R. Brown S. Geppi M. Kiphart J. Ohlemacher	Spring 2014	
I-3-ASA-d	Implement recommendations from the Gen. Ed. Instructional Strategy Team for Information Literacy.	Recommendations vetted and included in associated plans.	A. Bogage R. Brown S. Geppi J. Ohlemacher	Spring 2014	
I-3-ASA-e	Complete second quadrant program review strategies for Student Services functional areas.	Annual Report completed	M. Kiphart J. Ohlemacher	Fall 2013	
I-3-ASA-f	Complete second set of Web intelligence templates to assist in Completion recommendations.	Templates validated and reports developed	J. Ohlemacher Data Gov. Committee	Fall 2013	
I-3-CET-a	Provide professional development and resources on learning assessment strategies for adjunct faculty teaching in workforce development completer courses.	Assessments included in all completer courses; faculty procedures for reporting completers implemented	B. Maurio M. Day L. Trostle	June 2014	

**COMPASS PRIORITY II: ENROLLMENT DEVELOPMENT**

*Respond to community and student needs through innovation and resourcefulness in instruction, programs, and services.*

**II-1— Investigate and expand offerings in credit and non-credit programs; and strengthen pathways for students to move between non-credit and credit programs and professional update learning opportunities.**

**Mission Goals:** Baccalaureate Preparation; Career Education; County Business Development

**Initiative Coordinators:** Rob Brown, Steve Geppi, Matt Day, Libby Trostle

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
II-1-ASA-a	Partner with CET to provide pathways for early childhood professionals to move from non-credit to credit course work.	Increase credit course enrollment.	S. Sies M. Welch	June 2014	
II-1-ASA-b	Develop additional transfer patterns and program pathways where appropriate, such as Popular Music, Musical Theatre, history, philosophy, and foreign languages.	Patterns developed, approved and available for students	Chairs	January 2014	
II-1-ASA-c	Address recommendations from the Faculty Development Summit	Annual plan for Faculty Development created that addresses recommendations	A. Bogage J. Ohlemacher	June 2014	
II-1-CET-a	Increase courses and workforce training programs to prepare students for certification, licensure and/or employment.	Increased opportunities to obtain industry credentials; increased enrollment and revenue	M. Day L. Trostle	June 2014	
II-1-CET-b	Build and utilize Career Coach for student advising and program marketing.	Enhanced marketing and student advising	B. Maurio B. Lee C. Campitelli	June 2014	
II-1-CET-c	Develop retention strategies to support the Completion Initiatives.	Increase in CE Certificate Completers; increase in diploma completers	M. Day L. Trostle B. Maurio B. Lee	Dec. 2013	
II-1-CET-d	Enhance transitions strategies for adult education students to access CET training and degree programs.	Increased number of students transitioning to CET training programs	B. Maurio B. Lee	June 2014	
II-1-CET-e	Work with academic and student affair colleagues to promote the awarding of credit for prior learning for external credentials earned as a result of non-credit coursework.	Students incentivized to pursue academic degree or Certificate	K. Merkle M. Day L. Trostle	June 2014	
II-1-CET-f	Develop a new business outreach plan to increase contract training and services activity.	Increase in number of contracts and revenue	M. Day L. Trostle	October 2013	

II-1-PMA-a	Assist with web pages and create print and electronic communications to promote pathways for moving between credit and non-credit programs.	Web pages posted and communications materials implemented.	E. Swengler M.A. Davis	June 2014	
II-1-PRE-a	Promote pathways successes where appropriate.	Published articles and stories where appropriate.	S. Blair	June 2014	
<b>II-2— Implement, promote, monitor and evaluate the Federal Student Loan program.</b>					
Mission Goal: Access, Affordability, and Learning Support					
Initiative Coordinators: Michael Kiphart, John Gay					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
II-2-ADM-a	Establish procedures and implementation strategies required to support a direct Federal student loan program. Establish proper account verification procedures and audit processes.	Effective use of resources to monitor loan activity and assure compliance with all Federal Government rules and regulations.	T. League	June 2014	
II-2-ASA-a	Implement the Federal Student Loan Program.	The Financial Aid office will gather data to determine if the loan program is assisting the college in recruitment and retention of students.	J. Gay	Sept. 2013	
II-2-ASA-b	Entrance Counseling and Financial Awareness for students who are borrowing Federal Loans	Financial Aid will gather data to determine if students are borrowing responsibly. Will analyze the Department of Education reports to determine if students are successfully passing their entrance counseling test online. This information will be	J. Gay	Sept. 2013	

		used to target potential high risk students that will go into repayment in the future.			
II-2-PMA-a	Add copy promoting the Federal Student Loan Program to all recruitment pieces.	Copy revised in all 2014 recruitment pieces.	E. Swengler	April 2014	
II-2-PRE-a	Disseminate press release on loan program.	Published articles.	S. Blair	June, 2014	
<b>II-3— Develop collaborative academic, continuing education, student services, and marketing initiatives to serve adult learners.</b>					
<b>Mission Goal: Access, Affordability, and Learning Support</b>					
<b>Initiative Coordinators: Jim Ball, Craig Clagett, Karen Merkle, Michael Kiphart</b>					
II-3-ASA-a	Assess the value of a marketing campaign geared towards potential non-traditional visual arts students.	Data assessed and a decision made whether to launch campaign.	S. Gore W. Schaefer	June 2014	
II-3-ASA-b	Design marketing that targets opportunities for early learning professionals, teachers, and degree seeking students.	Increased enrollment.	S. Sies J. Moore M. Welch	Fall 2013	
II-3-ASA-c	Develop and promote fast-track off-cycle courses for all Education degree programs.	Increased enrollment, retention, and success.	S. Sies M. Welch	Fall 2013	
II-3-ASA-d	Develop career workshop for veterans.	At least one workshop per semester offered.	B. Gregory	May 2014	
II-3-ASA-e	Provide training to CET instructors on career development issues in classroom.	8 adjunct faculty to incorporate Career Development concepts/information into instruction time	B. Gregory	May 2014	
II-3-CET-a	Collaborate with academic and student affairs colleagues to identify and market career pathways and options from entry level workforce preparation to degrees and certificates, and then to continuing professional education.	Increased student return rate	K. Merkle M. Day L. Trostle B. Maurio C. Campitelli	June 2014	

II-3-PMA-a	Promote programming targeting adults with print and electronic marketing communications.	Publications produced and advertising placed.	E. Swengler	June 2014	
<p><b>COMPASS PRIORITY III: PARTNERSHIPS</b>  <i>Collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college's mission.</i></p>					
<p><b>III-1— In conjunction with Mid Maryland Allied Health Care Education Consortium partners, improve the programmatic effectiveness and operational efficiency of the Mount Airy College Center for Health Care Education.</b>  <b>Mission Goals: Access, Affordability, and Learning Support; Career Education</b>  <b>Initiative Coordinators: Jim Ball, Craig Clagett, Karen Merkle, Alan Schuman</b></p>					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
III-1-ADM-a	Support the operation of the Mount Airy College Center focusing on logistical concerns and security issues.	Effective communication procedures and efficient support.	T. Bowen W. Livesay	June 2014	
III-1-ASA-a	Conduct Mt. Airy College Center Healthcare Programs Information Sessions and Open Houses.	Meet enrollment projections for MACCHCE	C. Edwards J. Corcoran	June 2014	
III-1-CET-a	Expand consortium offerings to include continuing professional education courses for healthcare employees and ESOL offerings.	Increased enrollments and revenue at MACC.	K. Merkle L. Trostle B. Maurio	June 2014	
III-1-PRE-a	Promote the Mt. Airy College Center with the media.	Published articles.	S. Blair	June, 2014	
<p><b>III-2— Develop collaborative education and business partnerships to support industry-sector training programs and career pathways.</b>  <b>Mission Goal: County Business Development; Career Education</b>  <b>Initiative Coordinators: Matt Day and Libby Trostle</b></p>					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
III-2-ASA-a	Open Pearson VUE Test Center	GED and high stakes testers will have access to certification testing	L. Shields	Jan. 2014	

III-2-CET-a	Provide new NIMS certification training in manufacturing technology working with local businesses, Economic Development, BEREC and the Carroll County Manufacturing Consortium to assist in promoting the program and recruiting students.	Launch Manufacturing Training; increased workforce enrollments	M. Day R. Ward	June 2014	
III-2-CET-b	Work with local partners to increase number of clients served, new business openings, and enhanced activities in year two of the Carroll Business Path Initiative.	Increased publicity for the Path; increased Miller Center enrollments.	M. Day M. Titus	June 2014	
III-2-PMA-a	Create brochures specific to industry sectors similar to "Training for Manufacturing" brochure.	Publications produced for two industry sectors.	E. Swengler	June 2014	
<b>III-3— Collaborate with the Carroll County Public School System and the University of Maryland System institutions to improve transition strategies to meet the goals of the College and Career Readiness and Completion Act 2013.</b>					
<b>Mission Goal: Access, Affordability, and Learning Support; Baccalaureate Preparation Initiative Coordinators: Rob Brown, Steve Geppi, Michael Kiphart, Libby Trostle</b>					
III-3-ASA-a	Align AA degree programs with Maryland Public four-year degree programs to provide seamless transfer of general education and major requirements, preparing students for their junior year.	Students will enter the four-year public transfer institution at Junior standing.	Deans	May 2015	
III-3-ASA-b	Developed Reverse Transfer partnerships with USM institutions.	Allow for AA degree completion for students that transfer before earning AA degree	M. Kiphart	Ongoing	
III-3-ASA-c	Collaborate with CCPS Associate Superintendents and staff to implement all requirements as required by SB 740.	Conduct ongoing meetings, planning sessions and create required deliverables.	VP's Deans	June 2014	
III-3-ASA-d	Work with CCPS Director of Curriculum and Instructional Resources on goals relating to college readiness.	Reduce the number of high school graduates requiring transitional courses.	M. Vandal M. Burness S. Wright	Fall 2014	



III-3-CET-a	Implement Career Readiness strategies as goals are established by the State.	Strategies developed and implemented.	K. Merkle Directors	June 2014	
<p><b>COMPASS PRIORITY IV: CONTINUOUS IMPROVEMENT</b>  <i>Invest in the college's employees, technology, and decision-support systems in continuous improvement efforts to further the college's excellence.</i></p>					
<p><b>IV-1— Review, revise and implement faculty and staff professional development, and wellness strategies to ensure that staff are continuously enhancing their abilities to perform effectively.</b>  <b>Mission Goals:</b> Learning Assessment and Program Review; Organizational Culture  <b>Initiative Coordinators:</b> Sylvia Blair, Kathy Menasche, Jan Ohlemacher</p>					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
IV-1-ADM-a	Formalize and enhance the college's OSHA program and establish training plans and documentation.	Complete Safety Manual for OSHA compliance. Internal training of all faculty and staff on college's safety manual.	Terry Bowen	Feb. 2014	
IV-1-ADM-b	Assist in identification of staff development and wellness needs.	Programs identified and implemented.	B. Leimbach	March 2014	
IV-1-ASA-a	Address recommendations from the Faculty Development Summit, an appreciative inquiry process to garner ideas.	Create annual plan for Faculty Development to address recommendations.	A. Bogage J. Ohlemacher	Dec. 2013	
IV-1-ASA-b	Pilot initial Mental Health First Aid Training program to select faculty and staff groups and evaluate effectiveness.	Increase number of faculty/staff with mental health skills to identify potential student issues.	J. Minnema	June 2014	

IV-1-ASA-c	Utilize "In Their Shoes" online training for all new full-time and adjunct faculty and staff; explore options for college-wide use and to encourage completion by new employees upon hire.	Develop college-wide awareness of disability issues (in the context of diversity), ADA law and related rights and responsibilities, and the postsecondary accommodation process; develop post-training survey or evaluation to assess effectiveness.	J. Tatela S. Blair B. Leimbach	Jan. 2014	
IV-1-ASA-d	Establish appropriate Learning Goals (data and benchmarks) for the college's Intuition Effectiveness Assessment reporting system.	Where available appropriate data and benchmark measures will have been developed.	J. Ohlemacher Deans	Dec. 2013	
IV-1-CET-a	Increase professional development opportunities and online resources for CET adjunct faculty.	Increased interaction with Adjunct Faculty	B. Maurio Committee	June 2014	
IV-1-CET-b	Streamline access to resources and online training for adjunct faculty.	Increased use of resources by faculty	B. Maurio P. Hobbs	June 2014	
IV-1-PRE-a	Create joint training opportunities for both staff and faculty to develop workplace skills.	Increase the numbers of jointly-attended workshops.	S. Blair	May 2014	
<b>IV-2— Implement a mandatory supervisor development plan with online training modules followed by group discussions that cover topics which enhance supervisor capabilities, growth, and success.</b>					
Mission Goals: Organizational Culture					
Initiative Coordinator: Bridget Leimbach					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
IV-2-ADM-a	Implement online training programs designed for supervisory development needs.	Improved and consistent supervisory skills verified through completion of a series of online training exercises.	B. Leimbach	June 2014	

**IV-3— Fully implement business intelligence and data governance to support outcomes assessment and data-based decision-making across campus at all levels.**

Mission Goals: Learning Assessment and Program Review; Organizational Culture; Effective Resource Use

Initiative Coordinator: Jan Ohlemacher

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
IV-3-ADM-a	Integrate business intelligence and data governance to support the college's mission utilizing college software tools.	Provide requested information to assist with business decisions.	P. Davis	June 2014	
IV-3-ASA-a	Digitize the Education Department's placement files.	Improve file longevity and accessibility.	S. Sies N. Litz	June 2014	
IV-3-ASA-b	Complete projects identification in the Roadmap of Year 3.	Project completion by area.	J. Ohlemacher Data Governance Committee	June 2014	
IV-3-ASA-c	Contract with ASR to develop prospects tracking system to enable improved "prospect" to "applicant" processing.	Report will be developed and utilized to assess admissions and enrollment trends.	J. Ohlemacher M. Kiphart C. Edwards J. Martin	Sept. 2013	
IV-3-CET-a	Use business intelligence tools to improve CET reports and decision making processes.	Improve consistency and functionality of CET reports.	S. Long P. Hobbs	June 2014	
IV-3-PMA-a	Provide data validation support for the ASR Accelerator and for other newly developed Business Objects reports.	The Accelerator and two other collegewide data reports are validated.	J. Nickels	June 2014	
IV-3-PMA-b	Develop queries and reporting templates to complete retention studies, including Degree Progress, using Business Objects.	The "Maryland Model" Degree Progress Analysis is completed in Business Objects.	J. Nickels	June 2014	

**IV-4— Maintain a robust technology infrastructure, implement the web portal, complete the redesign of the college's website, and invest in employee technology skills.**

Mission Goal: Effective Resource Use; Access, Affordability, and Learning Support

Initiative Coordinators: Patti Davis, Eleni Swengler

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
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IV-4-ADM-a	Assess current technology skillset of college employees needed to perform their job responsibilities. Develop training options to align with roles and responsibilities.	Implementation of a technology training plan providing employee development aligned with job functions.	P. Davis	June 2014	
IV-4-ADM-b	Complete the design and implementation of Ellucian Portal for faculty and staff. Develop a single web-based interface for faculty and staff to access all Colleague services, as well as single sign-on to third-party applications and reporting tools when appropriate.	Implementation of Faculty and Staff Portal.	P. Davis	June 2014	
IV-4-ADM-c	Provide IT resources to complete the software integration, technical implementation and website administration for the website redesign project.	Implementation of newly designed college web site.	P. Davis	June 2014	
IV-4-ASA-a	Investigate possible applications of new technology into curriculum including tablets, 3D-printers, 3D scanners, Google Glass, Anatomage table, and Microsoft Kinect/Kinect type devices.	Initial purchase and evaluation of tools for possible applications into the classroom	J. Polley R. Brown	August 2014	
IV-4-CET-a	Implement the web portal for CET program units.	Improved internal communication and project management efficiency.	S. Long P. Hobbs M. Day L. Trostle B. Maurio	October 2013	
IV-4-CET-b	Continuously improve program marketing using the web and social media.	Increased enrollments and revenue	C. Campitelli Program Managers	June 2014	
IV-4-CET-c	Utilize technology to enhance office efficiencies, marketing, retention, and the overall student and client experience.	Enhanced student and customer service	S. Long, P. Hobbs, C. Campitelli, M. Day, L Trostle	June 2014	
IV-4-PMA-a	Establish the MACS info site to provide campus access to	Info site populated and employee portal	E. Swengler M.A. Davis	June 2014	

	resources such as brand standards, logo files, and campus photographs. Assist with portal implementation by participating in taxonomy, governance and adoption.	implemented.			
IV-4-PMA-b	Support the website redesign by working with the vendor to incorporate brand standards and college images, and assisting with the information architecture, content migration, and copywriting.	Website redesign project on schedule and responsive to college standards and needs.	E. Swengler M.A. Davis	Sept. 2014	

**COMPASS PRIORITY V: RESOURCE MANAGEMENT**

*Develop resource management strategies to respond to anticipated levels of governmental and student revenues.*

**V-1— Monitor college operations to identify cost efficiencies to maximize the effective use of college resources.**

**Mission Goal: Effective Resource Use**

Initiative Coordinator: Alan Schuman

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
V-1-ADM-a	Develop and analyze opportunities to reduce or avoid costs while maintain essential services.	Reduction in cost and/or reallocation of resources.	A. Schuman	June 2014	
V-1-ADM-b	Provide support for data reporting requirements and new Colleague modules (Student Planning).	Provide requested information to assist with business decisions.	P. Davis	June 2014	
V-1-PMA-a	Review college publications to identify which projects can be printed on campus. Research low-cost online printers located close to Maryland to save on shipping costs.	Printing costs reduced by increased use of in-house services and vendors closer to campus.	E. Swengler P. Anania	June 2014	
V-1-PMA-b	Utilize the campaign feature in Google Analytics with UTM tagging in URLs to better track visitor data generated by specific initiatives.	Selected campaigns tagged to measure impact on web traffic.	M.A. Davis	June 2014	

<b>V-2— Complete year one of the revised Maryland Annual Collection (MAC2) and meet the data reporting requirements of Complete College America (CCA) and the College and Career Readiness and College Completion Act of 2013.</b> Mission Goal: Effective Resource Use Initiative Coordinator: Janet Nickels					
V-2-PMA-a	Develop, validate and submit data files required for MAC2 in collaboration with database administrator; submission will occur on or before due dates established for each of the 14 files.	All required files submitted accurately and on time.	J. Nickels	June 2014	
V-2-PMA-b	Develop and implement processes to improve efficiency in meeting the reporting requirements of CCA.	Complete College America data submitted efficiently and on time.	J. Nickels	June 2014	
V-2-PMA-c	Respond to all data and reporting requests associated with the College and Career Readiness and College Completion Act of 2013.	College complies with all data requirements of the Act according to established deadlines.	J. Nickels	June 2014	
<b>V-3— Support Carroll Community College Foundation efforts to attract new donors and increase private fundraising and foundation gifts to support the college and its students.</b> Mission Goals: Access, Affordability, and Learning Support; Effective Resource Use Initiative Coordinator: Steve Wantz					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
V-3-ASA-a	Fully digitize the Hiram Williams Art Collection.	Create an online presence to more widely share the collection and increase the cultural influence of the college and the Foundation.	S. Gore M. Ball A. Bogage	Dec. 2014	
V-3-DEV-a	Develop and implement a targeted major gift campaign that articulates scholarship and programmatic needs of the college and invites the community to honor the transforming educational leadership of Dr. Pappalardo	Amount to be determined based on articulated needs	S. Wantz	June 2014	

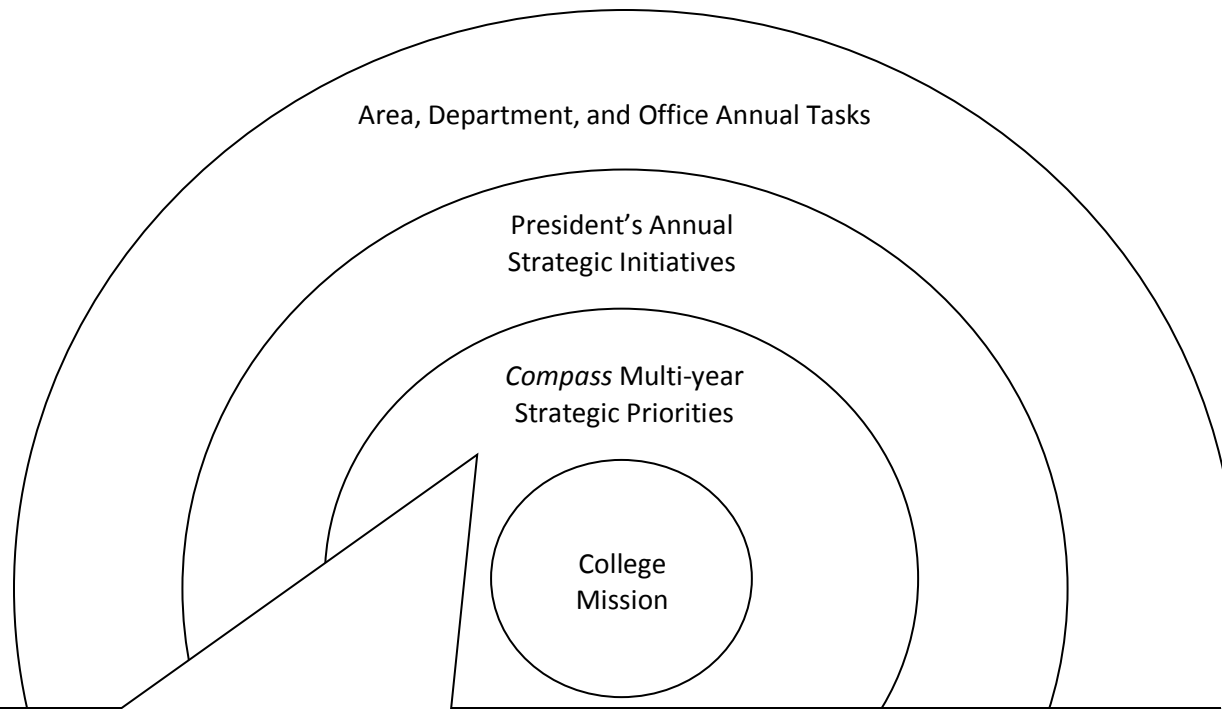
V-3-PMA-a	Support Foundation initiatives and events with cost-effective print and electronic publications, advertising collateral and web content to cultivate donors and increase gifts.	All materials produced within Foundation timelines.	E. Swengler M.A. Davis	June 2014	
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- Notes: 1. The President's Annual Strategic Initiatives are updated each year. *Compass* Priorities will remain through FY2015.  
2. Area annual plans include goals in addition to the tasks supporting the President's Annual Strategic Initiatives listed above.

Abbreviations

ASA	Academic and Student Affairs	DEV	Institutional Advancement and College Foundation
ADM	Administrative Services	PMA	Planning, Marketing, and Assessment
CET	Continuing Education and Training	PRE	President's Office

**FY2014 Strategic Plan endorsed by the Planning Advisory Council and approved by the President Sept. 23, 2013**  
**FY2014 Annual Strategic Initiatives announced by the President June 3, 2013.**  
***Compass 2015* approved by the President June 7, 2012.**  
**Mission Goals approved by the Board of Trustees February 15, 2012.**



**Student Achievement**

Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.

**Enrollment Development**

Respond to community and student needs through innovation and resourcefulness in instruction, programs, and services.

**Partnerships**

Collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college's mission.

**Continuous Improvement**

Invest in the college's employees, technology, and decision-support systems in continuous improvement efforts to further the college's excellence.

**Resource Management**

Develop resource management strategies to respond to anticipated levels of governmental and student revenues.

# STRATEGIC PLAN FY2015

**FY2015 STRATEGIC INITIATIVES  
TO ADVANCE COMPASS PRIORITIES**

**FOR REVIEW AND  
DISCUSSION BY THE  
PLANNING ADVISORY COUNCIL**

**SEPTEMBER 22, 2014**



Carroll Community College

# STRATEGIC PLAN FOR FY2015

Draft for Review and Discussion by the Planning Advisory Council September 22, 2014

**COMPASS PRIORITY I: STUDENT ACHIEVEMENT**

*Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.*

**I-1—Implement all requirements of the College and Career Readiness and College Completion Act of 2013, as required through FY2015.**

**Mission Goal: : Access, Affordability, and Learning Support**

Initiative Coordinators:

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
<i>Leave blank- PMA will add</i>	Complete all the required aspects to implement Areas of Study.	Areas of Study piloted and revisions completed.	K. Crumley Deans	June 2015	
	Implement the Student Planning System.	System piloted and revisions completed.	M. Kiphart J. Corcoran	Spring 2015	
	Build One-Step-Away grant process.	Process developed and 10% of potential students enrolled.	Deans S. Sies J. Martin P. Walker	Spring 2015	

**I-2— Complete implementation of Developmental Mathematics, English and Reading redesign projects and fully implement the College Readiness Bridge Program.**

**Mission Goal: Learning Assessment and Program Review**

**Initiative Coordinators:**

	Review English and Reading re-design projects regarding scheduling issues.	Make scheduling adjustments as deemed appropriate.	Deans L. Shields M. Vandal	Spring 2015	
	Review data and determine appropriate revisions to the Mathematics re-design project.	Revise courses as deemed appropriate.	Deans M. Burness	June 2015	

**I-3— Continuously upgrade learning assessment and improvement strategies for all college learning and student services programs.**

**Mission Goals: Learning Assessment and Program Review**

**Initiative Coordinator:**

	Support faculty and staff with their efforts in utilizing Business Object for existing reports and design effective business intelligence reports that provide data required for program reviews and student learning outcome assessment.	Success will be measured by developing and implement requested reports.	P. Davis	June 2015	
	Achieve completion goals from annual program reviews.	80% successful goal achievement.	Deans Chairs	June 2015	
	Examine CET points of service and identify actions to enhance the client and student experience.	Actions identified and implemented as appropriate.	S. Long L. Trostle	April 2015	
	Strengthen cross-unit communication and teamwork, and support continual learning for CET adjunct faculty and staff.	Unit staff cross training; consistent processes	S. Long L. Trostle	June 2015	

**COMPASS PRIORITY II: ENROLLMENT DEVELOPMENT***Respond to community and student needs through innovation and resourcefulness in instruction, programs, and services.***II-1— Investigate and expand offerings in credit and non-credit programs; and strengthen pathways for students to move between non-credit and credit programs and professional update learning opportunities.****Mission Goals: Baccalaureate Preparation; Career Education; County Business Development****Initiative Coordinators:**

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
	Re-design program options in the CIS/OT/CAD academic program areas.	A re-designed program schemata	R. Brown	January 2015	
	Establish additional late-start General Education courses.	A minimum of five late-start courses available.	Deans Chairs	January 2015	
	Enhance partnerships with CET to credit and vice-versa	At least two program areas strengthened.	Deans Chairs CET staff	Spring 2015	
	Achieve enrollment goals from annual program reviews.	80% successful goal achievement.	Deans Chairs	June 2015	
	Work with academic and student affairs colleagues to develop effective pathways and stackable credentials for students to transition from non-credit career programs/industry certifications or adult education programs, to credit programs.	Establish a baseline for CET career transitions; increase Adult Ed transitions.	L. Trostle M. Day B. Maurio	June 2015	
	Continue to explore pathways for non-credit students to obtain academic credit for skills, competencies and credentials earned through CET workforce programs.	Opportunities healthcare, IT, and construction trades.	K. Merkle L. Trostle	June 2015	

	Develop a business plan for Lifelong Learning that includes examination of higher education trends in specific community education markets.	Analysis and written plan completed.	S. Long	June 2015	
	Develop and offer five new Continuing Education Certificate programs.	Launch in FY15 & FY16	L. Trostle M. Day B. Maurio		
<b>II-2— Develop collaborative academic, continuing education, student services, and marketing initiatives to serve adult learners.</b>					
<b>Mission Goal: Access, Affordability, and Learning Support</b>					
Initiative Coordinators:					
	Publicize the college's efforts to serve adult learners	Success will be measured by number of stories publicized.	S. Blair	June 2015	
	Complete re-design of program/ department Web pages.	Web pages available for all Areas of Study and programs/departments.	Deans Chairs K. Crumley	Spring 2015	
	Utilizing results from annual program reviews, establish marketing needs for targeted programs.	A minimum of three programs.	Deans Chairs	October 2014	
	Explore new opportunities to co-market non-credit and credit career offerings.	Increased co-marketing; increased enrollments	M. Day B. Maurio C. Campitelli	June 2015	
	Expand career advising and career information services to Continuing Education and Adult Education students.	Increased utilization of advising and career services	B. Maurio M. Day B. Lee	June 2015	
<b>II-3—Further develop and implement the business plan to increase enrollment and revenue through customized employee training and assessment services.</b>					
<b>Mission Goal: County Business Development</b>					
Initiative Coordinator:					
	Work with Mt. Airy partners to establish one new program housed at Mt. Airy.	One new program established, based on discussions with partner colleges.	R. Brown J. Ohlemacher	June 2015	

	Improve identified sales support systems to facilitate the implementation of the new Business Training and Services plan.	Business Training and Services Plan successfully implemented	L. Trostle	June 2015	

**COMPASS PRIORITY III: PARTNERSHIPS**

*Collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college's mission.*

**III-1— In conjunction with Mid-Maryland Allied Health Care Education Consortium partners, improve the programmatic effectiveness and operational efficiency of the Mount Airy College Center for Health Care Education.**

**Mission Goals: Access, Affordability, and Learning Support; Career Education**

Initiative Coordinators:

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
	Support the operation of the Mount Airy College Center focusing on logistical concerns, liability and security issues, and financial implications.	Effective communication procedures and efficient support. Mitigate liability and financial impact by review of vendor contract/insurance procedures.	T. Bowen W. Livesay A. Schuman P. Davis S Krumrine	June 2015	
	Collaborate with Frederick and Howard Community Colleges to publicize new offerings and student success stories at the Mt. Airy College Center.	Success will be measured by number of stories publicized.	S. Blair	June 2015	

<b>III-2—Implement new strategies for outreach to community businesses and organizations.</b> <b>Mission Goal: County Business Development; Career Education</b> <b>Initiative Coordinator:</b>					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
	Support new outreach strategies of Business Training and Services to better serve county businesses and organizations.	Success will be measured by number of stories publicized.	S. Blair	June, 2015	
	Develop a methodology and implementation timeline to identify potential gaps between industry sector needs and current workforce training programs	Framework and timeline developed for selected industries	L. Trostle M. Day B. Maurio	March 2015	
	Monitor the re-authorization of the Workforce Innovation and Opportunity Act of 2014 (WIOA) and the impact on adult education, career and technical training and workforce partnerships.	Clear understanding of impact on programs, funding, and partnerships; implement changes as necessary for FY16	K. Merkle L. Trostle B. Maurio	June 2015	
<b>III-3— Collaborate with the Carroll County Public Schools and the University System of Maryland institutions to improve transition strategies to meet the goals of the College and Career Readiness and Completion Act of 2013.</b> <b>Mission Goal: Access, Affordability, and Learning Support; Baccalaureate Preparation</b> <b>Initiative Coordinators: Rob Brown, Steve Geppi, Michael Kiphart, Libby Trostle</b>					
	Work with Carroll Voc-Tech Center to establish a partnership.	One program from each division.	R. Brown S. Geppi	June 2015	

<b>COMPASS PRIORITY IV: CONTINUOUS IMPROVEMENT</b> <i>Invest in the college's employees, technology, and decision-support systems in continuous improvement efforts to further the college's excellence.</i>					
<b>IV-1—Implement faculty and staff professional development and wellness strategies to ensure that staff are continuously enhancing their abilities to perform effectively.</b> <b>Mission Goals:</b> Learning Assessment and Program Review; Organizational Culture <b>Initiative Coordinators:</b>					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
	Formalize and enhance the college's OSHA program and establish training plans and documentation.	Complete Safety Manual for OSHA compliance. Internal training of all faculty and staff on college's safety manual.	T. Bowen	Feb 2015	
	Assist in identification of staff development and wellness needs.	Programs identified and implemented.	D. Marriott	June 2015	
	Provide IT resources required for training content owners to use the college's new web content management.	Complete training of college's faculty and staff responsible for updating content for the web site.	P. Davis	January 2015	
	Create joint faculty and staff workshop opportunities.	Workshops scheduled and attended.	S. Blair	June 2015	
	Continue to develop diversity workshops for employees	Workshops scheduled and attended.	S. Blair	June 2015	

	Develop the Master Teacher track for faculty development.	Completed track with seminar options.	A. Bogage I. Q. Committee	Spring 2015	
	Complete a Compliance Audit	Audit completed and shared with Executive Team for action	M. Kiphart J. Hoskowitz	January 2015	
	Review adjunct faculty issues and needs.	Committee appointed for review and recommendations made.	S. Geppi Review Committee	Decem- ber 2015	
	Streamline administrative responsibilities of adjunct faculty and continue to enhance communication, resources, and professional development opportunities.	Process efficiencies realized; increased participation in professional development activities	S. Long L. Trostle B. Maurio	June 2015	
<b>IV-2— Implement a mandatory supervisor development plan with online training modules followed by group discussions that cover topics which enhance supervisor capabilities, growth, and success.</b>					
Mission Goals: Organizational Culture					
Initiative Coordinator:					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
	Implement on line training programs designed for supervisory development needs.	Improved and consistent supervisory skills verified through completion of a series of on line training exercises.	D. Marriott	June 2015	



**IV-3—Implement business intelligence and data governance to support outcomes assessment and data-based decision making across campus at all levels.**

Mission Goals: Learning Assessment and Program Review; Organizational Culture; Effective Resource Use

Initiative Coordinator:

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
	Integrate business intelligence and data governance including research/ development of core dashboards to monitor performance and support the college's mission.	Provide requested information to assist with business decisions.	P. Davis	June 2015	
	Fully develop the process of creating and updating Data Cookbook definitions	Process created and at least 10-20 definitions completed.	C. Clagett J. Ohlemacher	June 2015	

**IV-4—Maintain a robust technology infrastructure, implement the web portal, complete the redesign of the college's website, and invest in employee technology skills.**

Mission Goals: Access, Affordability, and Learner Support; Organizational Culture; Effective Resource Use

Initiative Coordinator:

	Assess current technology skillset of college employees needed to perform their job responsibilities. Develop training options to align with roles and responsibilities.	Implementation of a technology training plan providing the necessary employee development aligned with job functions.	P. Davis	June 2015	
	Complete the design and implementation of Ellucian Portal for faculty and staff.	Develop a single web-based interface for faculty and staff to access all Colleague services, as well as single sign-on to third-party applications and	P. Davis	June 2015	

		reporting tools when appropriate. Success will be measured by implementation of Faculty and Staff Portal.			
	Provide IT resources to complete the software integration, technical implementation and website administration for the website redesign project.	Implementation of newly designed college web site.	P. Davis	June 2015	
	Review CET processes and apply technology solutions to increase efficiency and effectiveness.	Increased office efficiencies; cross-unit skill development	S. Long L. Trostle P. Hobbs	June 2015	
<b>COMPASS PRIORITY V: RESOURCE MANAGEMENT</b>					
<i>Develop resource management strategies to respond to anticipated levels of governmental and student revenues.</i>					
<b>V-1— Monitor college operations to identify cost efficiencies to maximize the effective use of college resources.</b>					
Mission Goal: Effective Resource Use					
Initiative Coordinator: Alan Schuman					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
	Analyze and improve the College's return on investment in programs and course offerings.	1. Develop a model for analyzing and improving cost efficiencies in course and program offerings; 2. Develop a data dashboard for monitoring/improving	A Schuman J. Ohlemacher C. Clagett	June 2015	

		return on investment; 3. Implement methods for improving cost efficiencies of programs and courses.			
	Develop and analyze opportunities to reduce or avoid costs while maintaining essential services.	Reduction in cost and/or reallocation of resources.	A Schuman	June 2015	
	Review room utilization to maximize the ability to adjust schedules based on waitlists and closed classes.	Campus-wide review of scheduling for the year.	Deans L. Shields	June 2015	
	Review current efforts to implement mobile learning devices into the curriculum.	Work with chairs to continue implementation as needed.	Deans A. Bogage	June 2015	
	Align a new Master Plan for technology with campus-wide planning.	New Master Plan	A. Bogage	June 2015	
	Work with the Marketing Department to increase target marketing and analyze effectiveness of social media on course enrollments.	Increased enrollments in target markets; use of social media adjusted per analysis	S. Long L. Trostle C. Campitelli	June 2015	
<b>V-2— Support Carroll Community College Foundation efforts to attract new donors and increase private fundraising and foundation gifts to support the college and its students.</b> <b>Mission Goals: Access, Affordability, and Learning Support; Effective Resource Use</b> <b>Initiative Coordinator: Steve Wantz</b>					
Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
	Conclude the Making the Difference Campaign. Identify ways to steward donors and engage in future gift planning	Build deeper giving relationships formed in the MTD campaign	S. Wantz	6/30/15	
	Re-organize Foundation Board's focus to enhance friend raising and fund raising capacity	Enhance Board's involvement in fund raising efforts	S. Wantz	6/30/15	

	Continue to identify prospective Board Members to assist in advancing the efforts of the Foundation's fund raising capacity	Build the capacity of the Board and volunteer network of individuals in our community	S. Wantz/J. Ball/ Foundation Board	6/30/15	
	Work with President Ball and Executive Team in identifying the areas of highest need for the College requiring Foundation support (3 year projection)	Improve focus of efforts to identify and cultivate donor and grant opportunities	S. Wantz	6/30/15	
	Successfully plan and conduct our two signature fund raising events – Starry Night Gala and Penguin Random House – identify and cultivate new donors for support	Enhance relationships – build reputation of events – enhance profitability to give back to student initiatives Starry Night Goal \$100K Book Fair Goal \$ 48K	S. Wantz	6/30/15	

- Notes: 1. The President's Annual Strategic Initiatives are updated each year. *Compass* Priorities will remain through FY2015.  
2. Area annual plans include goals in addition to the tasks supporting the President's Annual Strategic Initiatives listed above.

Abbreviations

ASA	Academic and Student Affairs	DEV	Institutional Advancement and College Foundation
ADM	Administrative Services	PMA	Planning, Marketing, and Assessment
CET	Continuing Education and Training	PRE	President's Office

**FY2015 Annual Strategic Initiatives announced by the President July 1, 2014.**  
***Compass 2015* approved by the President June 7, 2012.**  
**Mission Goals approved by the Board of Trustees February 15, 2012.**

Appendix 35

**Carroll Community College  
STRATEGIC INITIATIVES FOR FY2016**

**Advancing the priorities in *Compass 2020***

No.	Initiative Title	FY2016 Strategic Initiatives	Coordinators
<b>I. Student Achievement</b>			
I-1	Program Completion	Analyze correlates of success and adopt best practices to support student degree, program, and credential completion.	K. Demarest L. Shields L. Trostle
I-2	Areas of Study, Pathways, and Student Academic Planning	Implement the Areas of Study, Academic Pathways, and Student Planning initiative to promote recruitment and retention.	K. Crumley
I-3	Developmental Education Redesign	Complete the restructuring of Developmental Education and assess its impact on student outcomes and program completion.	M. Burness M. Vandal
<b>II. Enrollment Development</b>			
II-1	Five-year Academic and CET Instructional Programming Plan	Identify current programs for enhanced development, and new instructional programs and partnerships to launch over the next five years.	K. Merkle J. Ohlemacher
II-2	Course Delivery and Scheduling to Accommodate Adult Learners	Enhance course delivery and scheduling to increase opportunities for adult learners and promote operational efficiencies.	L. Shields
II-3	Cyber Security Program	Implement the credit Cyber Security program and build multiple on-ramps for students with earned industry certifications.	M. Day
ii-4	Credit for Prior Credentials	Attract students, and advance their degree progress, through credit for prior learning through earned industry credentials.	P. Hunter L. Trostle
II-5	Strategic Marketing Plan	Strengthen marketing to attract and retain students, and promote new academic and Continuing Education programs.	C. Clagett
<b>III. County Economic Development</b>			
III-1	Business Training and Services	Support economic development through customized training, business consulting services, and community partnerships.	L. Trostle
III-2	Career Pathways and Educational Transitions	Design, implement, and assess the effectiveness of career pathways incorporating Adult Education, noncredit career education, and degree-credit programs.	S. Berry B. Gregory
III-3	Apprenticeships, Certificates, and Middle Skills Job Preparation	Enhance non-degree career training program opportunities and market effectively to attract new student populations to campus.	S. Berry L. Shields
<b>IV: Advancing Excellence</b>			
IV-1	Employee Compensation	Evaluate the college's financial resources and organizational structure to support implementation of a competitive employee compensation and benefits program.	T. League D. Marriott
IV-2	Faculty and Staff Development	Implement a program to enhance the effectiveness of adjunct faculty teaching and organizational engagement, and the professional skills of all employees.	S. Berry A. Bogage
IV-3	Process Improvement and Business Intelligence	Implement business intelligence and data governance to support outcomes assessment, efficiency, and data-based decisionmaking across campus at all levels.	C. Clagett K. Merkle J. Ohlemacher
IV-4	Instructional Portfolio and Scheduling Analysis	Assess the college's programs and scheduling, and implement strategies to promote efficiencies and return on investment while enhancing outcomes.	J. Ohlemacher L. Shields
IV-5	Compliance and Re-accreditation	Complete the college's Periodic Review Report to Middle States and ensure compliance with all federal and state regulations.	M. Kiphart

<b>V. Resource Management</b>			
V-1	Five-year Financial Plan	Identify revenue and expenditure implications of enrollment assumptions and departmental and program plans, and prepare a five-year strategic financial plan through June 30, 2020.	A. Schuman
V-2	Workforce Planning	Analyze staffing and anticipated retirements across all functions, in response to enrollment and revenue assumptions and Compass 2020 strategic priorities.	D. Marriott
V-3	Technology Master Plan	Update the college's Technology Master Plan through June 30, 2020.	A. Bogage P. Davis
V-4	Fundraising	Support the Carroll Community College Foundation in attracting and shepherding donors to further contributions to the college.	S. Wantz

Initiatives announced by the President 06-03-2015  
 Coordinators appointed 08-07-2015

## **Responsibilities of Strategic Initiative Coordinators**

1. Meet with the Executive Team in September to gain a clear understanding of the goals of the Initiative within the context of the college's strategic priorities. Review the individual tasks listed under the Initiative to determine if additional tasks or collaboration are necessary to accomplish the Initiative.
2. Be an advocate for the Initiative and monitor progress during the year. Keep your Vice President informed of any obstacles that could hinder accomplishment of the Initiative.
3. Report to the Planning Advisory Council at its May meeting on the status of accomplishment of the Initiative, and provide recommendations for the following fiscal year. Submit a short written report of accomplishments and recommendations that will be included in a compilation of Initiative status reports providing an annual update on the college's progress on its Compass 2020 strategic priorities. This compilation will be presented to the President and shared with the Board of Trustees.



# General Education Program Program Review 2015

Compiled by Dr. Jan Ohlemacher  
Chair, General Education Committee  
Approved by General Education Committee

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## **General Education Program Review Assessment**

### **Overview**

The General Education Program Assessment Plan, written in 2010, detailed the historical efforts to evaluate the establishment and achievement of the seven General Education Learning Goals. It concluded: “While significant attempts to address GE goals have been made through the departmental program reviews and other periodic assessments, to better address the College’s need for a systematic and regular assessment of general education, the GE core course requirements are now recognized as a distinct program, the General Education Program, and as such will have a periodic review using the same guidelines as are used for other academic programs. Prior to the end of the five year review cycle, each of the seven General Education Learning Goals will have been systemically assessed using a performance-based model of assessment.” (General Education Program Assessment Plan 2010, p. 4)

Having completed a review of all seven Learning Goals, this assessment report summarizes the results, critically analyzes them, reflects on the process, and makes recommendations going forward. On behalf of the General Education Committee, we would like to thank every full-time faculty member for participating in the evaluation. Appreciation is also extended to those who assisted with the collection of artifacts.

### **General Education Program Assessment Plan**

The following steps were taken to collect and assess learning, as identified in the Assessment Plan (p. 5):

#### **Review and Revision of Learning Goals**

The initial step in moving toward a comprehensive General Education Assessment Plan was the review and revision of the General Education Learning Goals which were adopted by Academic Council in January, 2009. For each learning goal, a bulleted list of intended outcomes was developed. These outcomes formed the basis of evaluation in determine if students have achieved the expected competencies.

#### **Performance-Based Assessment Model**

The General Education Committee discussed and considered several options for developing a comprehensive General Education Assessment Plan and decided that a Performance-Based Model similar to that reported by Seybert and O’Hara (1997) could be adapted to meet the needs of the college. The proposed design was then implemented:

1. Conduct an assessment audit for all General Education core courses to determine which learning goals are being assessed and for which an artifact of student work could be provided in each course.
2. Develop an assessment rubric for each Learning Goal based on the learning outcomes for each goal and establish initial standards or benchmarks by which the student will be deemed as meeting the outcomes. Rubrics will be developed by faculty teams including content experts.

3. Collect artifacts (examples of student work) and descriptions of the assignment from courses which are identified through the assessment audit as addressing a particular learning goal.
4. Score artifacts via an interdisciplinary team of faculty using the rubric and established standards to determine the extent to which the Learning Goal is being met.
5. Evaluate artifact scoring results by the General Education Committee, compile and share results with Learning Outcomes Committee, Academic Team, faculty, and other appropriate campus groups.
6. Implement strategies for improvement.
- 7.

### Assessment Audit

To identify which courses within the General Education Core address and assess each of the Learning Goals, departments and discipline heads were asked to work with their faculty to complete an audit of their general education offerings using Form E. Program/department faculty checked the General Education Learning Goal if they could identify the assessment as 'primary'. To be considered 'primary' the directions explained the assessment should:

- have as its main intent measuring at least one of the four elements listed under the Learning Goal.
- consist of an artifact the student produces that can be given to an independent committee to evaluate with a rubric.
- be required of all sections of the course, in similar fashion, regardless of the instructor teaching it.

In June, 2010, the Director of Learning Outcomes Assessment compiled the results of the assessment audit across discipline areas. These results were then used for the random selection of 20% of the courses identified as completing primary assessments.

Because the review itself had not been attempted before and had the potential to require considerable detail, the Committee determined it would be helpful to conduct a pilot assessment

### Pilot Assessment of Learning Goal 4: Information and Technology Literacy

A small pilot project was undertaken in the summer of 2010 to test the proposed assessment plan design (p. 7). A subcommittee of the General Education Committee developed a rubric for Information and Technology Literacy. Artifacts were collected from a sample of general education courses being taught during the summer sessions. The subcommittee then scored them. A sample of a scoring spreadsheet for six artifacts was shown in Table 1 below and subsequently described as it was used going forward.

<b>Table 1: Learning Goal 4: Information and Technology Literacy Artifact Scoring Pilot Results</b>							
Artifact Scores: 3=proficient; 2=satisfactory; 1=developing; 0=not evident; N/A=not assessed							
<b>Learning Outcome</b>	Artifact #1	Artifact #2	Artifact #3	Artifact #4	Artifact #5	Artifact #6	<b>Mean Score</b>
ACCESS	1	3	3	3	2	3	2.5
EVALUATE	0	3	2	3	1	3	2
ETHICAL USE	0	2	1	3	2	N/A	1.6
COMMUNICATE	1	2	2	2	3	N/A	2
<b>Cumulative Score for Artifact</b>	2	10	8	11	8		

The artifact scores were tabulated two ways in Table 1. Across a horizontal row the mean score was calculated for a particular learning outcome for all artifacts, making it easy to establish a mean. However, going down a vertical column gave a cumulative score of all four learning outcomes for a single artifact. By reviewing the number of artifacts achieving different performance levels, it was possible to determine a standard (80%) for successful achievement. Table 2 demonstrated how it would work.

<b>Table 2: Number of Outcomes at each level to obtain the final score indicated</b>				
<b>Cumulative Score</b>	<b>Proficient Level (3)</b>	<b>Satisfactory Level (2)</b>	<b>Developing Level (1)</b>	<b>Not demonstrated (0)</b>
12	4			
11	3	1		
10	3		1	
10	2	2		
9	3			1
9	1	3		
8		4		
8	2		2	
7	2		1	1
7		3	1	
6	2			2
6	1		3	
6		2	2	
5		1	3	
4			4	

Following the pilot process, the Committee discussed the concerns of the subcommittee, which were addressed as the evaluation continued.

#### Comments regarding the Cumulative Artifact Score vs. Score for Individual Learning Outcomes

- Cumulative scores may not be meaningful for an artifact if the assignment did not intend to address all four learning outcomes (LO).
- Cumulative scores can provide an initial overview of how the college is performing for that Learning Goal (LG), and where areas arise for which results are below the benchmarks, we can mine deeper to see which LO is lacking.
- Each Learning Goal may be different in terms of whether all four bulleted learning outcomes need to be met in order to achieve the goal – i.e. it may be determined that for some LGs all LOs need to be met as a group and for other LGs, it may be more appropriate to assess each of the LOs individually. Hence standards may be different for different LGs.
- Possibly designate “NA” in a scoring cell when the assignment did not intend to assess that LO and still use the data for tallying across rows for measuring individual LGs, but not include in the cumulative scoring.
- There is value in knowing both cumulative and individual LO scores. As we go through the process we will ascertain which information will be most valuable.
- The scoring process will help inform us on how to make more meaningful assignments.

#### Comments regarding the Artifact Scoring Processes

- Artifact scoring should be done by interdisciplinary faculty teams that are asked to participate on a voluntary basis.
- A few ‘content experts’ should be part of a scoring team and lead the norming sessions.
- Norming sessions will be very important to the process and should include best practices guidelines when available and ideally examples of artifacts that represent each level on the rubric.
- If the student did not fully complete the assignment, the artifact should still be scored. However, if the assignment did not clearly ask the student to demonstrate the learning outcomes then the artifact will be removed from the scoring pool.
- Benchmarks can be initially established based on General Education Committee recommendations representing the level of quality desired to be achieved by our students. As data is collected and a base line established, benchmarks can be reviewed.

#### Process and Timeline for General Education Assessment Plan

In Fall 2010, the first rubric for Learning Goal 4 (Information and Technology Literacy) was introduced to the faculty at its October meeting. In small groups, faculty brought assignments to evaluate to determine if the rubric was sufficiently developed to measure learning. Table 3 identifies the assessment schedule that was used to evaluate the seven General Education Learning Goals.

<b>Semester</b>	<b>Rubric Introduced to Faculty by Gen Ed Committee</b>	<b>Artifacts Collected &amp; Assessed by Faculty Scoring Teams</b>	<b>Results Reported to LOAC &amp; Faculty</b>	<b>Improvement Strategies Reported in Annual LO Report</b>
<b>Fall 2010</b>	LG 4: Info /Tech Lit			
<b>Spring 2011</b>	LG 1: Communication	LG 4: Info & Tech Lit		
<b>Fall 2011</b>	LG6: Global Awareness	LG 1: Communication	LG 4: Info/Tech Lit	
<b>Spring 2012</b>	LG3: Quantitative/ Sci Reasoning	LG6: Global Awareness	LG 1: Communication	LG 4: Info/Tech Lit
<b>Fall 2012</b>	LG 2: Critical Thinking	LG3: Quantitative/ Sci Reasoning	LG6: Global Awareness	LG 1: Communication
<b>Spring 2013</b>	LG5: Creativity	LG 2: Critical Think	LG3: Quantitative/ Sci Reasoning	LG6: Global Awareness
<b>Fall 2013</b>	LG7: Person development	LG5: Creativity	LG 2: Critical Thinking	LG3: Quantitative/ Sci Reasoning
<b>Spring 2014</b>		LG7: Person development	LG5: Creativity	LG 2: Critical Thinking
<b>Fall 2014</b>			LG7: Person development	LG5: Creativity
<b>Spring 2015</b>				LG7: Person development
<b>Fall 2015</b>	<b>General Education Program Review</b>			

## Results

The table below shows the results upon completion of the entire cycle.

<b>Learning Goal</b>	<b>Average % scoring 2 or 3</b>	<b>Average % scoring only 3</b>	<b>Scores across all dimensions achieving the benchmark</b>
Written Communication	72%	18%	55%
Oral Communication	70%	15%	50%
Critical Thinking	57%	16%	38%
Scientific & Quantitative Reasoning	94%	73%	Too many NAs to have a meaningful number
Information & Technology Literacy	65%	15%	38%
Creativity	68%	16%	Too many NAs to have a meaningful number
Global Awareness	48%	14%	50%
Personal Development	67%	30%	37%

## Analysis of Results

Carroll Community College has been on the leading edge by completing a comprehensive assessment of its General Education Learning Goals. Therefore, without repeating the cycle, at this time it is difficult to determine if the benchmarks have been appropriately set. As part of its efforts, the Committee reviewed the Degree Profile to help determine if the elements assessed within each rubric aligned with the national standards. An initial review indicated Carroll's Learning Goals exceeded the standards for two-year colleges in all comparable areas.

For the past three years, the results in Table 4 have also been reported annually to the Board of Trustees as part of the Institutional Effectiveness measures. Board members had the opportunity to comment, ask questions, etc., which were included as part of the annual review. Members of the Planning Advisory Council also received the same report prior to the Board meeting and had a similar opportunity to comment, ask questions, etc, which were included in the annual review.

At the end of each scoring session, participants were asked to comment on the process. The following is a composite of those comments, with recommendations for improvement.

### **Composite of Comments from All Scoring Session**

Things that went well:

1. Conversations in the norming session were helpful. They provided information to clearly cover the scope of each element. Before actual grading, going over and discussing some examples first helped. Also helpful clarifying how the rubric was created.
2. It was helpful to have experts as part of the scoring. For example, it helped to understand the interpretation of "design" from an expert.
3. It was good to have a chart so people could review the different elements.
4. It helped to have a variety of examples for norming.
5. Working in pairs worked very well.
6. Good timing (in year, semester, and time of day)
7. Nice that lunch was provided!
8. Instruction and norming were very valuable to the process.
9. Pairing or very small groups is the best method. As we articulated our scoring we became more precise in understanding of rubric. A norming session should always begin each assessment session.
10. Team size is just right – not everyone had to be doing this task (the whole faculty)
11. I learned some great ideas for assignment instruction!!!
12. Having a rubric made it easy to assign pts.
13. Using the headphones/computers (for scoring oral presentations).
14. Well organized.
15. Clear instructions.
16. Size/length of artifacts
17. Once you got the hang of scoring, it went quickly
18. Exchange of ideas and information
19. It was wise to select evaluators with varying degrees of expertise. There were several samples that I would not have been able to evaluate.

Things that could be changed:

1. It would be helpful to have a little sheet giving pointers about what to expect in a powerpoint.
2. Emphasize “proficient” to faculty.
3. Emphasize to the team that we are not grading these.
4. If pairs agree, move on to the next one (although it does help to have a discussion initially until you gain confidence).
5. Not all artifacts had student instructions included. Definitely helpful to understand purpose and thesis.
6. Make sure that each artifact has an assignment sheet as well.
7. Writing samples should have at least three paragraphs or so of written work. Lab reports and math papers need to have enough writing to evaluate.
8. (For writing) Examples at the beginning might be two very different topics (English or psych assignment and math/assignment lab).
9. (For writing) The thesis/central message focus doesn’t fit with many types of assignments give across the disciplines.
10. Not grading theater productions – this was too hard to judge.
11. (For global)\_Change some of the wording in the rubric. For example, under “Analyze the significance of other cultures,” for “satisfactory” have it read “Student demonstrates awareness of another culture by specifically acknowledging it.”
  1. Some more examples not of entire assignments but stressing economics, politics, etc. so the students have a grasp of diversity as more than culture.
  2. Clearer language in the rubric
  3. Earlier distribution of rubrics and earliest possible for class selection. Notify faculty directly if they’re class is selected as well as through the chair.
12. It would be useful to have an answer key and other comments from the instructors that submit artifacts to make our jobs easier.
13. For math, having a complete solution for the artifacts. For science, having a sample with correct data and/or calculations.
14. In the rubric, add “all” to ‘proficient’ under “Calculations” and “most” to ‘satisfactory’
15. If there was more time, maybe swap 1-2 exercises with another pair so that our scores could be compared with another group’s scores for greater reliability.
16. (For critical thinking) Add the word ‘phenomenon’ to Block #1: “Define or explain an issue, problem, or phenomenon worth of academic inquiry.” Also under Block #3, Developing, add: Information lacks reliability, variety, comprehensives or specificity.”
17. Teachers need to align assignments with the rubric for more meaningful measurement. (mentioned twice)
18. How were assignments solicited? Perhaps the process needs to be revisited.
19. (For creativity) The rubric, although contextualizing the General Education goal, is too narrow for any artifact that isn’t fine-art based. So, should we create two separate rubrics, one for art-based classes and one for non-art-based?
20. Should we re-examine the definition of creativity?

### Other General Comments:

1. (For information literacy) When asking for citations, the instructor should request a specific format. Also, 'select' and 'access' are two different things.
2. Directions need to be explicit.
3. As a follow-up, offer tips for designing assignments.
4. Create an understanding of what's scholarly and what is not.
5. Assignments need to address the specifics of learning goal.
6. Not all artifacts submitted made scoring possible.
7. It was a valuable experience.
8. A core group of experienced assessors should be trained. Later – assign one “expert” in each scoring group. This will help to ensure consistency in use of rubric.
9. A great deal of support was provided from Anne and Jan – much appreciated!
10. The process seemed like it works.
11. Keep communicating everything well to faculty. This is an ongoing process, and since we're not even sure yet what it is we're learning, everyone needs to be kept up-to-date and in the loop.
12. Get rubric distributed by e-mail and post on the IWeb since adjuncts provide artifacts and are not at all faculty meetings.
13. A committee may need to review assignments for applicability ahead of time.
14. Make sure any recommendations are actually taken back to instructors for their future assignment planning.
15. Solutions or answers could be provided for more complex problems.
16. Don't accept artifacts without instructions.
17. This is a professional development opportunity. Analysis vs. summary is a tough skill and requires practice.
18. (For critical thinking) Are we providing too much direction in some ways?
19. Have instructions point to the use of the rubric when deciding which assessment to use.
20. Perhaps faculty should work more closely with dept. chairs for advice on picking an assignment.
21. Provide professional development on how to use the rubrics.
22. Consider continuing our discussion of creativity existing separately from the arts. The rubric is based on the original categories defined by the Gen. Ed. Committee, and the outcomes' measures do not work to assess creativity outside of an arts or literature/creative writing course.
23. Lots of poorly written assignments. Some make me question what the instructor is hoping to teach students. Need continued discussion about how faculty create quality assignments.
24. Many assignments rely on students making observations, not critical analysis, thus not applicable to creativity/problem-solving.

### **Strategies for Continuous Improvement**

Because the General Education Program is the largest academic program on campus, improvement had to be the primary motivator for conducting the periodic review. Ownership of the process resided with full-time faculty, who were also responsible for providing guidance when improvement had been indicated.



As Table 3 indicated in its timeline, the Committee planned an improvement strategy as outlined in the initial proposal below:

### PROPOSAL FOR AN IMPROVEMENT STRATEGY

The assessment of the Gen. Ed. Learning Goals includes faculty work teams who developed (or will develop) a rubric for each goal. A second set of faculty work teams served (or will serve) as a scoring team for the learning goal, using the rubric. There was also a possibility that the analysis of the artifacts being scored would indicate a need to re-evaluate the learning goal. For this purpose, a third faculty work team, the Instructional Strategies team, was proposed and approved as follows:

The Instructional Strategies team (IST) would be comprised of those faculty who created the rubric, those faculty who scored the artifacts, and those full time faculty who provided artifacts. The team would meet for an initial two-hour session to accomplish the following:

- 1) Review the full breakdown of results
- 2) Review the notes from the scoring team
- 3) Determine which one element was the weakest and needed improvement
- 4) Brainstorm strategies to achieve improvement
- 5) Develop an action plan for the full time faculty on the team to implement

The team would attend a second meeting (one hour) prior to the close of the semester to review the plan, share insights, and make any adjustments deemed necessary.

In the spring semester, artifacts will be collected in the same manner (random samples from each section) and scored by the same scoring team (one five-hour scoring session) provided the faculty members are willing to again volunteer their time. Otherwise, 12-month staff will conduct the scoring.

It is proposed that the IST team faculty include this endeavor on their professional development plans, so they should be given the opportunity to make changes to them at the beginning of the fall term. It is also proposed that the IST team share their experience as part of a fall faculty meeting in Sept., 2013.

Team members for Learning Goal #4 (Information Literacy) would include:

Rubric Development team	Scoring team	Faculty providing artifacts
Alan Bogage	Maggie Ball	Sharon Bruner
Anne Davis	Diana Bartlett	Neil Dhingra
Kate Demarest	Alan Bogage	Bill Kelvey
Jan Ohlemacher	Anne Davis	Mary Kemp
Terri Sawyer	Jeremy Green	Raza Khan
	Wanda Meck	Carol Kolb
	Jan Ohlemacher	Jerry Schubert
	(Larry Schlude)	Bob Young

After approval, the Instructional Strategy Team met and proposed the following actions:

## Guidelines for Implementation Information Literacy Improvement Strategies

The Instructional Strategy Team developed the following guidelines to implement a focused strategy for Information Literacy improvement:

### Pre-semester

- 1) Determine which assignment and assessment will be used to measure Information Literacy. While it is preferable to use the same assignment used in the original assessment, faculty often make improvement changes so it is possible the assignment/assessment may differ from the original.
- 2) Librarians Wanda Meck and Jeremy Green have also put together a set of guidelines to assist you in supporting the instruction students received when they received library instruction on the appropriate use of resources. Follow the link <http://carrollcc.libguides.com/infolit> and look for the Instructional Strategies Team tab to get materials.
  - a. Review your assignment with the Research Assignment Checklist to see if its structure includes the elements identified as essential to success.
  - b. As part of the assignment, ask students to complete either a research log or a reflection paragraph documenting the process they used to select resources. This should be attached to the artifact when you submit it. You may also want to keep this from all the assignments and share it with the team when we meet after we score the artifacts.
  - c. Include some value (points or grade) for the reflection as well as the assessment to ensure students take the work seriously.

### At the beginning of the semester

- 1) Prior to starting instruction on the assignment, give students a “competency check” to pre-assess their skills in accessing resources. The Website resource pages developed by Wanda and Jeremy give you several examples you can use. Please note the resource you selected as we will be discussing its effectiveness in our debriefing session.
- 2) When introducing the assignment to students, emphasize the value of the research being completed in relation to your course outcomes. How will this assignment help them achieve those outcomes?
- 3) Review the sheet sent by Anne Davis indicating the randomly selected students. You will be asked to provide an ungraded copy of the assignment for our scoring session.

### At the close of the semester

- 1) Collect the artifacts for the students randomly selected for review. Be sure to include their student ID and if possible remove names or references to the course or instructor.
- 2) Once the artifacts have been received and scored, Anne Davis and Jan Ohlemacher will schedule a debriefing session with the IST members and review the results, as well as discuss any of your comments or observations about the experience.
- 3) Depending on the recommendations of the team, we would propose using this as a model for improvement with the other Gen. Ed. Learning goals.

Upon completion of the project, the following results were recorded:

*Comparison of artifact scoring for Learning Goal 4: Information & Technology Literacy, base line scoring versus after instructional strategy implementation*

Dimension	Percent of student artifacts scored 1 or higher (n=62) (n=21)		Percent of student artifacts scored 2 or higher (n=62) (n=21)		Percent of student artifacts scored 3 (n=62) (n=21)	
Access information	91%	100%	61%	56%	24%	19%
Evaluate information	90%	90%	68%	75%	11%	20%
Ethical use of information	89%	90%	58%	65%	5%	15%
Communicate w/ technology	95%	95%	73%	85%	19%	40%
<b>% of student artifacts scoring at the indicated level or higher averaged across all dimensions of the learning goal</b>	91%	94%	65%	71%	15%	24%
<b>Percent of student artifacts achieving satisfactory or higher (2 or 3) for all dimensions on a single piece of work</b>			45%	43%		

Because the first Instructional Strategy Team experienced a successful conclusion, the General Education Committee determined it would be helpful to organize a second team to look at a second IST to provide validity to the process. They chose General Education Learning Goal #2: Critical Thinking, because it had the lowest score. The structure for this IST was similar to the one for Information Literacy. The implementation guidelines the second team implemented were:

### Guidelines for Implementation

#### Critical Thinking Improvement Strategies

The Instructional Strategy Team developed the following guidelines to implement a focused strategy for Information Literacy improvement:

Using the rubric, scoring results, and notes from the scoring session, the group discussed several ideas before reaching a conclusion.

Learning Element to Address: Evidence – select and use information to explore a problem or issue.

Recommended Strategy: Work with students to develop critical thinking skills by creating a concept map with students to help them successfully complete the assignment. The process would include:

- Checking the assignment and assessment to encourage inclusion of as many of the dimensions within the rubric as possible.
- Utilizing resources developed by library instructional staff to support development of critical thinking.
- Having the instructor walk students through a model or an example of concept mapping, depending on the nature of the assignment. One member suggested concept-mapping the process one uses to make a decision about buying a car, because it demonstrates all the dimensions one needs to consider before drawing a conclusion – something practical everyone could understand.
- Assigning some additional point value to the development of a concept map.
- Providing students with a definition of ‘evidence.’

Jan Ohlemacher, Director of Learning Outcomes Assessment, will work with Alan Bogage, Senior Director of the Library and the library resource staff to put together the guidelines and suggestions for instructors to use. (Jan will meet individually with those who could not attend today to get their input before finalizing plans.) All instructors who provided artifacts in the first assessment will be asked to follow the protocol. Artifacts will be collected and evaluated at the end of the spring term, using the same process that has been used for all scoring sessions.

While it could be more difficult to implement this strategy, given the shortened planning time frame, the group did feel there was benefit to making the effort. It will provide helpful information for next year’s discussions around General Education. Participants were commended for their insightful comments.

Other ideas that might be helpful in future discussions included:

- ❖ Review the assignment selected to determine if the directions clearly ask for the dimension (or dimensions) being evaluated. It is also important to consider when the assignment falls in the semester, because critical thinking is a developmental process and students may need more time to develop their skills.
- ❖ Review the assignments to encourage students to use an inductive process rather than giving students the question to research.
- ❖ Embed language in the assignment’s grading rubric that aligns with the language in the artifact scoring rubric.
- ❖ Consider a pre-assessment practice activity to determine the skill level prior to instruction.
- ❖ Give students a primer on Critical Thinking to increase their understanding of the skills involved in thinking critically.

- ❖ Clarify the message to faculty regarding the importance of using the rubrics that have been developed.
- ❖ Examine the portfolio process used in English to see if the process could be adapted for critical thinking assessments.

The group also felt it was important to have the same definition of evidence, which was defined as follows:

Evidence is a responsibly marshaled body of facts, information, or system of arguments indicting the truth (or untruth) or validity (or invalidity) of a particular belief or claim. In contrast, opinion is defined as a provisionally-held mental attitude entailing a belief or judgement about something that is not obviously substantiated by positive knowledge or proof.

The results for the second Instructional Strategy Team assessment also demonstrated improvements, as indicated in the Table that follows.

**Table 2. Learning Goal 2: Critical Thinking**

	(Original n=42)		(Implementation n=32)	
	(Original)	Strategy	(Original)	Strategy
	Percent of student artifacts scored	Implemented	Percent of student artifacts scored	Implemented
<b>Dimension</b>	<b>2 or higher</b>			
Define or explain an issue or problem worthy of academic inquiry	64%	72%	21%	17%
Pose questions that probe the issue or problem	57%	64%	13%	14%
Evidence: select and use information to explore a problem or issue (n = 42)	60%	61%	21%	21%
Explore alternative perspectives (n = 37)	49%	46%	11%	0%
Draw cogent conclusions (n = 42)	55%	56%	12%	19%
<b>Average percent of student work for all dimensions of LG</b>	<b>57%</b>	<b>60%</b>	<b>16%</b>	<b>27%</b>
<b>Percent of student artifacts achieving 2 or higher for all dimensions on a single piece of work</b>	<b>38%</b>	<b>35%</b>		

**Comprehensive Review of General Education**

In its final meeting in June, 2015, the General Education Committee made the following recommendations for its comprehensive review:

Initial Proposal for the Review of General Education

- 1) At the August faculty meeting, provide the scoring data for the final General Education Learning Goal, #7, and the Instructional Strategy team, #2.
- 2) In its October faculty meeting, initiate a general conversation with all faculty, working in small groups, to answer these questions:
  - a. What is General Education?

- b. Why is it important to include General Education in a degree?
- c. Where is the responsibility for developing General Education Learning Goals?  
Does it belong with individual courses, programs, or is everyone responsible?
- 3) Continuing the conversation, at the spring faculty meeting, before moving into division business, share the composite results for all the General Education Learning Goals. Divide into seven groups (one for each Learning Goal) and discuss the implications from the results. Goal: develop recommendations for improvement.
- 4) In the final faculty meeting, review the Degree Profile and discuss going forward with the next three-year review of General Education. Should we continue to use random sampling? Should we include all courses in the assessment, not just General Education? Should we only assess those students who have completed a certain number of credits? Do we need rubric development teams to review the rubrics, or should content experts be assigned to this task?
- 5) Develop 2-3 workshop sessions to be offered in January and/or June focusing on assignment and assessment design. Does/should the assessment include all the dimensions identified in the rubric? How should the rubric be used in reviewing assignments/assessments?

In November, 2014, the faculty met as described above and gave the following responses to the questions developed by the Committee:

*Question #1: What does it mean to be generally educated? What should students know and be able to do as a result of having completed the core general education courses?*

- ✓ Communicate effectively
- ✓ Well-educated and productive citizen
- ✓ Have an appreciation of knowledge
- ✓ Life-long learner
- ✓ Capable of teaching themselves new concepts and applications
- ✓ General understanding of how the world works
- ✓ Critical thinkers
- ✓ Able to interface with machines effectively
- ✓ Have knowledge in a broad way to be successful in work, life and citizenship
- ✓ Develop skills to become competitive
- ✓ Able to pull it all together
- ✓ Integrates processes to use in lifelong decisions/careers
- ✓ Know what to ask
- ✓ Able to change perspective – open minded
- ✓ Have an idea of an interest that they may not have had before
- ✓ Learn different skills/subjects, not just what the labor market demands
- ✓ To be informed about culture/society
- ✓ Learning things they didn't know that they didn't know
- ✓ Learning how to learn and that we need to be lifelong learners
- ✓ Disciplined
- ✓ Creates a foundation for learning

- ✓ Understand world community – global
- ✓ Build an argument

Question #2: *Looking at the mission statement for CCC below, do the Learning Goals encompass everything in or mission statement? If not, what should be added?*

There were only three additions: fundamental discipline-specific information, logic, and a better definition of values – did we mean academic honesty/integrity, valuing exploration in education, or personal and social responsibility?

Question #3: *Which departments are responsible for the direct (primary) instruction for each of the Gen. Ed. Learning Goals?*

One general comment: how does one define primary and secondary instruction?

Gen. Ed. Learning Goal	Primary Instruction	Secondary Instruction
Communication	English, Speech, Graphic Arts, Performing Arts	
Critical Thinking	ALL	
Q & SR	Math, Sciences, Social Sciences, Music, STEM, Allied Health	
Info. Technology	Any course with research	
Creativity	English, Visual and Fine Arts, Performing Arts, Education, Humanities (or ALL)	
Global Awareness	History, Anthropology, languages and Social Sciences (or ALL)	
Personal Development	ALL	

### Additional Questions/Comments

1. Should we consider developing capstone courses for all learning goals?
2. We need to make assignments clearer.
3. Should everyone be required to take Philosophy 101?
4. There was a lot of discussion about how Computer Information Systems should be added to Gen Ed.- it was dropped as a requirement in Education and Nursing, but should be added back in again.
5. Where do we track personal development? Need to do this beyond health care.
6. Can we assess #7 (personal development) in such things as group projects in any class? Needs to be part of the curriculum as a whole (#6 global awareness as well).



7. What's the role of Areas of Study or extracurricular studies – and how to assess these?
8. Can we add questions to the graduation survey and include programs of study?
9. The English department can do workshops for all faculty on grading papers – helpful for non-English faculty, helps with consistency, even in different formats, such as Web design.
10. Can Student Affairs deliberately talk with students about how what they do with students relates to General Education Learning Goals?
11. Should all departments require a speech class?

In spring, 2015, the Committee reviewed the comments and information and determined the task of identifying primary and secondary instruction of General Education Learning Goals might be better conducted at program/department faculty meetings. So, in reviewing both the evaluations made by scoring teams and comments from the faculty themselves, the most consistent comment suggested improving the instructional design of assignments for better clarity and alignment with the General Education Learning Goals.

At the same time, Dr. Ohlemacher and Dr. Star had the opportunity to hear Dr. Paul Hanstedt discuss the importance of General Education and the need for improved instructional design. Alan Bogage contacted Dr. Hansted and made arrangements for him to conduct the opening session of the Summer Institute.

#### Procedure Going Forward

If the faculty meeting scheduled for May 15 is cancelled, the Summer Institute session would be the committee's opportunity to summarize its thinking regarding the following ideas:

1. Should the college plan a year-long emphasis on improvement and evaluation of critical thinking? This goal had one of the weaker scores and all of the programs indicated they assess critical thinking in part or all of their courses.
2. Should the college repeat the entire process to validate the scores without emphasizing improvement strategies?
3. How can we include adjunct faculty?
4. How can we foster interdepartmental discussions?
5. How does the college-wide evaluation align with individual program assessments of General Education Learning Goals?

Following the faculty meeting with Dr. Paul Hansted, the General Education Committee met and determined the following recommendations:

- 1) Complete the improvement process by having a faculty meeting devoted to looking at course syllabi in small groups and getting ideas for trying activities to support critical thinking. Have the same groups meet again in January to review the planned activities and again in April to see the success of the activities and look for improvement results.
- 2) Review the rubrics for each learning goal and make changes as noted.
- 3) Plan faculty development sessions that focus on mapping assessments for General Education learning goals.
- 4) Repeat the three year process.

- 5) To foster working across disciplines, include all programs in the next review, not just those involved with General Education courses.

### **Final Conclusions**

The three-year assessment plan for General Education provided a thorough examination of each of the General Education Learning Goals. By working in teams to develop rubrics, faculty were able to agree on specific criteria for successful completion of each element within the Learning Goal. Having a different set of faculty do the scoring in a team provided a consistent application of the criteria.

In general, faculty on the Committee as well as faculty within the college found the experience insightful because it uncovered areas of improvement across the college that would have been difficult to assess through the comprehensive program review process used by programs and departments. Having dialogue about the value of General Education for students also gave faculty and Student Affairs staff the opportunity to reaffirm the commitment to these goals.

The desire to continue with a deeper analysis of learning demonstrates the faculty's commitment to a meaningful assessment process. Going forward, programs and departments will have the opportunity to further map the introduction of concepts as well as provide the opportunity to determine how to reinforce learning throughout the program. By working across the college in the evaluation, faculty are able to determine a more integrated approach to learning, which will result in an even higher achievement of learning.

## References

Adapted from Seybert, J. A. and O'Hara, K.A., "Development of a Performance-Based Model for Assessment of General Education." *Assessment Update*, 1997, 9 (4), 5-7

**Appendix I: Form E – Summary of General Education Learning Goals which are being assessed and for which an artifact could be provided for review across Disciplines.**

Discipline Area	Required credits	GE LG1: Writ & Oral Comm	GE LG2: Critical Thinking	GE LG3: Quant. & Sci Reasoning	GE LG4: Info & Tech Literacy	GE LG5: Creativity	GE LG6: Global Awareness	GE LG7: Personal Developmnt
<b>English Comp &amp; Literature</b>	6, two courses	✓A	✓A		✓A	✓A	✓A	✓A
<b>Biological &amp; Physical Sci</b>	7-8, two courses, one with a lab	✓A	✓A	✓A	✓M		✓S	✓F
<b>Arts &amp; Humanities</b>	6, two courses selected from two of the three areas							
Fine & Perform		✓A	✓A	✓F	✓M	✓A	✓A	✓M
Humanities		✓A	✓A		✓S	✓F	✓A	✓A
Lang & Comm		✓A	✓A		✓F		✓A	✓F
<b>Mathematics</b>	3-5, one course	✓M	✓A	✓A	✓M			
<b>Social &amp; Behavior Sci</b>	6, two course from two disciplines	✓A	✓A	✓M	✓M	✓F	✓M	✓M
<b>Emerging Issues</b>	3, one course	✓A	✓A	✓F	✓A		✓F	✓A

✓A = all courses in the discipline have an assessment/artifact measuring that goal

✓M = most courses    ✓S= Some courses    ✓F=a few courses    blank=no courses in the discipline have an artifact assessing that goal

## Appendix II: Sample General Education Learning Goal 4: Information and Technology Literacy Rubric

<b>General Education Learning Goal 4: Information and Technology Literacy</b>			
<b>Learning outcomes</b>	<b>Assessment Criteria</b>		
	<b>Proficient – 3 pts</b>	<b>Satisfactory – 2 pts</b>	<b>Developing – 1 pts</b>
<b>Access Resources</b>	Student selects and accesses a variety of relevant sources directly focused on the field or research topic that are all of appropriate depth or breadth. Student demonstrates ability to use advanced library search strategy and technology.	Student selects and accesses general resources appropriate for the field or research topic. Most, but not all sources are relevant and of appropriate depth or breadth. Student demonstrates ability to use library search strategy and technology.	Student selects and accesses resources, but sources gathered lack relevance, quality, and appropriate depth or breadth of information for the field or research topic. Student demonstrates limited ability to use library search strategy and technology.
<b>Evaluate/analyze Sources</b>	Student effectively and consistently evaluates multiple and diverse sources for authority, reliability, accuracy, and currency of information. Student critically analyzes information and demonstrates awareness of biased, untimely, and/or non-authoritative information.	Student evaluates general sources for authority, reliability, accuracy, and currency of information.	Student makes some attempt to evaluate information, but is unaware of the criteria that should be used to evaluate sources.
<b>Ethical Uses of information and technology</b>	Student consistently demonstrates an understanding of what constitutes plagiarism and copyright violations, accurately gives credit for quoted and paraphrased work, and cites without error. Student is able to discern between objective and biased information.	Student understands what constitutes plagiarism and copyright violations, gives credit for quoted and paraphrased work, and cites sources with few errors.	Student has knowledge of plagiarism and copyright laws, but makes errors in citing sources and paraphrasing. Student has difficulty distinguishing between objective and biased information.

<p><b>Communicate via media/technology</b></p>	<p>Student uses technology to design, develop, and produce discipline appropriate media (paper, poster, graph, table, presentation, video) that clearly and effectively organizes and communicates information and ideas to the intended audience.</p>	<p>Student uses technology to produce discipline appropriate media (paper, poster, graph, table, presentation, video) that adequately organizes and communicates information to the audience.</p>	<p>Student uses limited technology to produce media (paper, poster, graph, table, presentation, video) that weakly communicates information.</p>
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# An Improvement Strategy for General Education

Janet Ohlemacher, Anne P. Davis

**F**OR 3 YEARS, CARROLL COMMUNITY College has been involved in a rigorous, intensive, faculty-driven assessment of General Education. It began as an effort to explore how well students achieved identified

developed, General Education Committee members presented it to the faculty at a general faculty meeting for further discussion. Faculty members were encouraged to use the rubric to review their assignments prior to submitting

Assessment (LOA) Director took a list of courses assessing the competence and randomly selected 20% of them for this project. Two students in each section of the courses were then randomly selected for artifact submission. In the event aggregate data would be informative for this process, the artifacts also included the student i.d. number. (A detailed description of this process was published in *Assessment Update*, May/June, 2012, p. 11–13.) The final scoring session took place in June 2014.

Using data, employing cross-disciplinary teams, and engaging in conversation with a deliberate focus on improvement rather than criticism empowered our faculty to make meaningful changes.



General Education competences. With the use of a model developed by Johnson County Community College, the General Education Committee at Carroll formulated an action plan that involved forming cross-discipline faculty teams either to develop rubrics or to score artifacts. Every faculty member agreed to serve voluntarily on one of these teams as part of his/her professional development. Committee members understood the goal of assessment was to improve learning, but a specific strategy could not be developed until an initial assessment had taken place.

The intent was to assess sequentially student learning related to the college's seven General Education Learning Goals. The process started with the development of a rubric for Information Literacy, because many of the college's courses incorporated the learning outcomes within this competence. Once the rubric had been

artifacts to ensure that their chosen assignment assessed at least two of the four outcomes.

Each subsequent semester, then, while one faculty team developed a rubric for the next General Education competence, a different team scored the collected artifacts from the previous competence. The Learning Outcomes

The sample scoring sheet in Table 1 shows how the results were recorded in the scoring session.

Once all the artifacts were scored and tallied, the authors analyzed the data in two ways. First, they determined the percentage of students who scored a 2 or higher for each dimension. Second, they determined the percentage of students who scored a 3 for each

**Table 1. Learning Goal 4: Information and Technology Literacy Artifact Scoring Pilot Results**

Artifact Scores: 3—Proficient; 2—Satisfactory; 1—Developing; 0—Not Evident; N/A—Not Assessed						
Learning outcome	Artifact 1	Artifact 2	Artifact 3	Artifact 4	Artifact 5	Artifact 6
Access	1	3	3	3	2	3
Evaluate	0	3	2	3	1	3
Ethical use	0	2	1	3	2	N/A
Communicate via technology	1	2	2	2	3	N/A
Total score for artifact	2	10	8	11	8	

Who receives the findings from the project? Is there an expectation that findings will be addressed? To what extent? Who is expected to address the findings? In cases where multiple groups have an interest in a project, answering these questions early allows discussion to occur without agendas that can arise once the results are available, whether they are positive or suggest a need for improvement. Following our project, we decided that in the future, we will address these questions at the beginning of an assessment project using a memo of understanding.

- **Provide Development Opportunities**—Just as it is important to establish a budget to fund assessment efforts, it is important to provide professional development opportunities. Members of the campus community may be interested in assessment but may not have enough background to feel comfortable participating. Professional and faculty development activities can include activities such as conference travel, online or in-person training by an external consultant,

or otherwise, that your development program is sending.

- **Answer Questions**—This helpful practice is closely related to the importance of flexibility. Although it is tempting to follow an assessment project plan rigidly, it is necessary to explore questions that emerge during the process. Specifically, taking time to answer questions as they arise can help to reduce confusion and misunderstanding about assessment. This presents opportunities to provide additional context for project findings or to alleviate skepticism. For example, in our project, a campus group wondered if characteristics of entering students, such as level of preparation, test scores, or self-rating of abilities, were influencing findings. Although an analysis of these components was not included in the initial project plan, spending time exploring these questions provided valuable context, addressed “what-ifs,” and allowed us to consider the results with less distraction. In summary, create an environment where all questions are welcomed and given due attention.

Just as it is important to establish a budget to fund assessment efforts, it is important to provide professional development opportunities.

on-campus workshops, lunch discussions around a focused topic, and/or structured sharing among departments. During our project, we found that including an outside speaker in our development offerings was helpful in bringing in a different perspective on assessment. This fostered additional engagement in assessment of student learning. Creating opportunities for additional development allows community members to broaden their knowledge base and often provides designated time to focus on assessment. A note of warning—be cognizant of the messages, implicit



- **Be Persistent**—Initially, some campus assessment activities are not self-sustaining. Questions and resistance can distract from the intention of the assessment process and can threaten to derail the effort. Throughout our project, when issues arose, we paused to address them when possible, then continued to move forward. These issues could be challenging, but persistence that was sensitive to the concerns of involved parties allowed the project team to avoid letting roadblocks become dead ends.
- **Be Conscientious about Time**—This helpful practice may seem overly

simplistic and intuitive, but it can be crucial to the success of an assessment initiative. Time is a highly valued commodity on campuses. Use everyone’s time wisely and avoid demands on time during periods of the academic year that are already hectic.

- **Be Aware of Climate**—Keeping a finger on the pulse of campus climate is important to assessment efforts. On some campuses or among certain groups or individuals, assessment is controversial. By being attuned to the assessment climate, a project team can explore issues of concern and respond to them before a negative climate is rooted. Address misunderstandings about assessment and affirm support from faculty and senior administration.
- **Focus on Key Findings**—For those who are comfortable with quantitative data, it can be tempting to delve deeply into the statistically nuanced assessment findings. Although these findings often provide needed details, it is helpful to focus first on key findings. These should be shared in a way that is meaningful and manageable for the intended audience. Additional findings can be shared as a supplement or after the key findings have been digested. Too much information can be overwhelming for some audiences and can lead to inaction on important findings.
- **Consider Need for Policies**—Be aware of what, if any, policies exist on your campus that could affect an assessment initiative. Alternatively, be attuned to ways in which the project may be in conflict with existing policies; this could damage any potential benefit from the assessment process. Make note of policies that could be helpful, for example, when considering who has access to results from a specific assessment project.
- **Follow Through**—In assessment work it is important to follow through

*(continued on page 11)*



**Table 3. Comparison of Pre- and Postinstructional Strategy Artifact Scores for Learning Goal 4: Information and Technology Literacy**

Dimension	Percent of Student Artifacts Scored 2 or Higher			Percent of Student Artifacts Scored 3		
	Pre-IST	Post-IST	Difference	Pre-IST	Post-IST	Difference
Access information (n = 61, 21)	61%	57%	-4%	25%	19%	-6%
Evaluate information (n = 61, 20)	69%	75%	+6%	11%	20%	+9%
Ethical use of information (n = 57, 20)	60%	65%	+5%	5%	15%	+10%
Communicate w/ technology (N = 65, 20)	72%	85%	+13%	20%	40%	+20%
Percentage of student artifacts scored at the indicated level or higher averaged across all outcomes of the learning goal	65%	71%	+6%	15%	24%	+9%
Percentage of student artifacts achieving satisfactory or higher (2 or 3) for all outcomes on a single piece of work	38%	45%	+7%			

After the term ended and the scoring team finished its assessment, the results indicated a 7% improvement. Table 3 shows the comparison between the two efforts.

Pleased by the improvements, General Education Committee members have asked the LOA Director to form a second instructional strategies team to meet and conduct a similar process to re-evaluate Critical Thinking. If the strategies produce similar improvements, the committee will include this as a recommendation for the year of study planned in the coming fall.

Engaging faculty throughout the process has been invigorating for instructional development. Using data, employing cross-disciplinary teams,

and engaging in conversation with a deliberate focus on improvement rather than criticism empowered our faculty to make meaningful changes. Using this process has also provided our campus with an opportunity to validate our outcomes and seek improved student learning. ■

### For Further Reading

- Angelo, T. A. 1999, May. "Doing Assessment as if Learning Matters Most." *AAHE Bulletin* 51 (9): 3-6.
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*Janet Ohlemacher is vice president of Academic and Student Affairs at Carroll Community College in Westminster, Maryland, and Anne P. Davis is associate dean of the School of Graduate and Professional Studies at Stevenson University in Owings Mills, Maryland.*

## Practical Tips for Assessment in Practice

(continued from page 8)

with a project. Assessment findings should be discussed and acted upon to improve student learning when possi-

ble. Follow through outside a formal project period if the need exists. At the end of our formal project period,

a significant curriculum change was implemented based on our findings. It was important to commit the time and resources to continue the assessment project in order to assess the impact of this change. Although assessment of some kind is ongoing, another

## Appendix 38



Spring 2016,  
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## College Opens Cybersecurity Lab

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[College Announces New  
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On Thursday, February 11, 2016 the college celebrated the opening of a new laboratory dedicated to cybersecurity education and training. Guests in attendance included students, instructors, local business leaders, and members of the college's Board of Trustees and Foundation Board of Directors. The event, which drew a standing-room-only crowd to the Student Center, was offered in partnership with the Carroll Technology Council.

The first degree-credit classes in Cybersecurity at Carroll started last fall. These introductory classes lead to a credit certificate in Network Security, and with additional courses, will lead to an associate degree in Cybersecurity, pending approval by the Maryland Higher Education Commission.

Carroll is one of 14 community colleges in Maryland to receive a U.S. Department of Labor grant to develop credit certificates and degrees in the profession, as well as offer non-credit certification training.

"I am very excited about our new Cybersecurity lab. We are most grateful to the Carroll Community College Foundation for funding much of the needed equipment. Through this facility, students will train on state-of-the-art equipment and be fully prepared to enter jobs in this high-demand, high-wage career field," said college President Dr. James D. Ball.

The college showcased the new equipment, in part to demonstrate cutting-edge resources and to thank donors and members of the Foundation for their support of the program. Foundation funding made possible the acquisition of three Cisco mobile networking racks that include equipment such as routers and switches.

Carroll has developed coursework in digital forensics, network penetration, scripting, wireless and embedded device exploitation, and technical writing and documentation.

Additionally, many of the new courses will prepare students for an industry certification, such as CompTIA's A+, Network+ and Security+, Cisco's CCENT and CCNA and EC-Council's Certified Ethical Hacker, among others. There is also a non-credit certification training program and there are non-credit certificates that prepare students for industry certifications. These certifications can then be applied toward credit within the cybersecurity degree program. The college will also offer Continuing Education courses for working cyber professionals who want to stay current on emerging issues and technical expertise.

Students receive assistance in locating opportunities that offer hands-on experience, such as part-time and full-time jobs, internships, and service-learning opportunities.

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Academic and  
Student Affairs  
Plan FY2014-15

Carroll Community College

**LONG-RANGE INSTITUTIONAL GOALS**

- I. Provide an affordable center of learning with supportive and caring faculty and staff, appropriate admissions practices, effective learner support services, relevant programs, and a variety of teach and learning strategies.
- II. Provide opportunities for all learners to develop competencies in communication skills, critical thinking, quantitative and scientific reasoning, information and technology literacy, creativity, global awareness, and personal development.
- III. Prepare students for completion of the baccalaureate degree through rigorous transfer programs, appropriate advising and support services, and effective articulation agreements.
- IV. Provide career preparation, job skill enhancement, continuing professional education, and career development services through credit and non-credit programs.
- V. Ensure learning through ongoing assessment of student progress and achievement, and evaluation of the effectiveness of instructional programs and supportive services.
- VI. Support county business growth by providing training and services directly to businesses, and by partnering with industry, community organizations, Carroll County schools, higher education institutions, and government entities to advance economic and community development.
- VII. Embrace an increasingly diverse and changing world by encouraging students, faculty and staff to value diversity, cultivate global awareness, and practice responsible citizenship.
- VIII. Provide cultural and community enrichment through lifelong learning opportunities, creative arts activities, and special events that educate and entertain.
- IX. Nurture a learning-centered, inclusive, and collaborative organizational culture that fosters personal and professional growth, leadership skills, and the development and implementation of best practices.
- X. Employ the college's financial, physical, and technological resources effectively and efficiently to fulfill the college's mission.

**FIVE-YEAR STRATEGIC PRIORITIES (COMPASS) AND CORRESPONDING PRESIDENT'S ANNUAL STRATEGIC INITIATIVES 2014-2015(PASJ):**

1. **Student Achievement:** Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.
2. **Enrollment Development:** Respond to community and student needs through innovation and resourcefulness in instruction, programs, and services.
3. **Partnerships:** Collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college's mission.
4. **Continuous Improvement:** Invest in the college's employees, technology, and decision-support systems in continuous improvement efforts to further the college's excellence.
5. **Resource Management:** Develop resource management strategies to respond to anticipated levels of governmental and student revenues.

**ACADEMIC PLAN  
OCTOBER, 2014 TO SEPTEMBER, 2015**

**COMPASS PRIORITY I: STUDENT ACHIEVEMENT**

**CONTINUOUSLY ENHANCE INSTRUCTIONAL PROGRAM QUALITY AND EFFECTIVENESS TO INCREASE STUDENT ACHIEVEMENT, RETENTION, AND PROGRAM COMPLETION.**

**OBJECTIVE I.1: Implement all requirements of the College and Career Readiness and College Completion Act of 2013, as required through FY2015.**

**Task Statement: Complete all the required aspects to implement Areas of Study (K. Crumley, deans)**

**Intended Outcome: Areas of Study piloted and revisions completed**

<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Target Date</b>	<b>Results</b>
	Identify area leaders for each Area of Study	Dr. Kristie Crumley	11-1-14	
	Identify and train Life Coaches	Dr. Jody Nusholtz	6 -1-15	
	Create web presence	Dr. Kristie Crumley	3-31-15	
	Assign an advisor for each Area of Study	Ms. Janenne Corcoran	12-31-14	
	Design a pilot study (test group)	Dr. Kristie Crumley	1-31-15	
	Conduct a pilot study	Dr. Kristie Crumley	6-1-15	

**Task Statement: Implement the Student Planning System (J. Corcoran, M. Kiphart)**

**Intended Outcome: System piloted and revisions completed**

<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Target Date</b>	<b>Results</b>
	Go Live all new students registering for the Fall semester	Dr. Mike Kiphart/Ms. Janenne Corcoran	3-1-15	
	Piloting with three academic areas (Business, Education, Nursing)	Dr. Mike Kiphart/Ms. Janenne Corcoran	3-1-15	
	Begin to train faculty advisors in various disciplines	Dr. Mike Kiphart/Ms. Jessica Martin	3-1-15	

<b>Task Statement: Build One Step Away grant process (Deans, S. Sies, J. Martin, P. Hunter)</b>				
<b>Intended Outcome: Process developed and 10% of potential students enrolled.</b>				
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Target Date</b>	<b>Results</b>
	Process in place.	OSA Group	11-25-14	
	Contact and get student involvement to meet grant goals.	OSA Group	1-15-15	
<b>OBJECTIVE I. 2. Complete Implementation of Developmental Mathematics, English and Reading redesign projects and fully implement the College Readiness Bridge Program.</b>				
<b>Task Statement: Review English and Reading re-design projects regarding scheduling issues. (Deans, L. Shields, M. Vandal)</b>				
<b>Intended Outcome: Make scheduling adjustments as deemed appropriate.</b>				
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Target Date</b>	<b>Results</b>
	Meet with CET Adult Learners (Dr. Reanna Means) to build a bridge to credit courses for these students.	Dean Geppi, Ms. Magdeleine Vandal		
	Look at developing a hiring strategy for faculty to teach these courses.	Dean Geppi and Ms. Magdeleine Vandal		
	Develop a clear and efficient method to register the module classes	Deans Kiphart and Geppi, and Ms. Magdeleine Vandal	3-30-15	
<b>Task Statement: Review data and determine appropriate revisions to the Mathematics re-design project. (Deans, M. Burness)</b>				
<b>Intended Outcome: Revised courses as deemed appropriate.</b>				
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>
	Review collected data from Math re-design	Dean Brown	1-30-15	
	Meet with Math dept. to discuss the next steps.	Dean Brown and Ms. Maria Burness	6-30-15	

	<b>OBJECTIVE I. 3. Continuously upgrade learning assessment and improvement strategies for all college learning and student services programs.</b>				
	<b>Task Statement: Achieve completion goals from annual program reviews. (Deans, chairs)</b>				
	<b>Intended Outcome: 80% successful goal achievement.</b>				
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Indicator/Measure</b>	<b>Date</b>	<b>Results/Benchmark</b>
	Review the goals as they are completed.	Deans and Chairs and SA Directors		6-30-15	
<b>COMPASS PRIORITY II: <u>ENROLLMENT DEVELOPMENT</u></b>					
<b>RESPOND TO COMMUNITY AND STUDENT NEEDS THROUGH INNOVATION AND RESOURCEFULNESS IN INSTRUCTION, PROGRAMS, AND SERVICES.</b>					
	<b>OBJECTIVE II.1. Investigate and expand offerings in credit and non-credit programs; and strengthen pathways for students to move between non-credit and credit programs and professional update learning opportunities.</b>				
	<b>Task Statement: Re-design program options in the CIS/OT/CAD academic program areas. (R. Brown)</b>				
	<b>Intended Outcome: A re-designed program schemata.</b>				
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>	
	Implement Year One of the CPAM Grant	Mr. Rob Brown / Mr. Matt Day	6-30-15		
	<b>Task Statement: Establish additional late-start Gen. Ed. courses. (Deans, chairs)</b>				
	<b>Intended Outcome: A minimum of five late-start courses available.</b>				
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>	
	Discussion with Student Affairs staff about perceived issues with late start classes.				
	Identify and gather additional data on the students who register for late-start classes.	Dean Kiphart and Student Affairs staff.			
	<b>Task Statement: Enhance partnerships with CET to credit and vice-versa. (Deans, chairs)</b>				



	<b>Intended Outcome: At least two program areas strengthened.</b>			
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>
	Cyber-Security Certificate	Mr. Rob Brown and Mr. Matt Day	6-30-15	
	Develop and continue to build a partnership with CET, Credit, and the Maryland Dept. of Juvenile Justice Training Program.	Mr. Steve Geppi, Mr. Bill Bergen, and Ms. Libby Trostle	6-1-15	
	<b>OBJECTIVE II. 2. Develop collaborative academic, continuing education, student services, and marketing initiatives to serve adult learners.</b>			
	<b>Task Statement: Complete re-design of program/dept. Web pages. (Deans, chairs, K. Crumley)</b>			
	<b>Intended Outcome: Web pages available for all Areas of Study and programs/depts.</b>			
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>
	Develop the Home Page for Areas of Study	Dr. Kristie Crumley and the Deans	12-11-14	
	Transition of Dept. Program pages to the new Web page	The Deans	12-11-14	
	Begin development of the new department program pages for the new website.	The Deans and Department Chairs	6-30-15	
	<b>Task Statement: Utilizing results from annual program reviews, establish marketing needs for targeted programs. (Deans, chairs)</b>			
	<b>Intended Outcome: A minimum of three programs.</b>			
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>
	Work with PMA to market fully online Arts and Sciences AA degree.	Alan Bogage, Dr. Susan Biro, and PMA	6-15-15	

**COMPASS PRIORITY III: PARTNERSHIPS**

**COLLABORATE THROUGH PARTNERSHIPS WITH LOCAL BUSINESSES, NONPROFIT ORGANIZATIONS, CARROLL COUNTY SCHOOLS, OTHER INSTITUTIONS OF HIGHER EDUCATIONS, AND INTERNALLY TO ADVANCE THE COLLEGE’S MISSION.**

**OBJECTIVE III. 1. In conjunction with Mid-Maryland Allied Health Care Education Consortium partners, improve the programmatic effectiveness and operational efficiency of the Mount Airy College Center for Health Care Education.**

**Task Statement: Work with Mt. Airy partners to establish one new program housed at Mt. Airy. (R. Brown , J. Ohlemacher)**

**Intended Outcome: One new program established, based on discussions with partner colleges.**

Step Number	Expected Outcome	Person Responsible	Date	Results
	Participate in the development of a Mt. Airy Strategic Plan	Mt. Airy Coordinating Council	6-15-15	

**OBJECTIVE III. 3. Collaborate with the Carroll County Public Schools and the University System of Maryland institutions to improve transition strategies to meet the goals of the College and Career Readiness and Completion Act of 2013.**

**Task Statement: Work with the Carroll Voc-Tech Center to establish a partnership. (R. Brown, S. Geppi)**

**Intended Outcome: One program from each division.**

	Investigate possible Criminal Justice partnership with Carroll Voc-Tech.	Dean Geppi, Mr. Bill Bergen		
	Update articulation agreements for computer technology courses with Voc-Tech	Dean Brown		
	Transfer to four year institutions articulated transfer courses (from high school) from community colleges	MACC- USM Workgroup – Dean Kiphart	6-1-16	

**COMPASS PRIORITY IV: CONTINUOUS IMPROVEMENT**

**INVEST IN THE COLLEGE’S EMPLOYEES, TECHNOLOGY, AND DECISION-SUPPORTED SYSTEMS IN CONTINUOUS IMPROVEMENT EFFORTS TO FURTHER THE COLLEGE’S EXCELLENCE.**

**OBJECTIVE IV. 1. IMPLEMENT faculty and staff professional development and wellness strategies to ensure that staff are continuously enhancing their abilities to perform effectively.**

**Task Statement: Develop the Master Teacher track for faculty development. (A. Bogage, I.Q. Committee)**

<b>Intended Outcome: Completed track with seminar options.</b>				
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>
	Scheduled Summer Institute sessions.	Mr. Alan Bogage, Mr. Don Hoepfer and the IQ committee	6-15-15	
	Schedule coaching sessions	Mr. Alan Bogage, Mr. Don Hoepfer and the IQ committee	6-15-15	
	Include more Master Teacher seminars.	Mr. Alan Bogage, Mr. Don Hoepfer and the IQ committee	6-15-15	
<b>Task Statement: Complete a Compliance Audit. (J. Hoskowitz and M. Kiphart)</b>				
<b>Intended Outcome: Audit completed and shared with Executive Team for action.</b>				
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>
	Initiate and complete Compliance Audit	Dean Kiphart and Mr. Joel Hoskowitz	1-22-15	
<b>Task Statement: Review adjunct faculty issues and needs. (S. Geppi, Review Committee)</b>				
<b>Intended Outcome: Review completed and recommendations made.</b>				
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>
	Completion of the study	Steve Geppi	12-15-14	
	Begin implementation of selected recommendations.	Executive Team	6-1-15	
<b>OBJECTIVE IV. 3. IMPLEMENT BUSINESS INTELLIGENCE AND DATA GOVERNANCE TO SUPPORT OUTCOMES ASSESSMENT AND DATA-BASED DECISION MAKING ACROSS CAMPUS AT ALL LEVELS.</b>				
<b>Task Statement: Fully develop the process of creating and updating Data Cookbook definitions. (C. Clagett, J. Ohlemacher)</b>				
<b>Intended Outcome: Process created and at least 10-20 definitions completed.</b>				
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>
	Identify "power users" for licensing	Deans	2-1-15	
<b>COMPASS PRIORITY V: RESOURCE MANAGEMENT</b>				
<b>DEVELOP RESOURCE MANAGEMENT STRATEGIES TO RESPOND TO ANTICIPATED LEVELS OF GOVERNMENTAL AND STUDENT REVENUES.</b>				

	<b>OBJECTIVE V. 1. MONITOR COLLEGE OPERATIONS TO IDENTIFY COST EFFICIENCIES TO MAXIMIZE THE EFFECTIVE USE OF COLLEGE RESOURCES.</b>			
	<b>Task Statement: Review room utilization to maximize the ability to adjust schedules based on waitlists and closed classes. (Deans, L. Shields)</b>			
	<b>Intended Outcome: Campus-wide review of scheduling for the year.</b>			
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>
	Work with consultant to review room utilization data.	Dr. Ohlemacher Deans Brown, Geppi and Dr. Kiphart	3-27-15	
	Make schedule adjustments as identified.	The Deans Department chairs Ms. Laurie Shields	6-1-15	
	<b>Task Statement: Review current efforts to implement mobile learning devices into the curriculum.</b>			
	<b>Intended Outcome: Work with chairs to continue implementation as needed. (Deans, A. Bogage)</b>			
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>
	Complete an inventory of the use of various mobile learning devices.	Mr. Alan Bogage	6-30-15	
	Develop guidelines for effective use of guest network and wireless network.	Mr. Alan Bogage	6-30-15	
	Promote the resources and strategies for Best Practices in the use of mobile devices.	Mr. Alan Bogage	6-30-15	
	<b>Task Statement: Align a new Master Plan for technology with campus-wide planning. (A. Bogage)</b>			
	<b>Intended Outcome: New Master Plan.</b>			
<b>Step Number</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Results</b>
	Develop a Master Plan for technology that is in concert with the new Master Plan.	Mr. Alan Bogage TAG Committee	6-30-15	

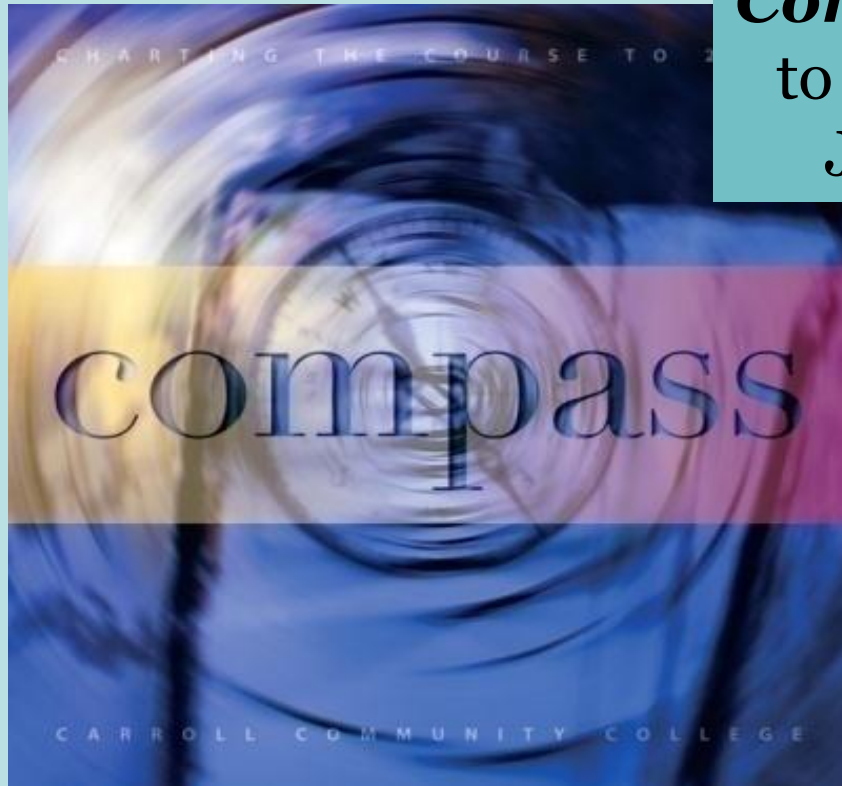


Appendix 40



**Compass 2015  
Environmental Scanning  
College Senate  
March 30, 2012**

# Multi-year Strategic Plan



***Compass 2015***  
to be released  
June 2012

# Annual Strategic Plan

## Annual Initiatives Advance *Compass* Priorities

Carroll Community College

### STRATEGIC PLAN

FY2011

Template to Guide FY2011 Area and Office Planning  
and Advance the Strategic Priorities in *Compass*

Compass Strategic Plan Priority  
adopted September 19, 2005

Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible
<p><b>COMPASS PRIORITY I: STUDENT ACHIEVEMENT</b>  <i>Promote student learning and achievement through effective teaching, a supportive learning environment, and enrollment management strategies, and activities to encourage student engagement and responsibility.</i></p> <p><b>I-1— Develop retention intervention systems to enhance student achievement and goal accomplishment, with specific emphasis on improving degree completion rates by 20% by 2012.</b>                      College Goals: Student Learning and Achievement (III)                      Initiative Coordinators: _____ PAC Reporter: _____</p>		
Assigned by Executive Team	Appointed by PAC Chair in September	Annual Strategic Initiative announced by College President May 25, 2010 to help advance Compass Priority I
Area, department or office task to accomplish the Strategic Initiative	Specifies how the college will know that task has been accomplished	

Compass Priority

President's Annual Initiative

Area Task



# *Compass 2012 Strategic Priorities*

*What will these be  
for 2015?*

- I. Student Achievement
- II. Instructional Programs
- III. Technology
- IV. Assessment and Improvement
- V. Facilities Enhancement
- VI. Foundation/Institutional Advancement

## *Environmental Scan*

### Planning Advisory Council Discussions

<b>Situation Analysis</b>	<b>Craig Clagett</b>	<b>February 20</b>
<b>Financial Outlook</b>	<b>Alan Schuman</b>	<b>March 5</b>
<b>Technology</b>	<b>Alan Bogage &amp; Patti Davis</b>	<b>March 5</b>
<b>Occupational Demand</b>	<b>Craig Clagett</b>	<b>March 5</b>
<b>Academic Programs</b>	<b>Jim Ball</b>	<b>March 19</b>
<b>Continuing Education</b>	<b>Karen Merkle</b>	<b>March 19</b>

# Freeman Hrabowski III

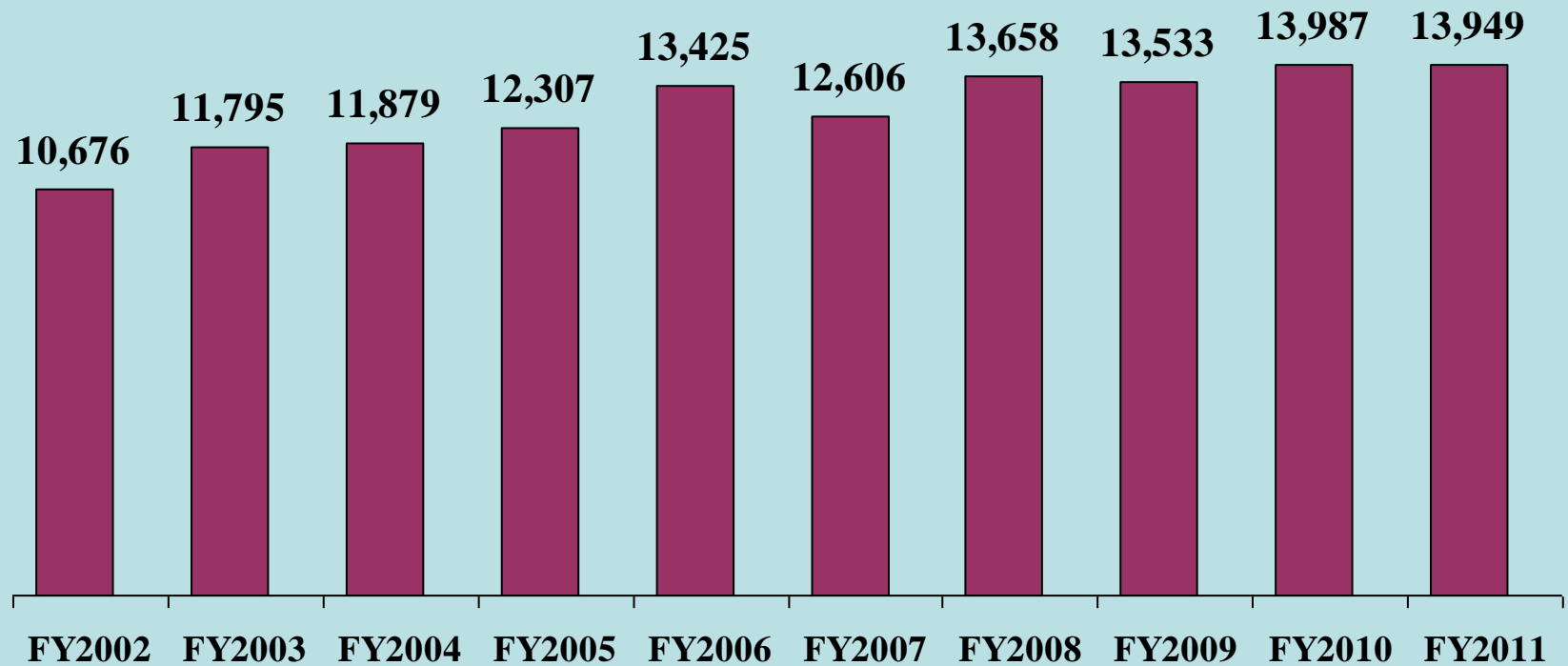
## Anirban Basu



*Enrollment  
Overview*

# Total Annual Unduplicated Headcount Credit and Continuing Education Students

*Carroll enrolls nearly 14,000 students each year*



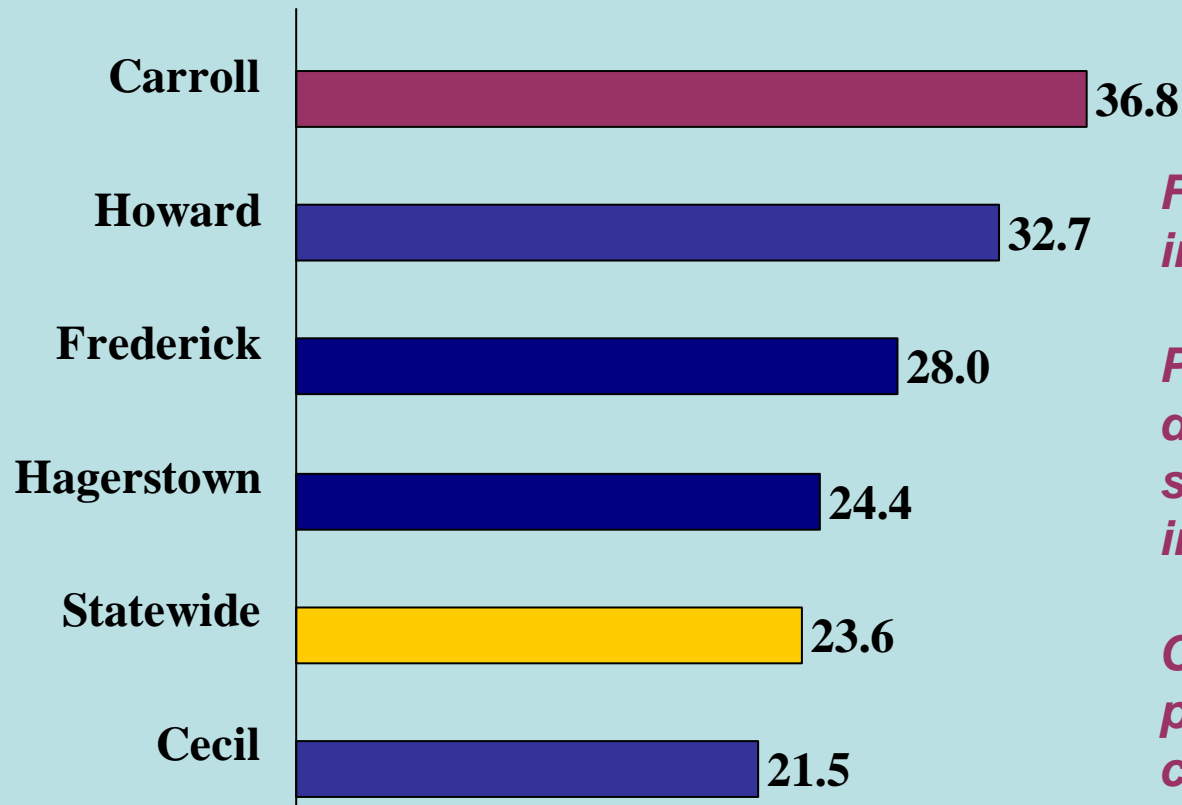
# Carroll County's College

## Enrollment Rate of Carroll County Adults in 2011

2011 County population age 18+	125,897
FY2011 CCC unduplicated headcount, Carroll County residents age 18+	10,197
Percent of County population age 18 and older enrolled at Carroll Community College	8.1%

***1 in 12 Carroll County adults takes a class  
at Carroll Community College each year!***

# FTE Enrollment Growth, FY2007-FY2011



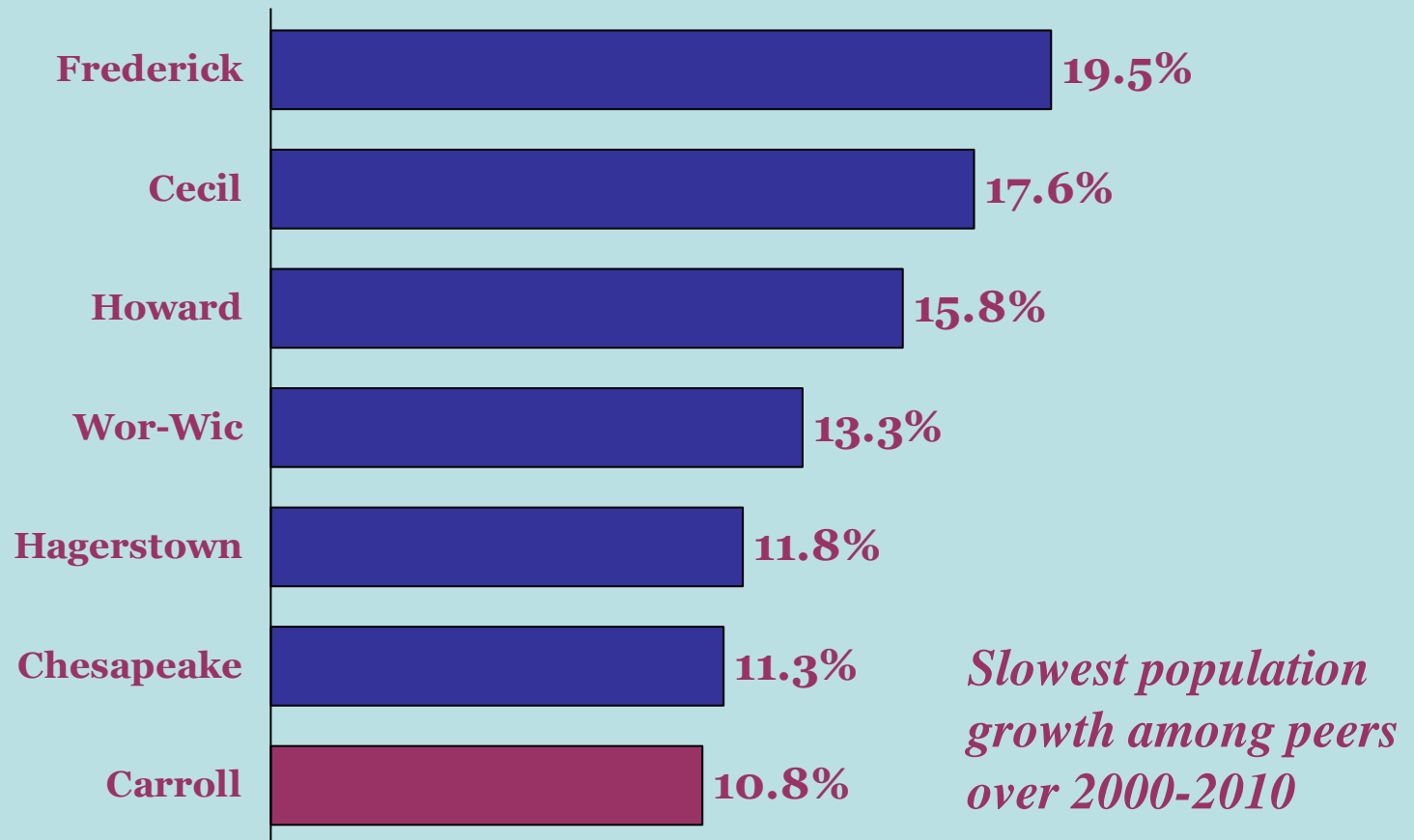
*Four-year growth rates in total FTE.*

*Peer colleges selected due to similar size and service to one county in Maryland.*

*Carroll grew 56 percent faster than community colleges statewide.*

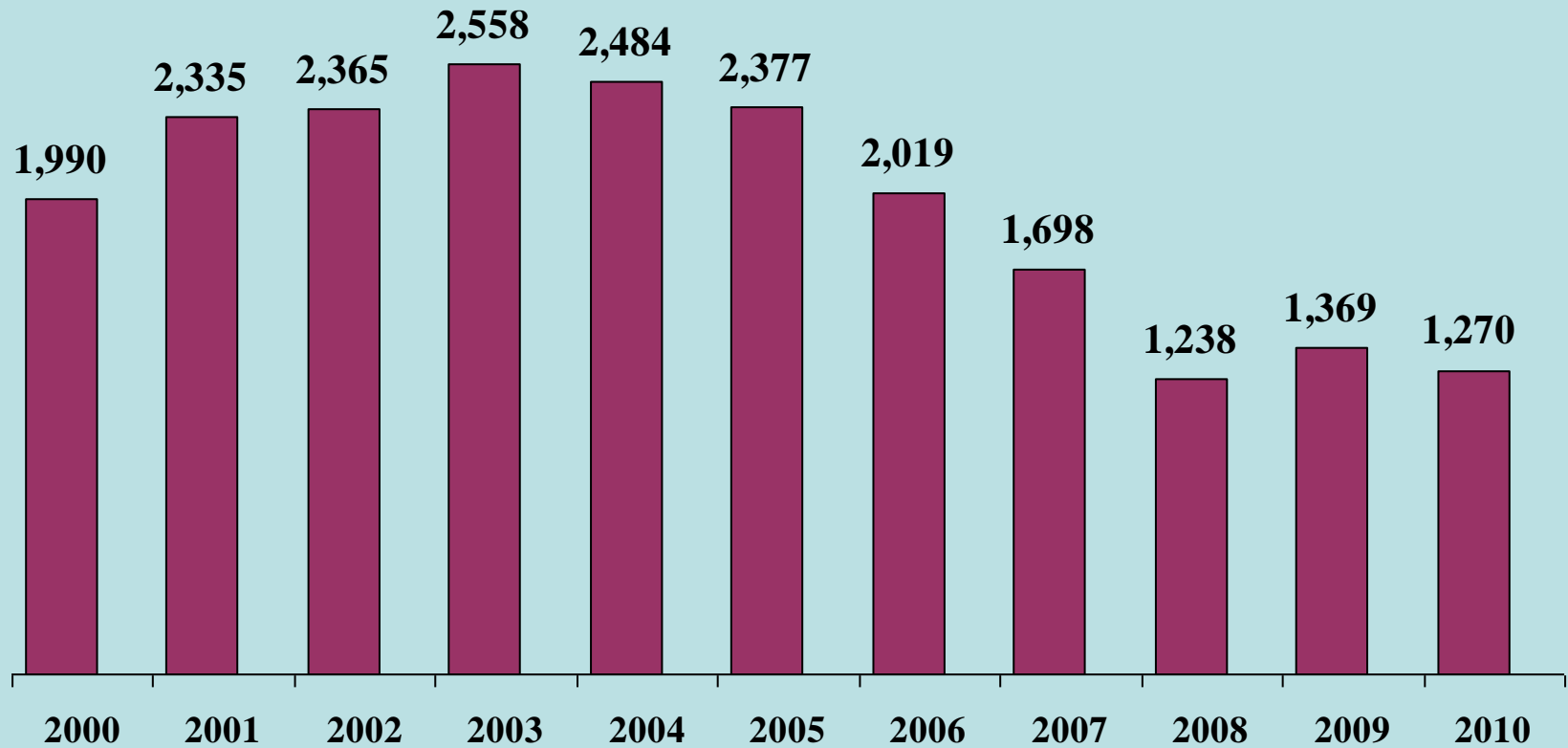
**Total FTEs = eligible and ineligible for state funding**

# Growth in Service Area Population Peer Maryland Community Colleges, 2000-2010



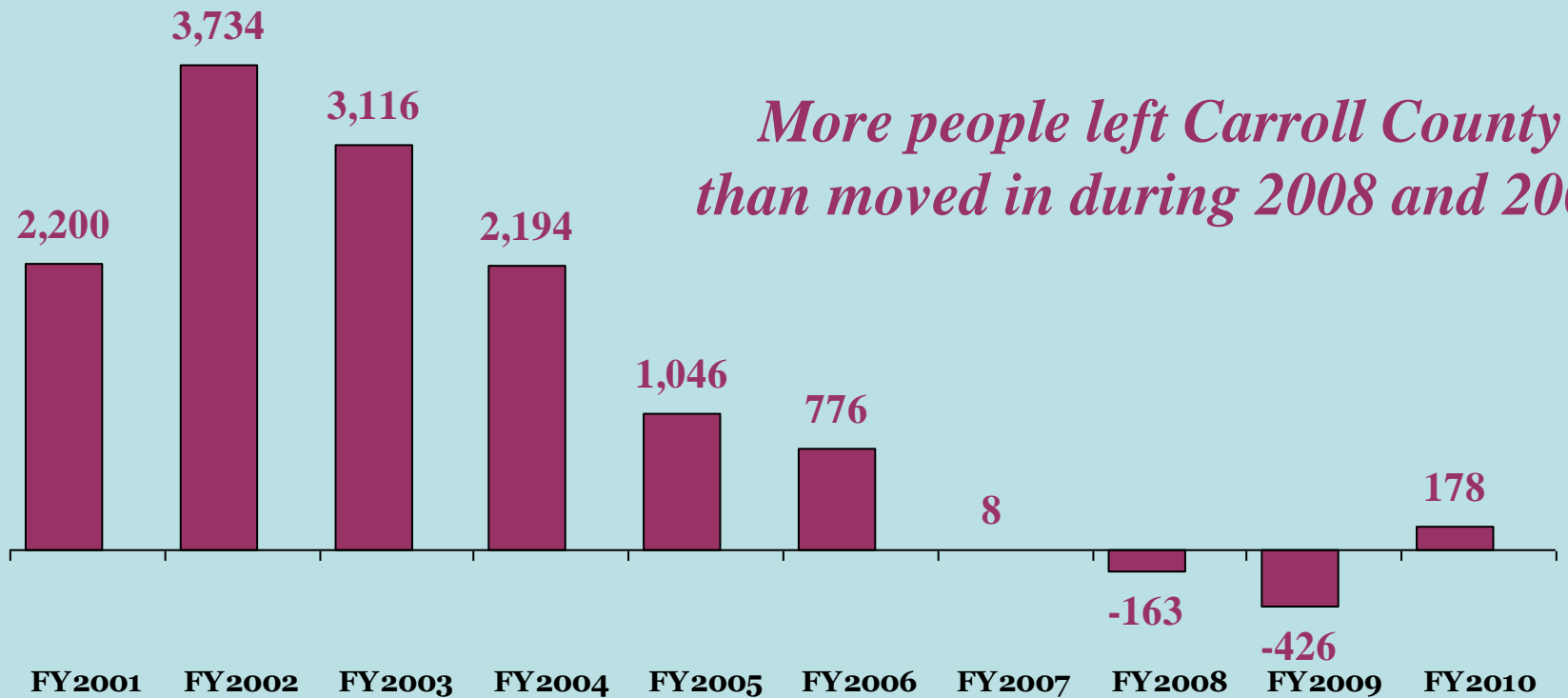


# Carroll County Housing Units Sold



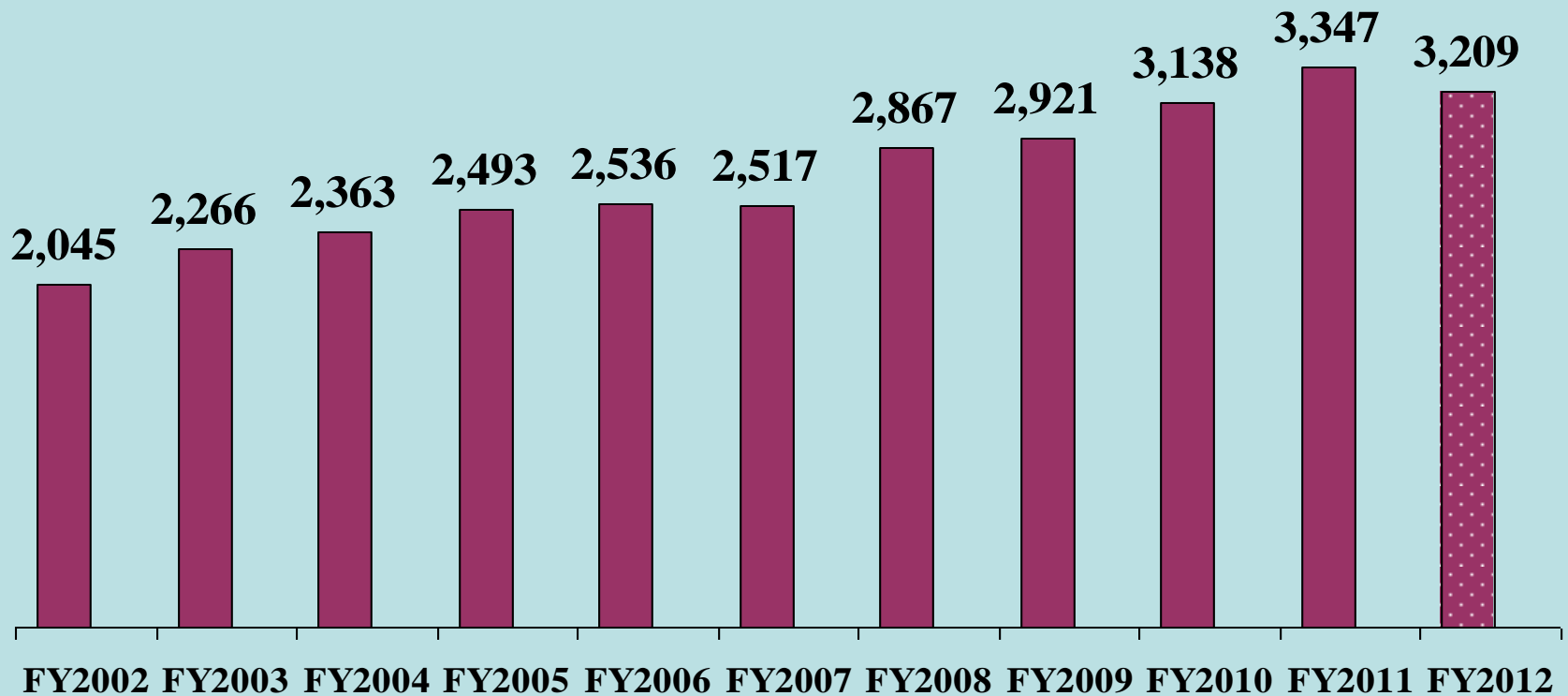
Carroll Community College **Source: MRIS <mdrealtor.org>**

# Carroll County Net Population Migration (In-migrants Minus Out-migrants)



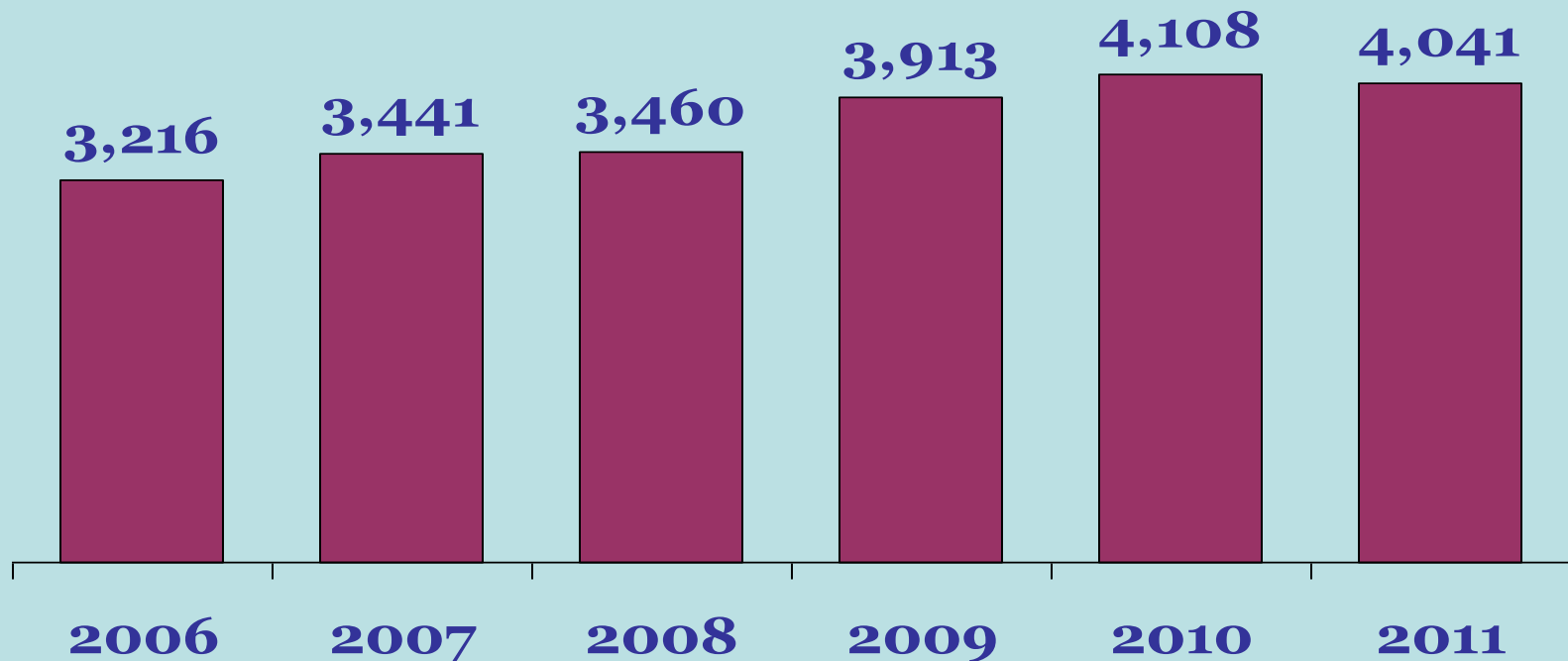
# Total State-funded FTE Enrollment

*FY2012 FTEs estimated to be 4.1% below FY2011*

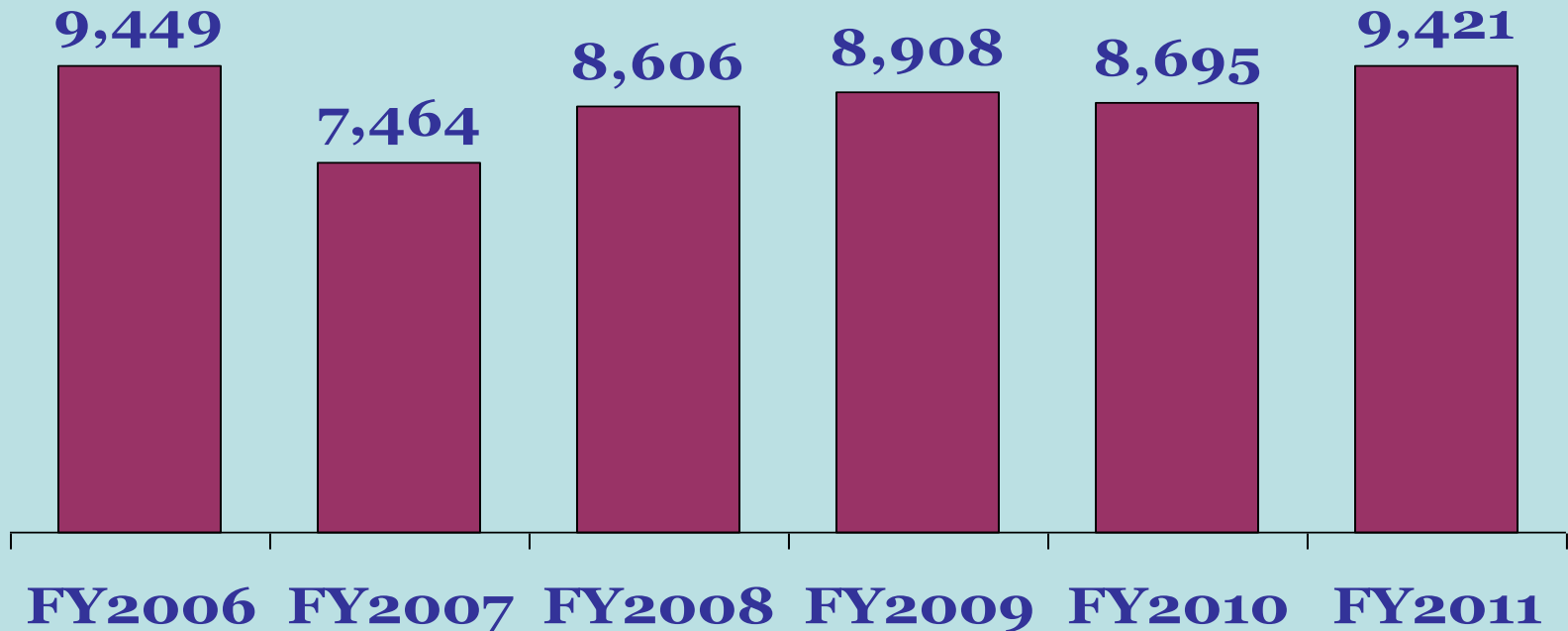


# Fall Credit Headcount

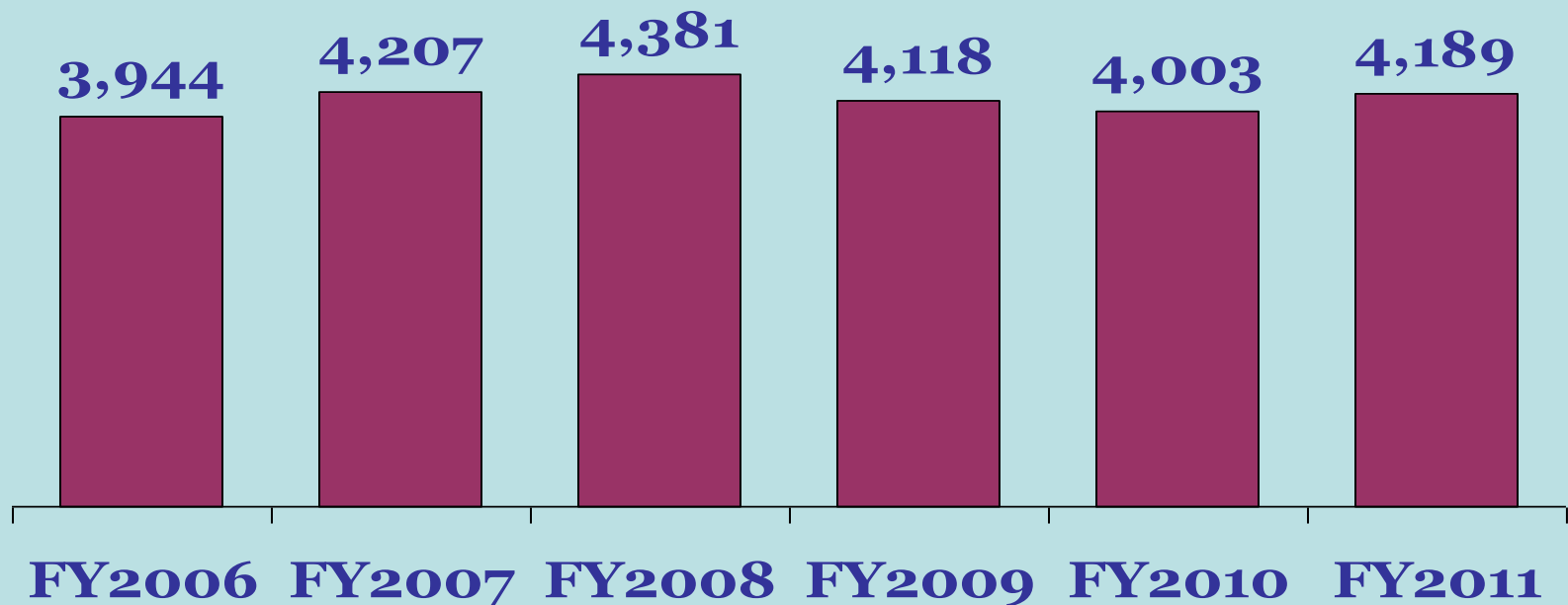
*Headcount declined 1.6% after 11 consecutive years of growth*



# Enrollment in CET Workforce Development Courses



# Enrollment in CET Lifelong Learning Adult Personal Enrichment Courses



## *Market Position*

# First-time, Full-time Market Share

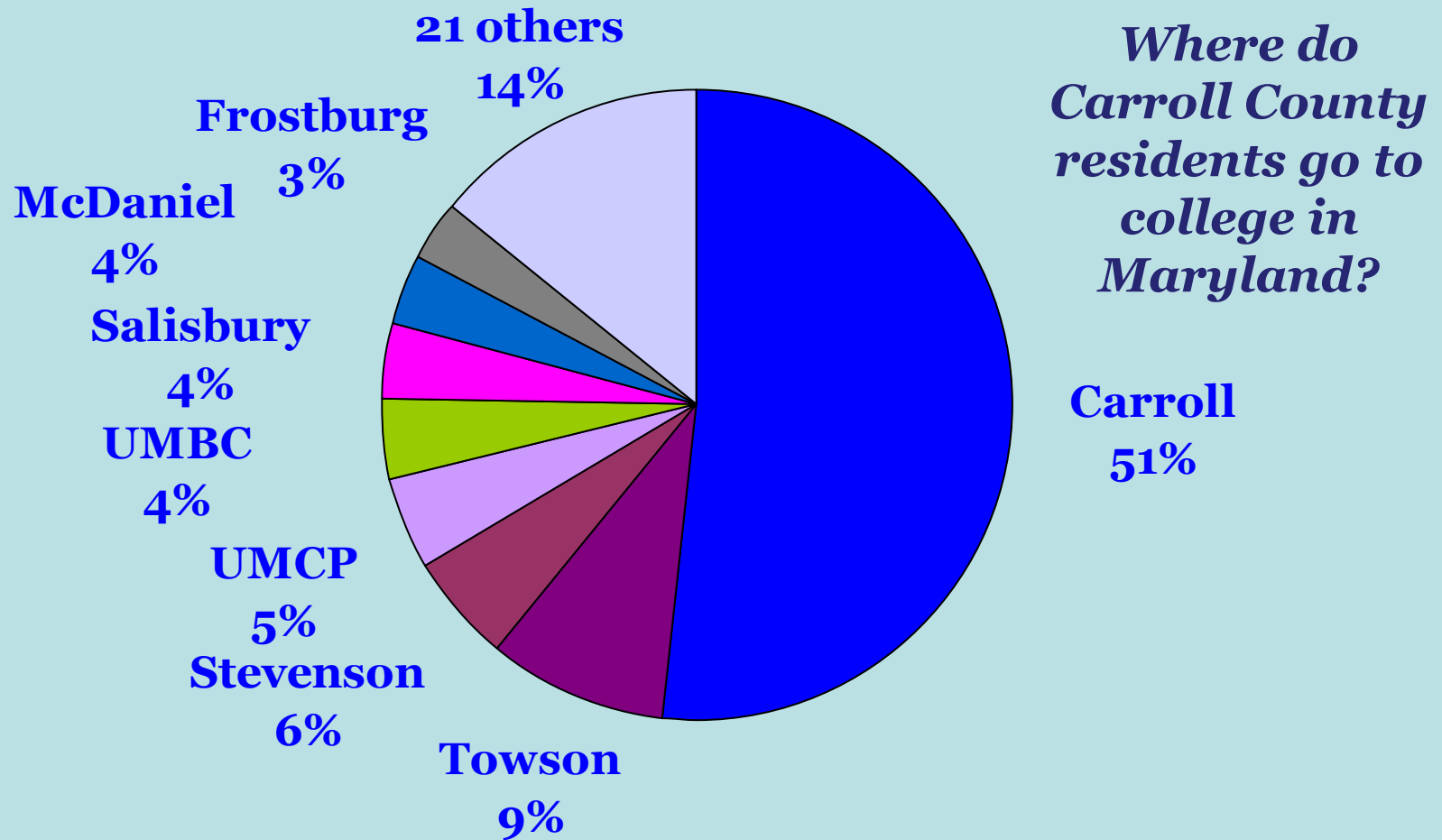
## Carroll County Undergraduates Attending MD Colleges

Total Carroll County residents attending Maryland colleges and universities as first-time, full-time students in Fall 2010	1,262
Total attending Carroll Community College in Fall 2010	645
Carroll market share	51.1%



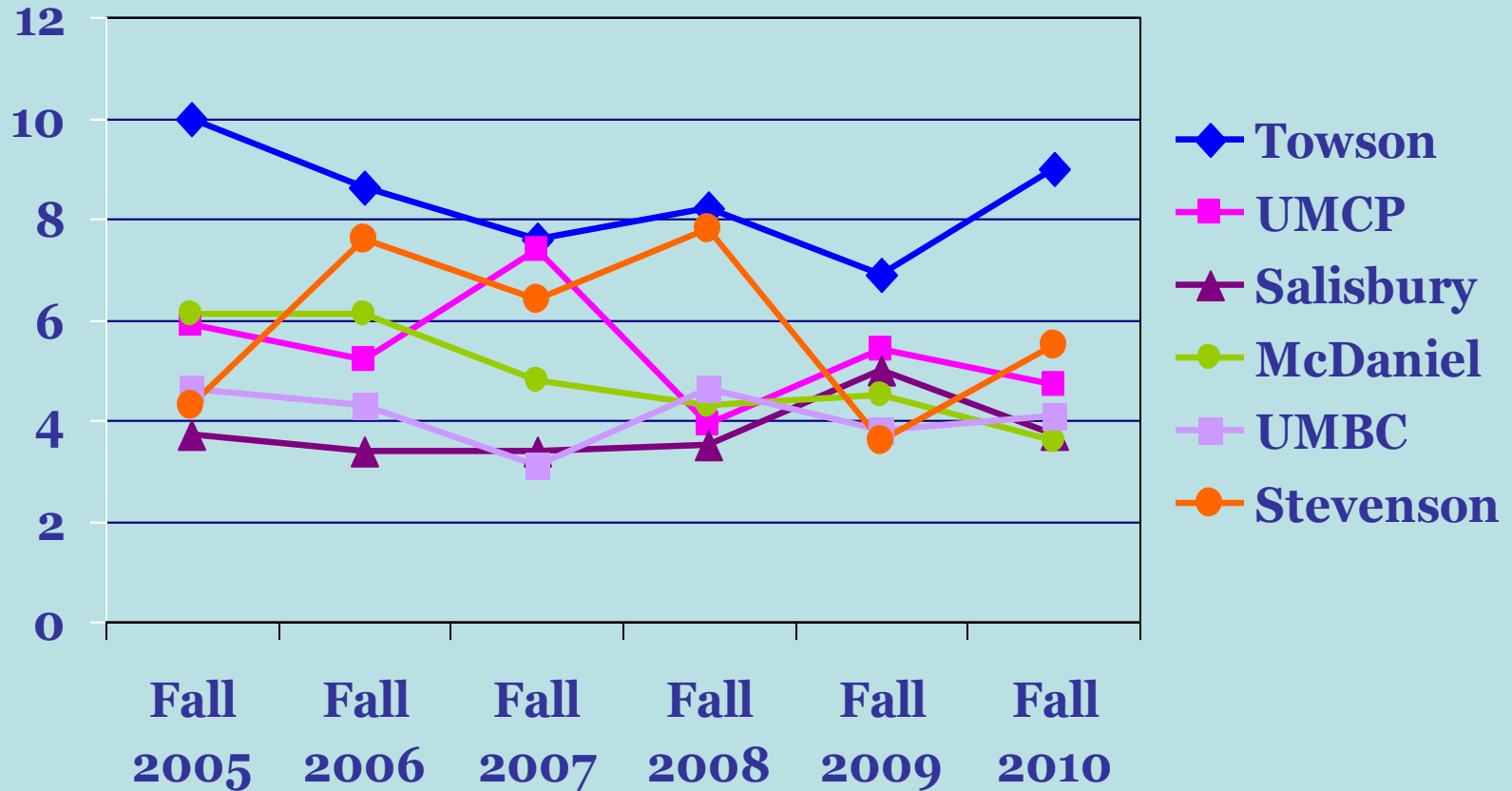
# First-time Full-time Market Shares

## Fall 2010



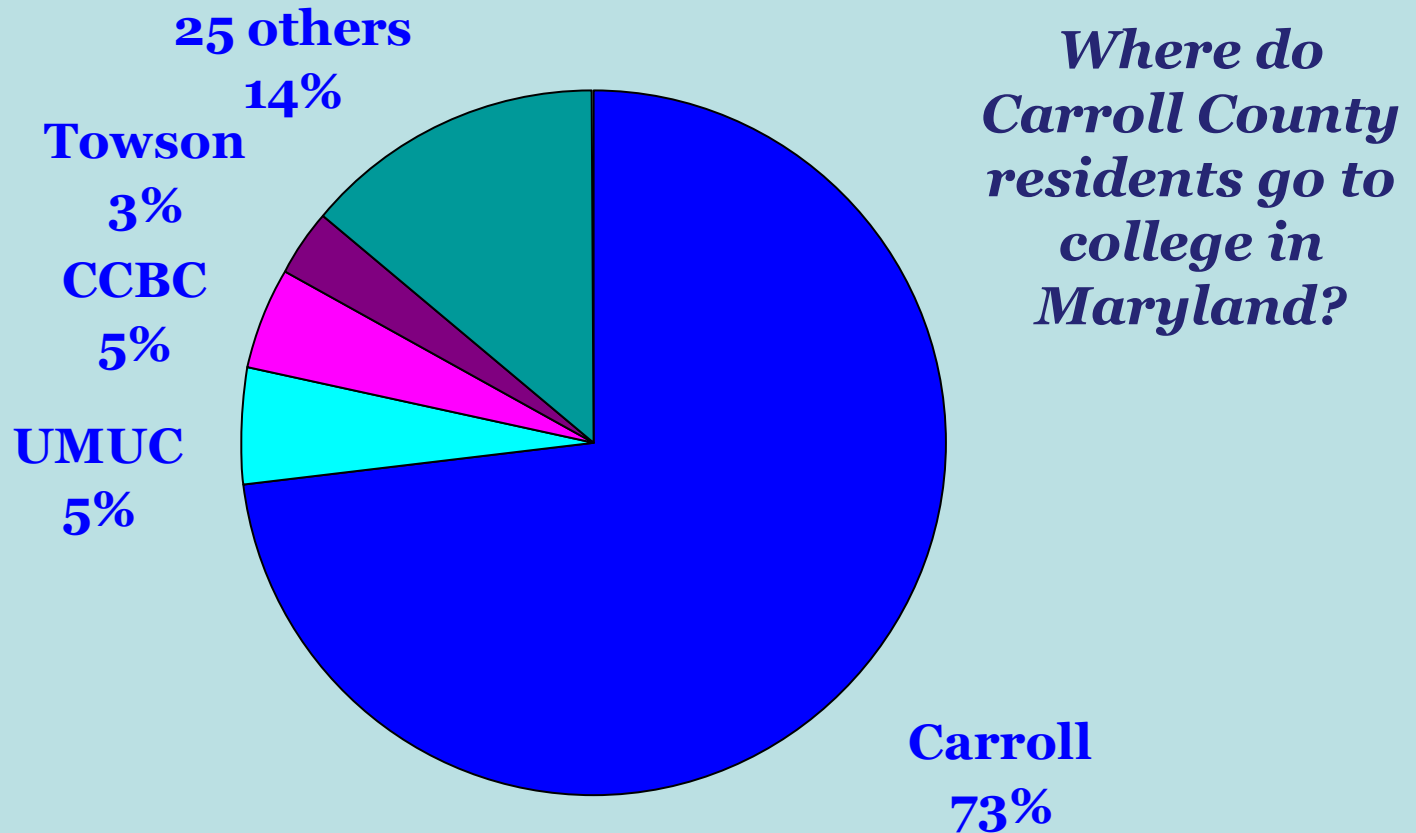
# Competitor Market Share Trends

## First-time Full-time Students



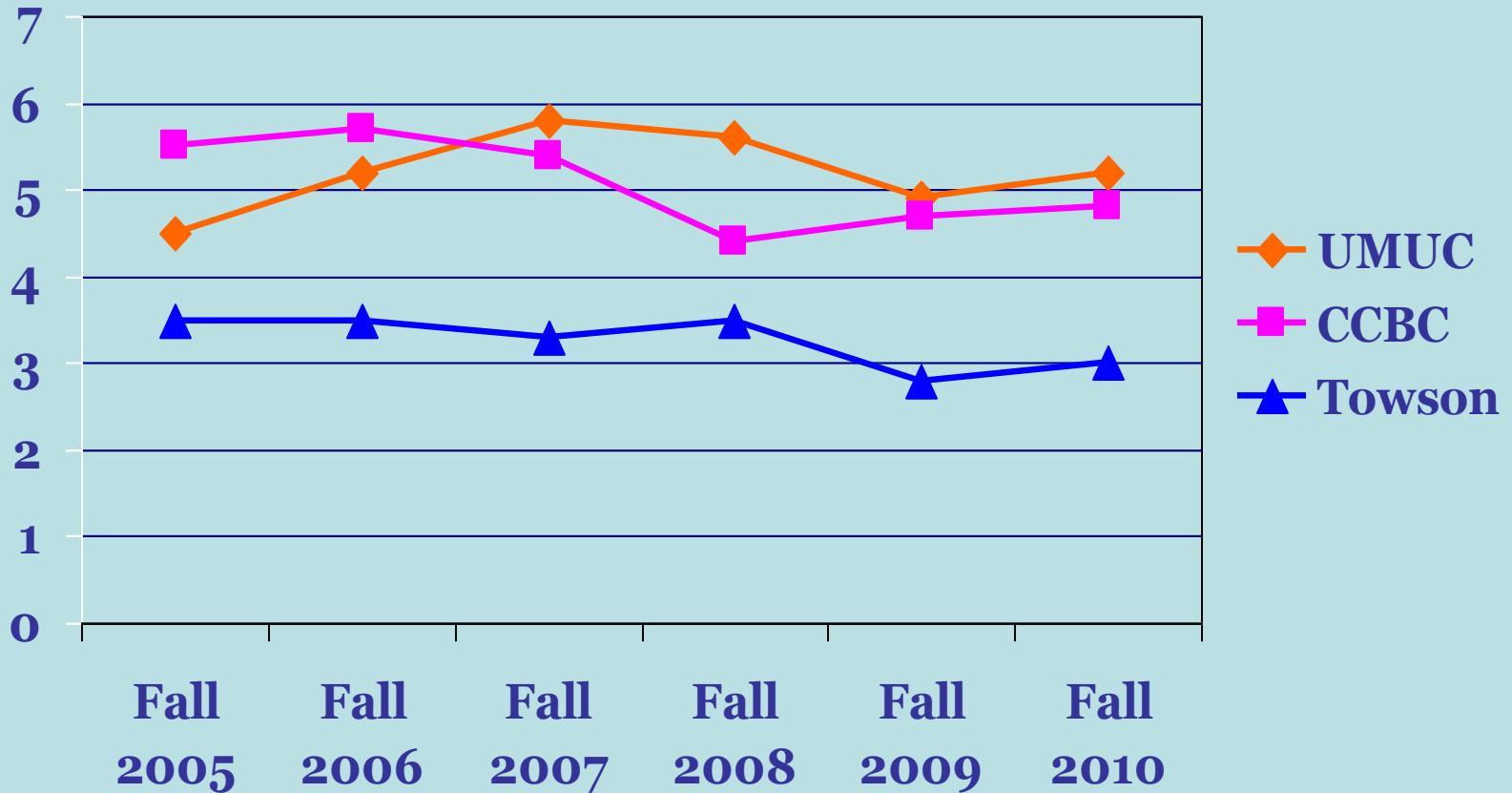
# Part-time Market Shares

## Fall 2010

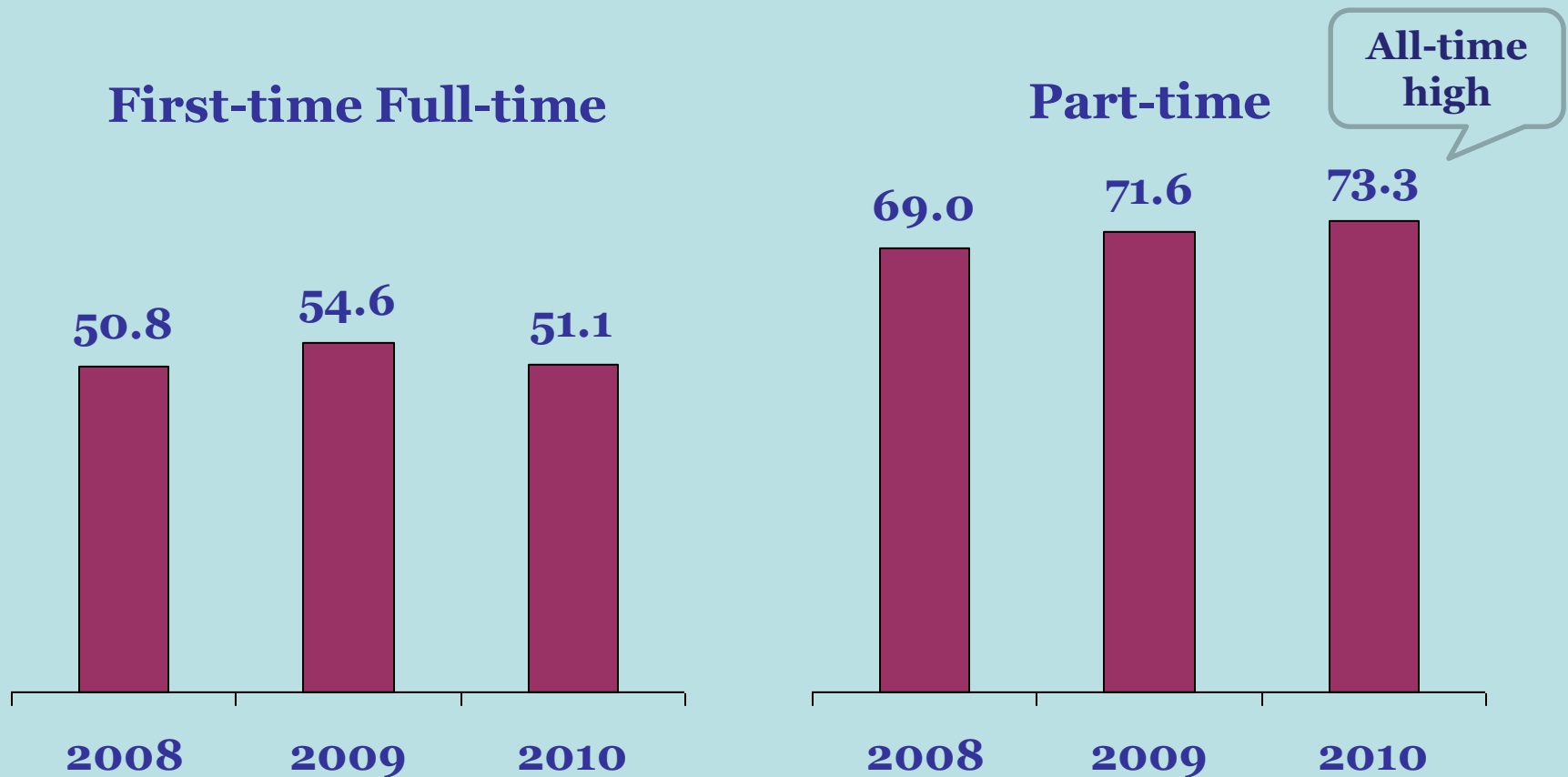


# Competitor Market Share Trends

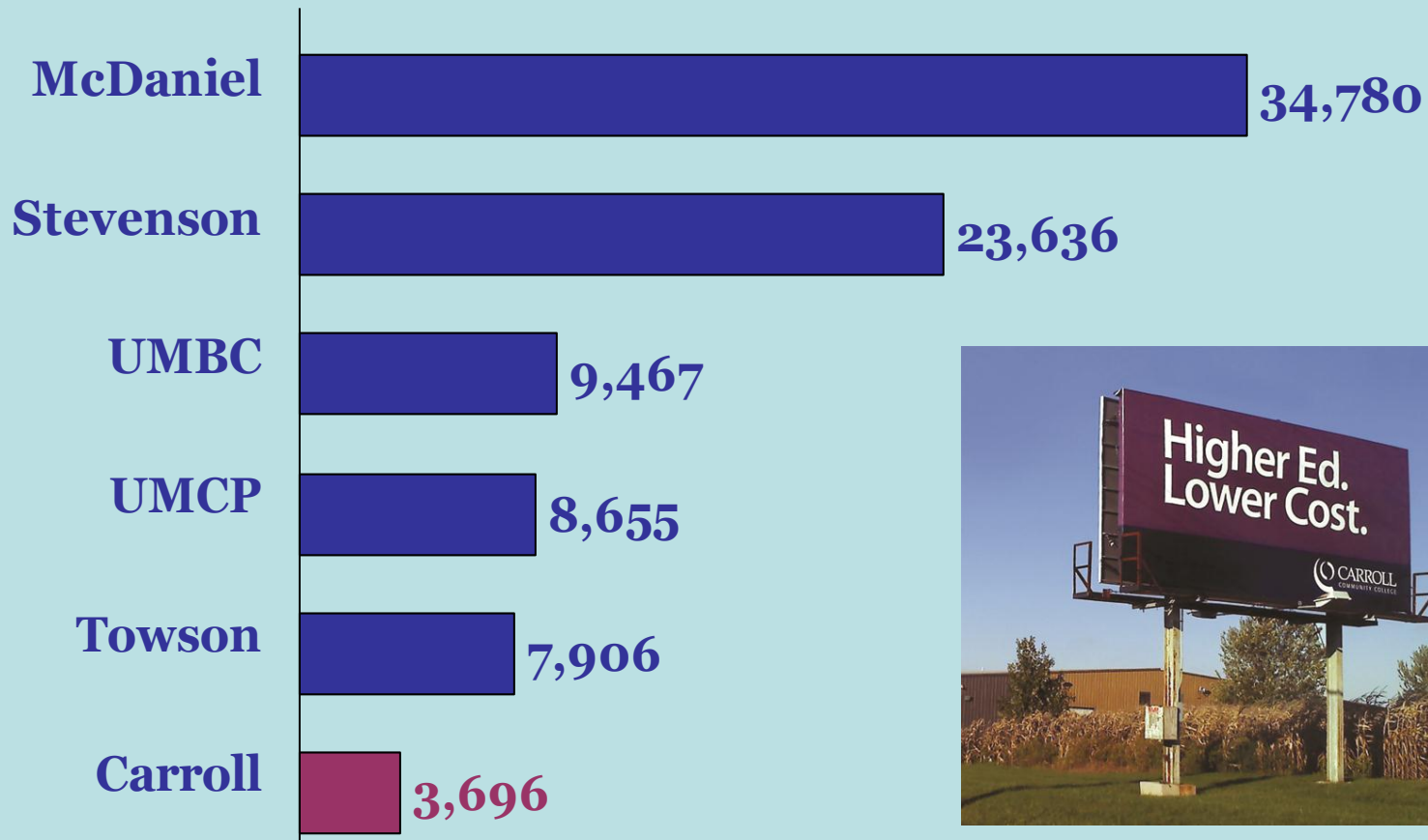
## Part-time Students



# Trends in Market Share Fall 2007- Fall 2010



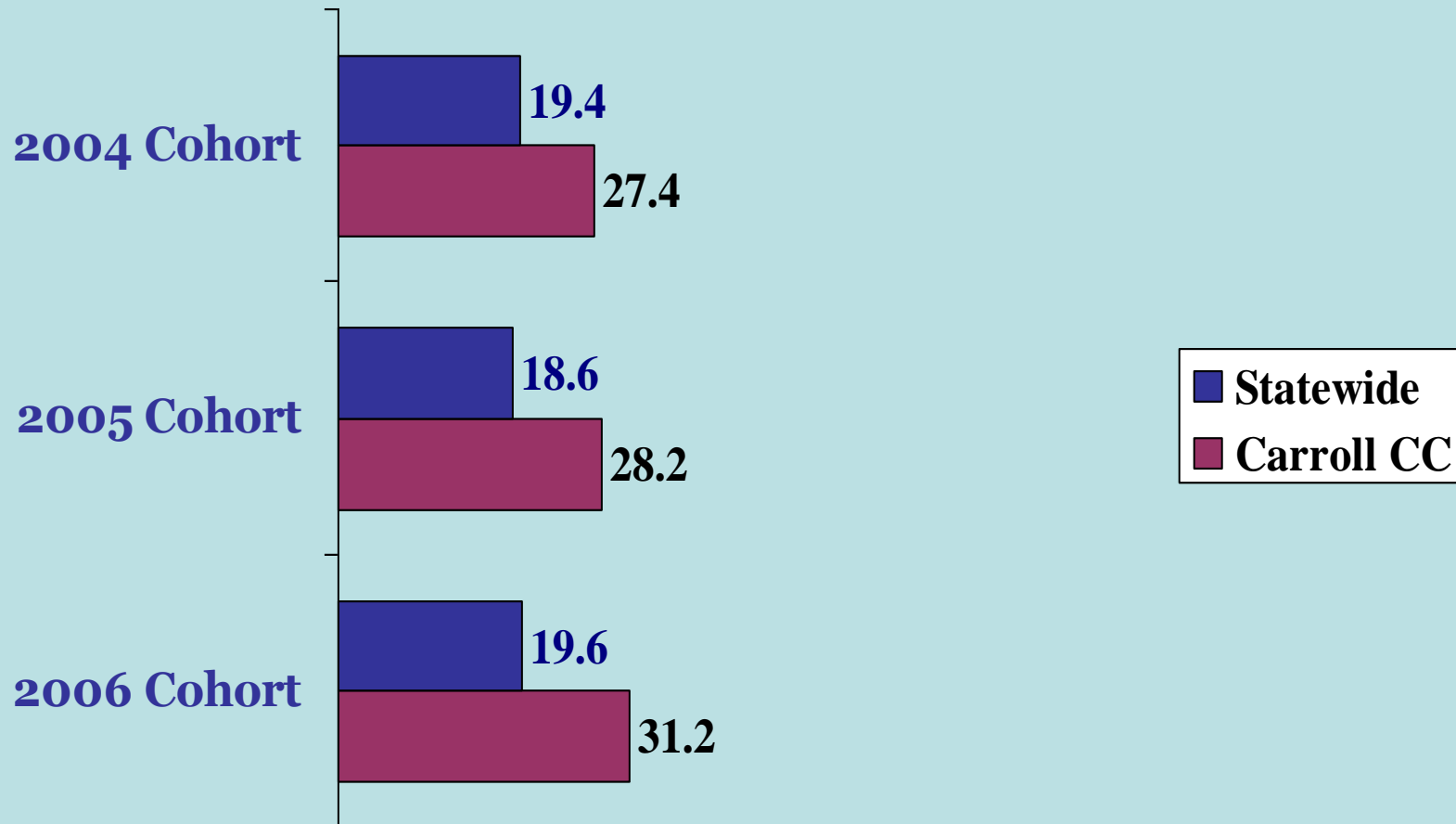
# Full-time Annual Tuition and Fees, 2011-12



**Published rates; some students receive financial aid reducing cost.**

***Institutional Effectiveness  
And  
Student Outcomes***

# Associate Degree Completion Rate Four Years after Entry



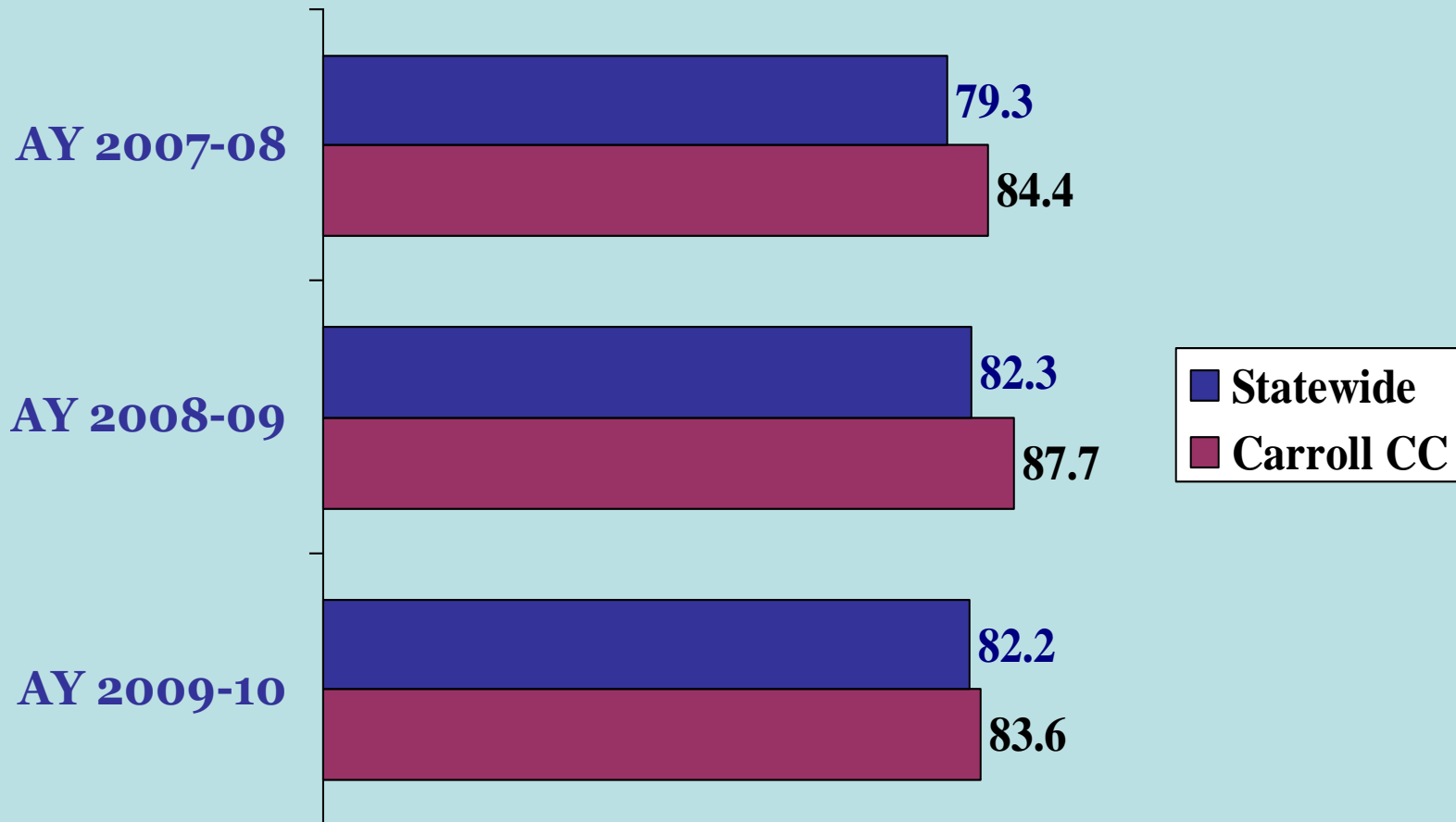


# Graduation-Transfer Rate Four Years after Entry



# First-year Transfers in Good Standing

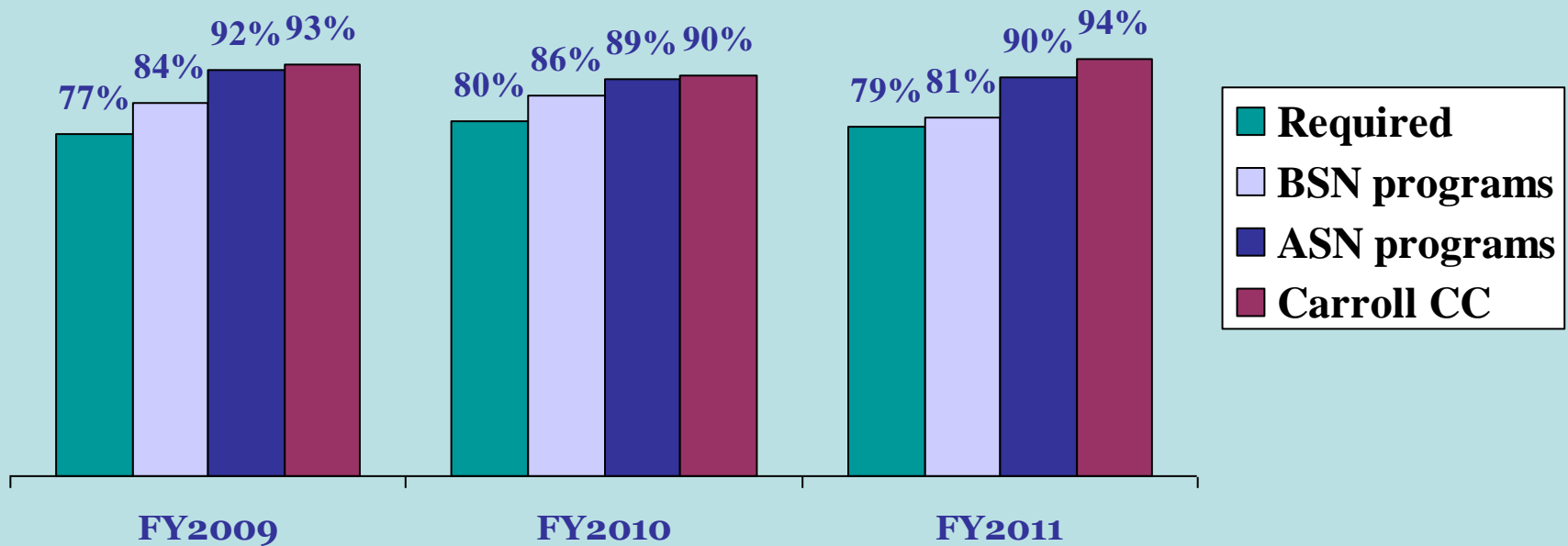
## Transfers with GPA $\geq 2.0$ at MD 4-year Colleges



# Licensure Examination Pass Rates

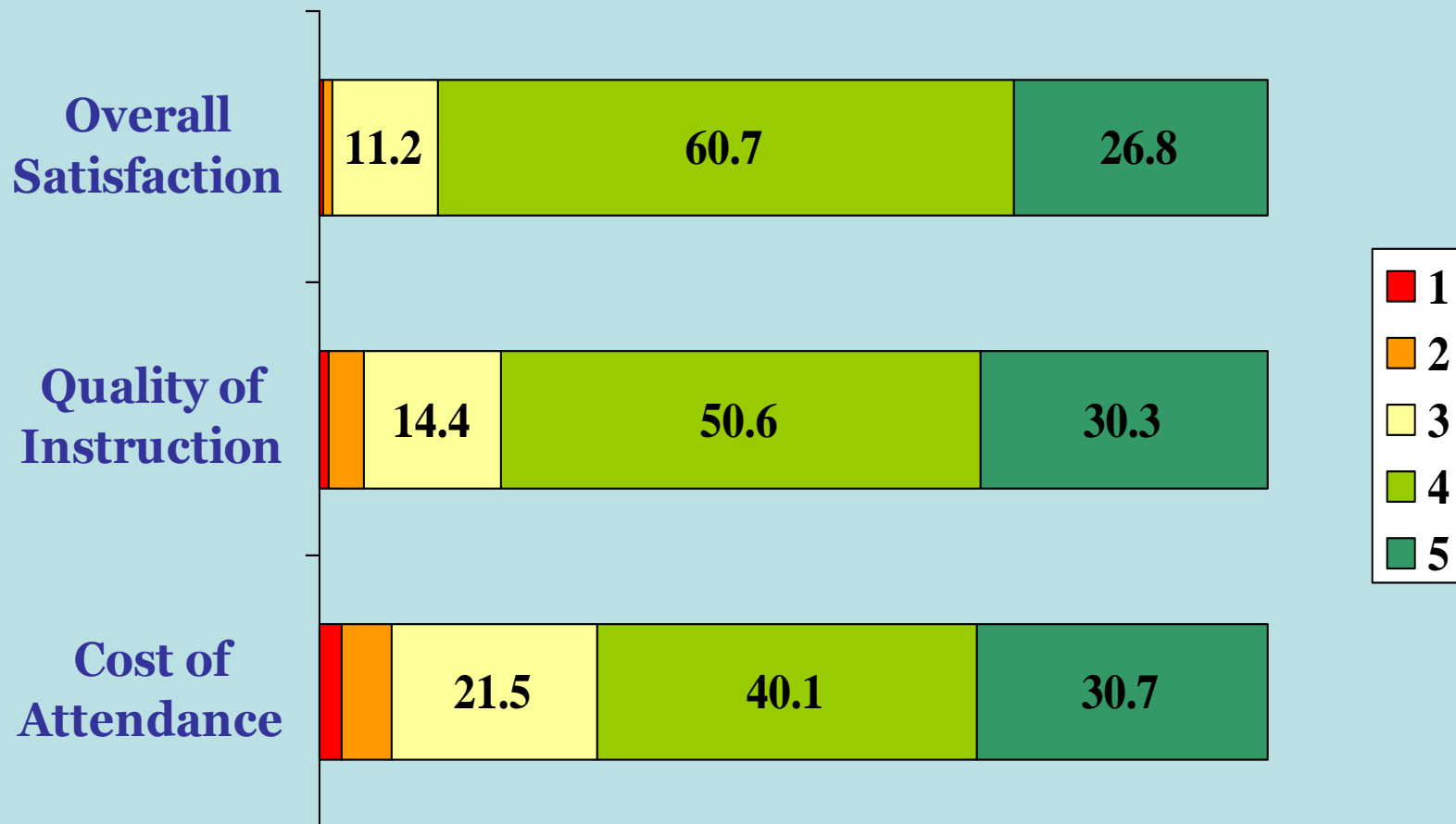
Percent of Program Completers Passing on First Attempt

## Nursing NCLEX-RN Exam



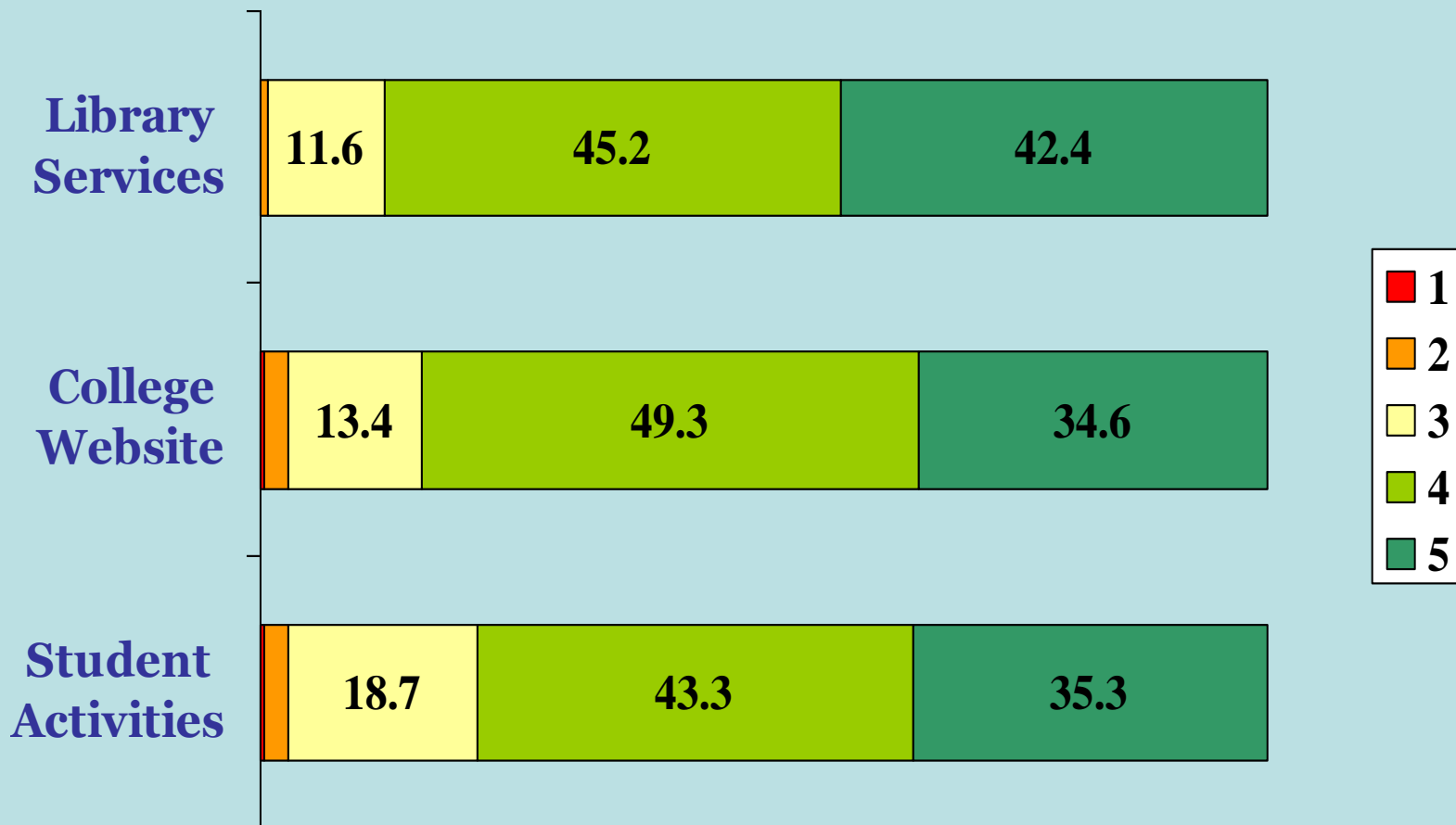
# Student Satisfaction

Percent of Respondents, 5-point Scale



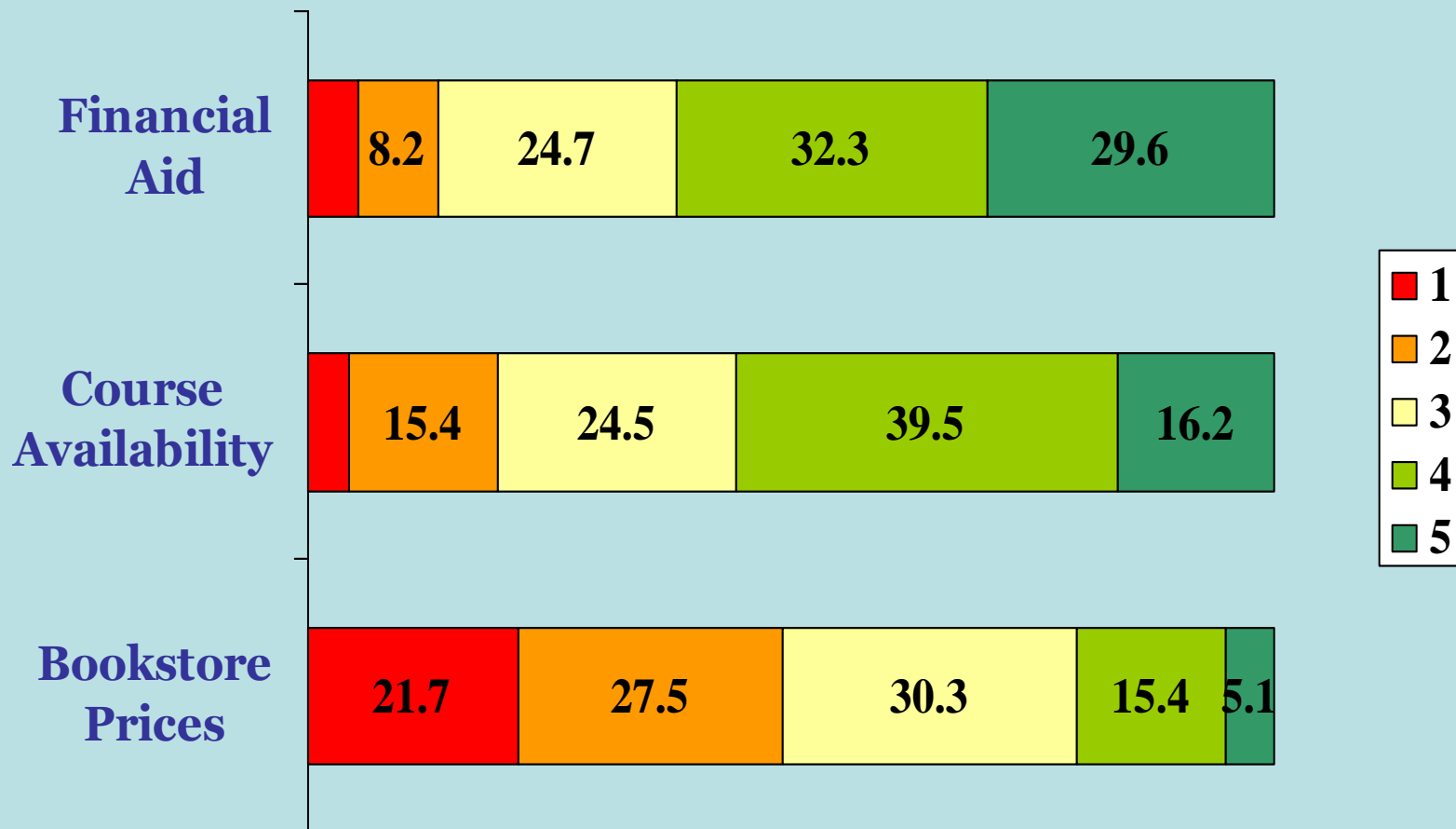
# Student Satisfaction

Percent of Respondents, 5-point Scale



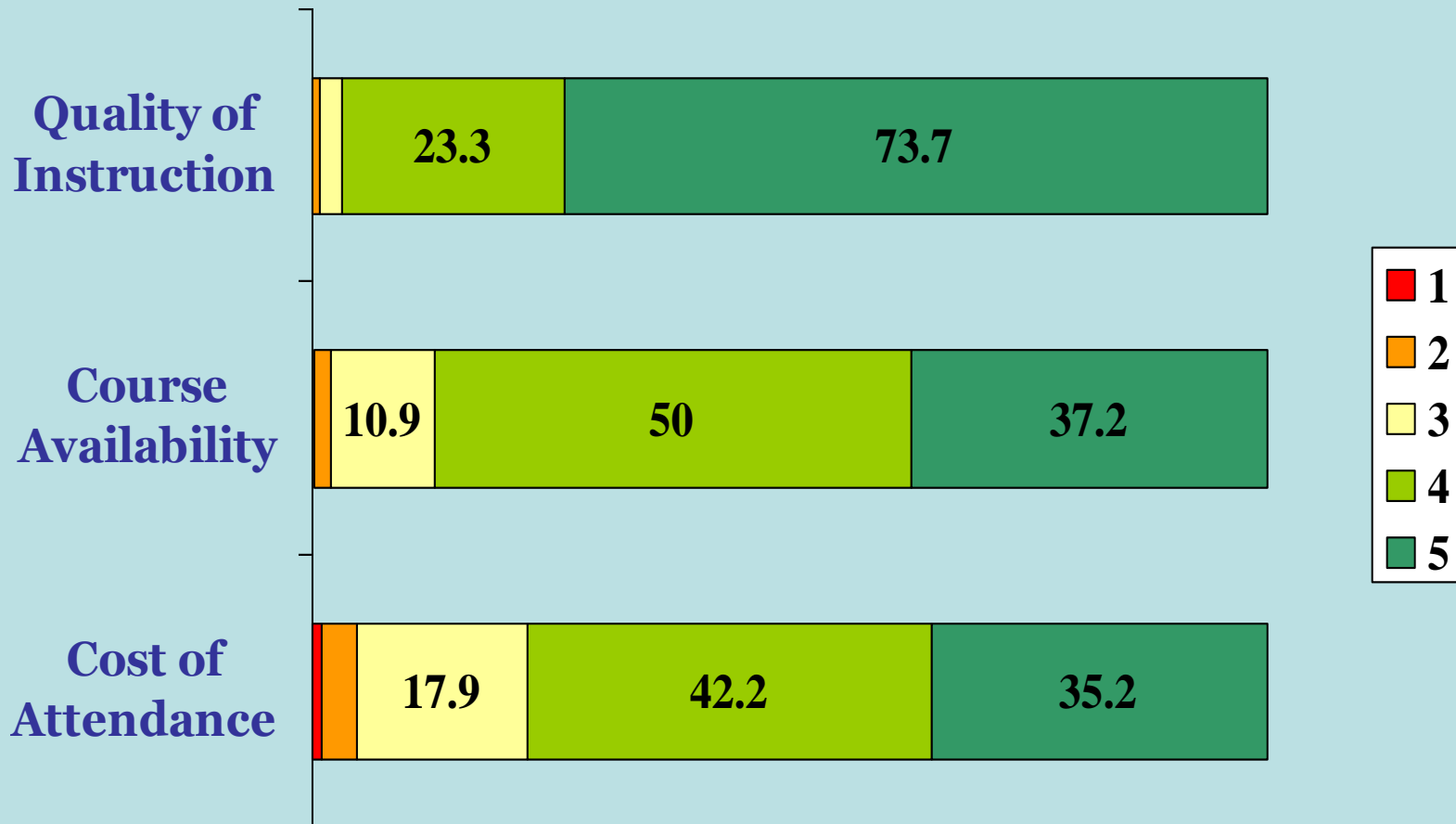
# Student Satisfaction

Percent of Respondents, 5-point Scale

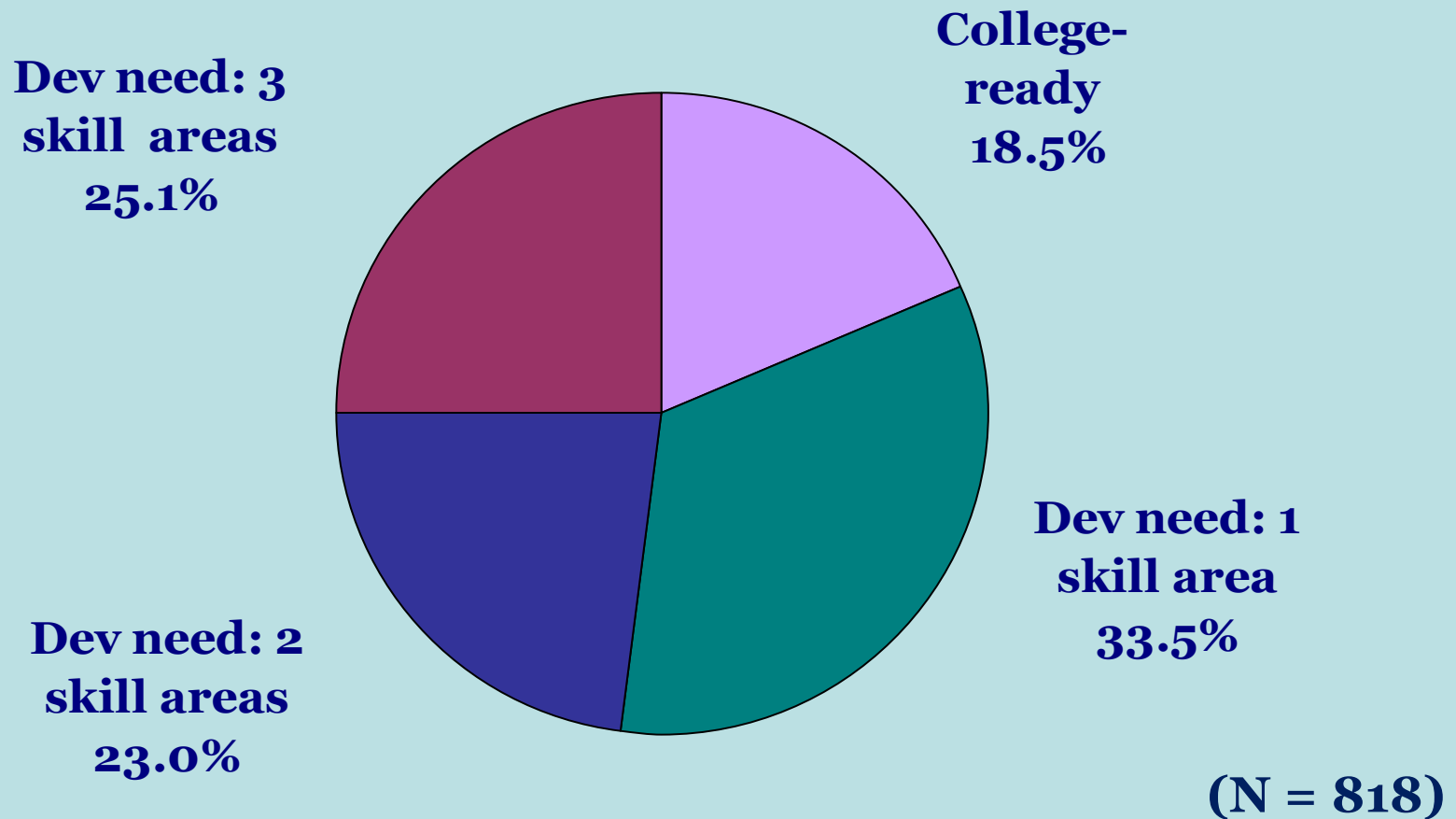


# CET Student Satisfaction

## Percent of Respondents, 5-point Scale

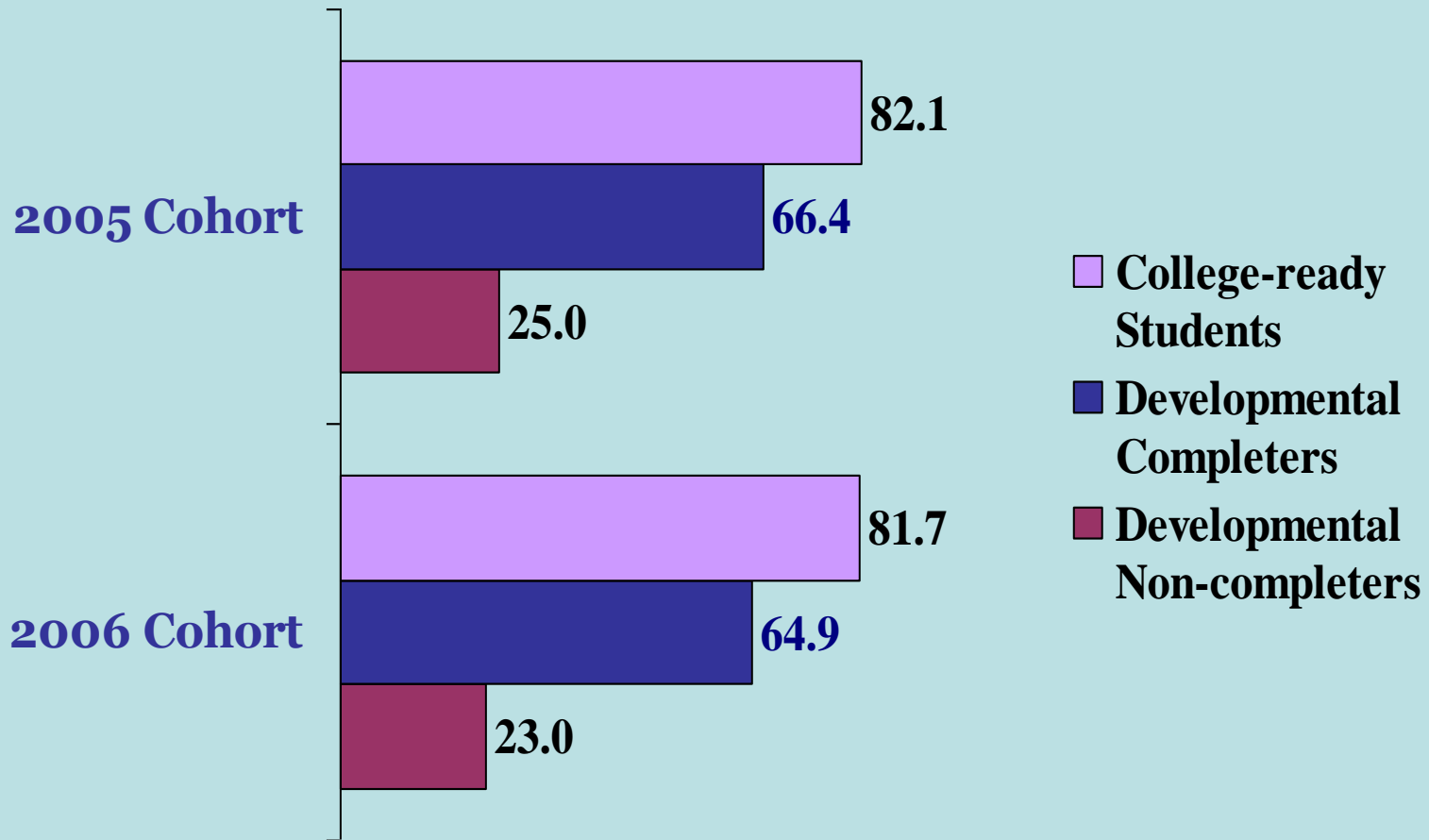


# Developmental Education Needs Fall 2011 First-time Students



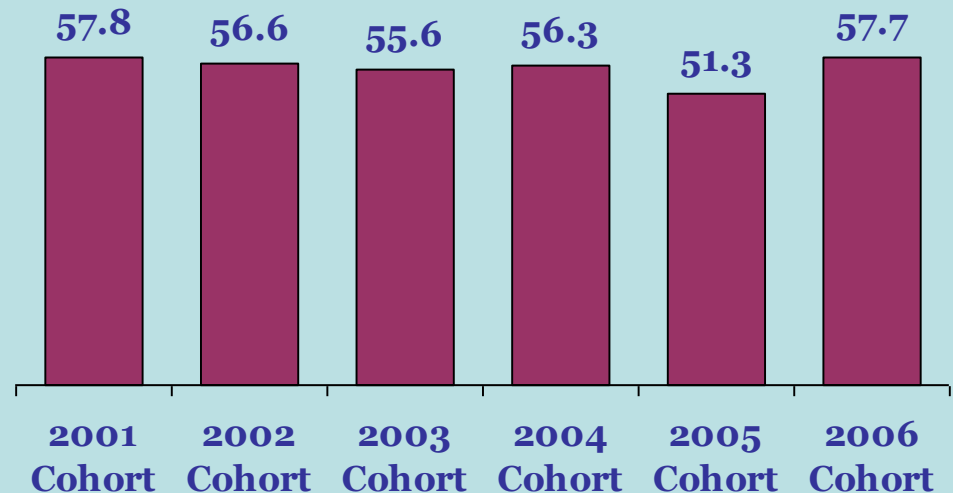


# Graduation-Transfer Rate Four Years after Entry

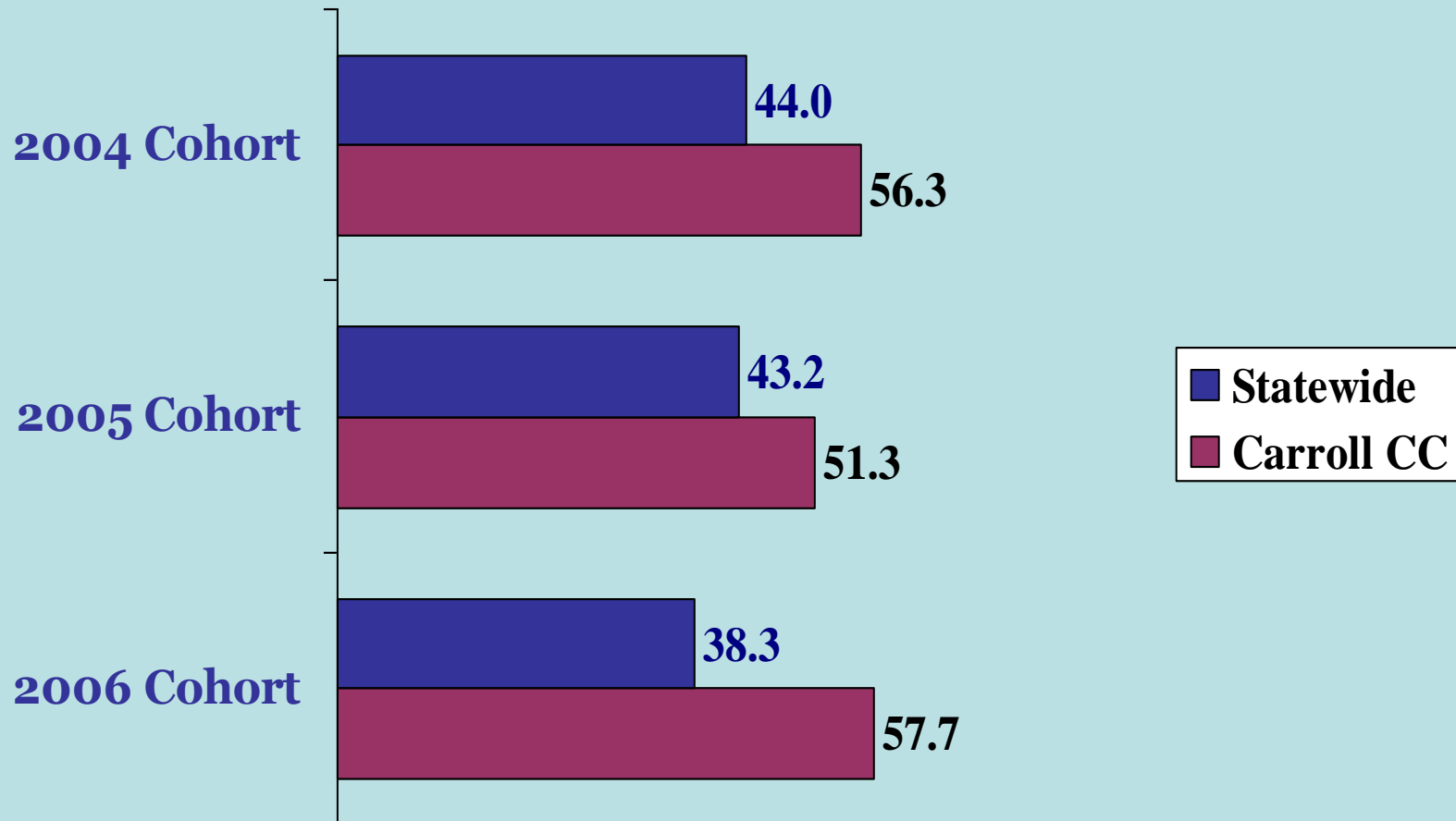


# Developmental Program Completion

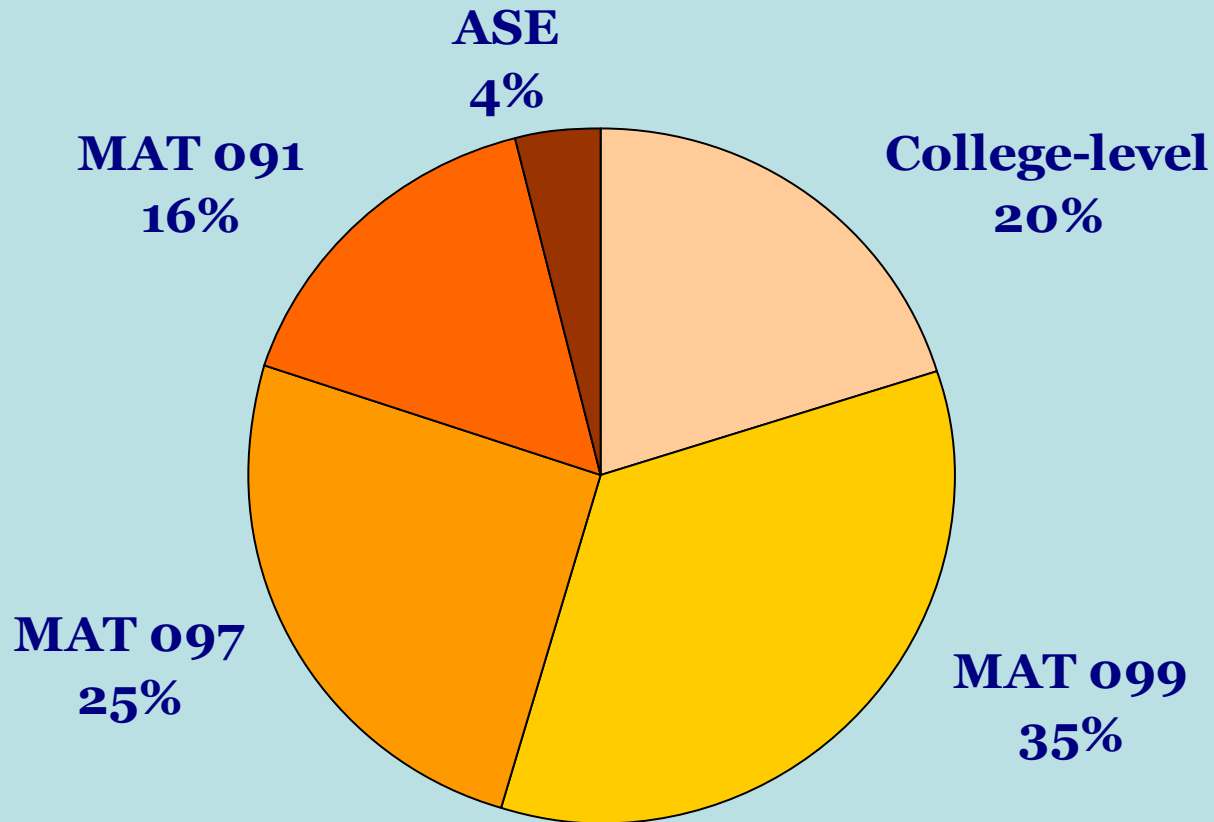
Percent of fall entering cohort needing at least one developmental course, based on placement testing, who completed all recommended developmental courses within four years.



# Developmental Program Completion



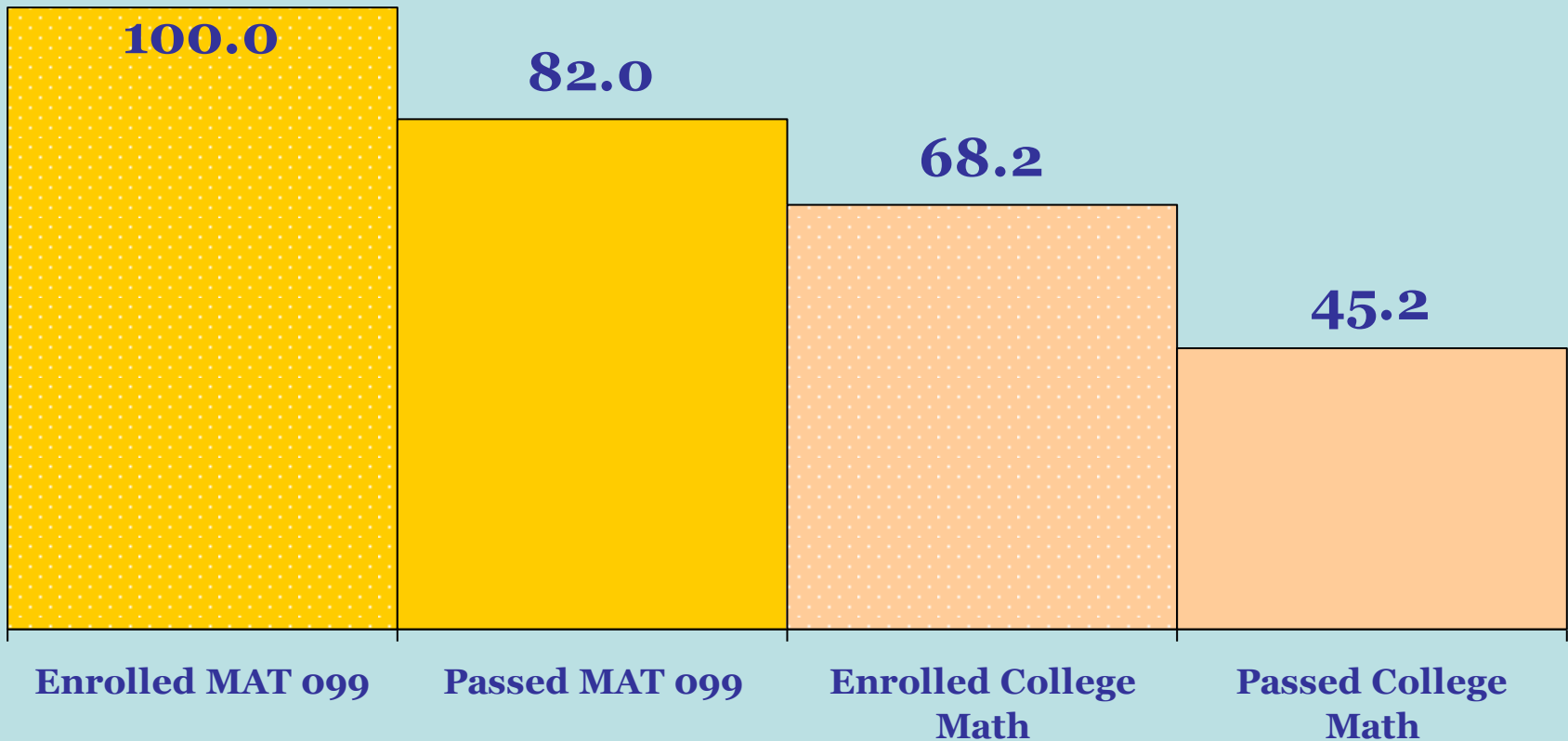
# Initial Mathematics Placement Fall 2005 First-time Students



**(N = 710)**

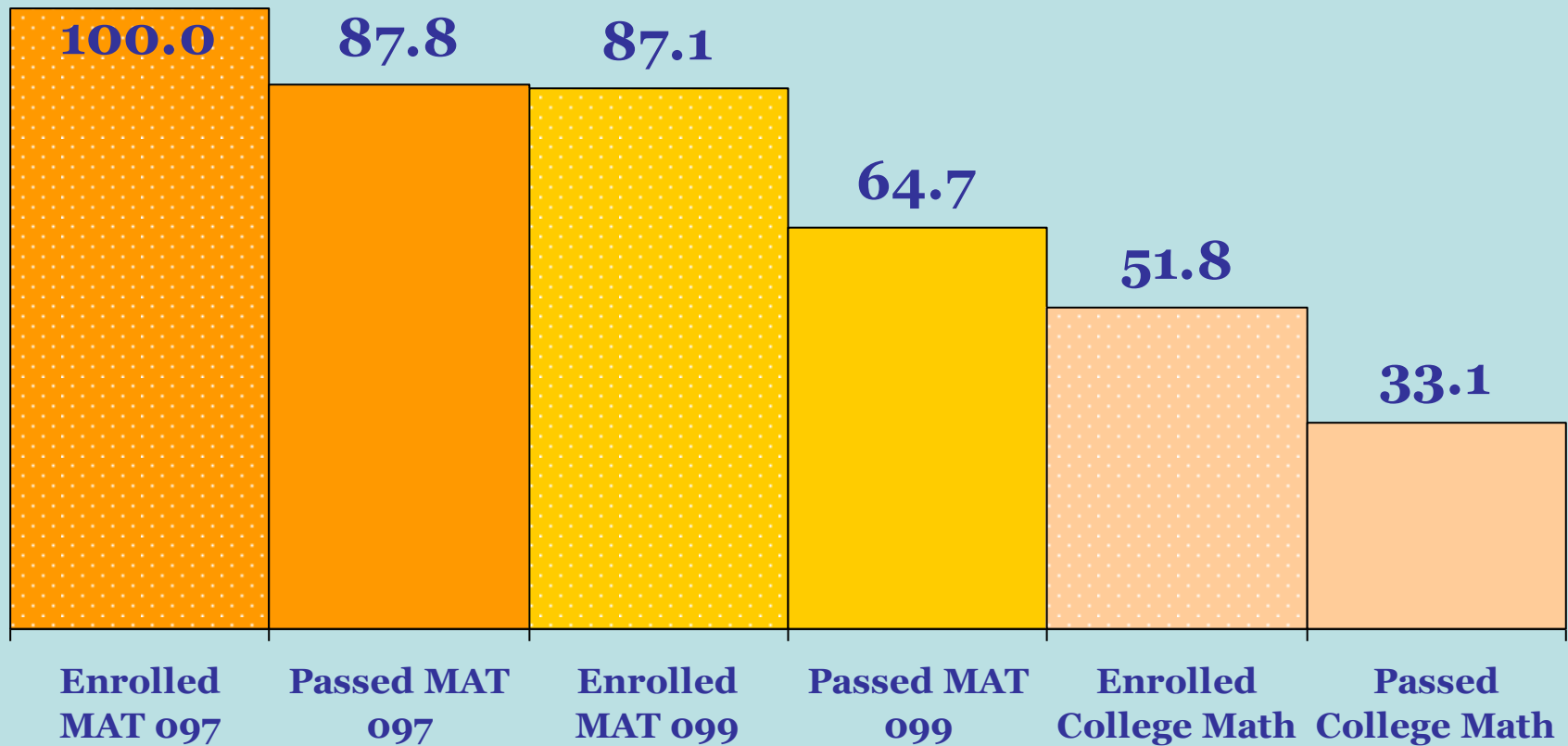
# Math Progression, Fall 2005 MAT-099 Students Progress through Fourth Spring

Start in MAT-099: Intermediate Algebra (N=217)



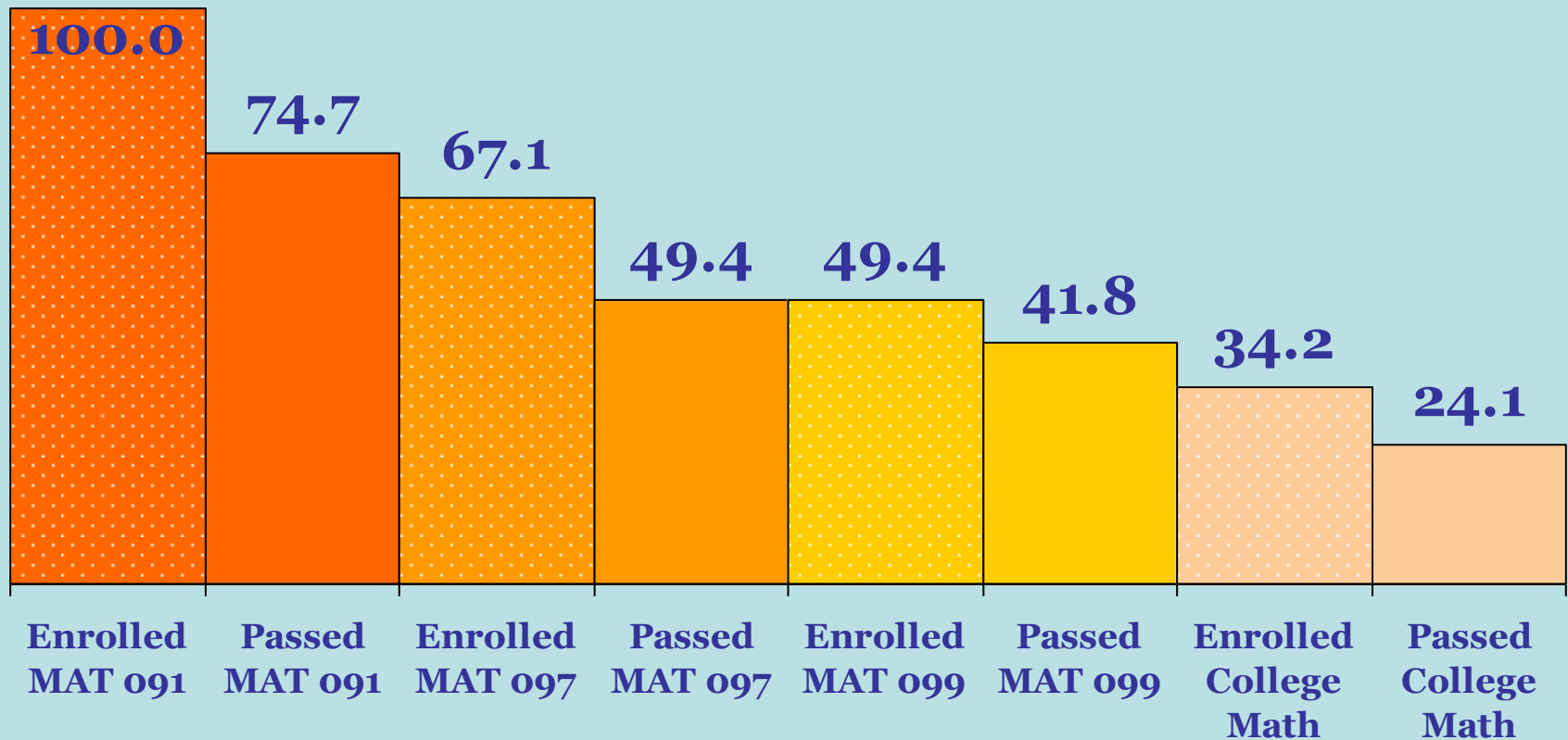
# Math Progression, Fall 2005 MAT-097 Students Progress through Fourth Spring

Start in MAT-097: Introductory Algebra (N=139)



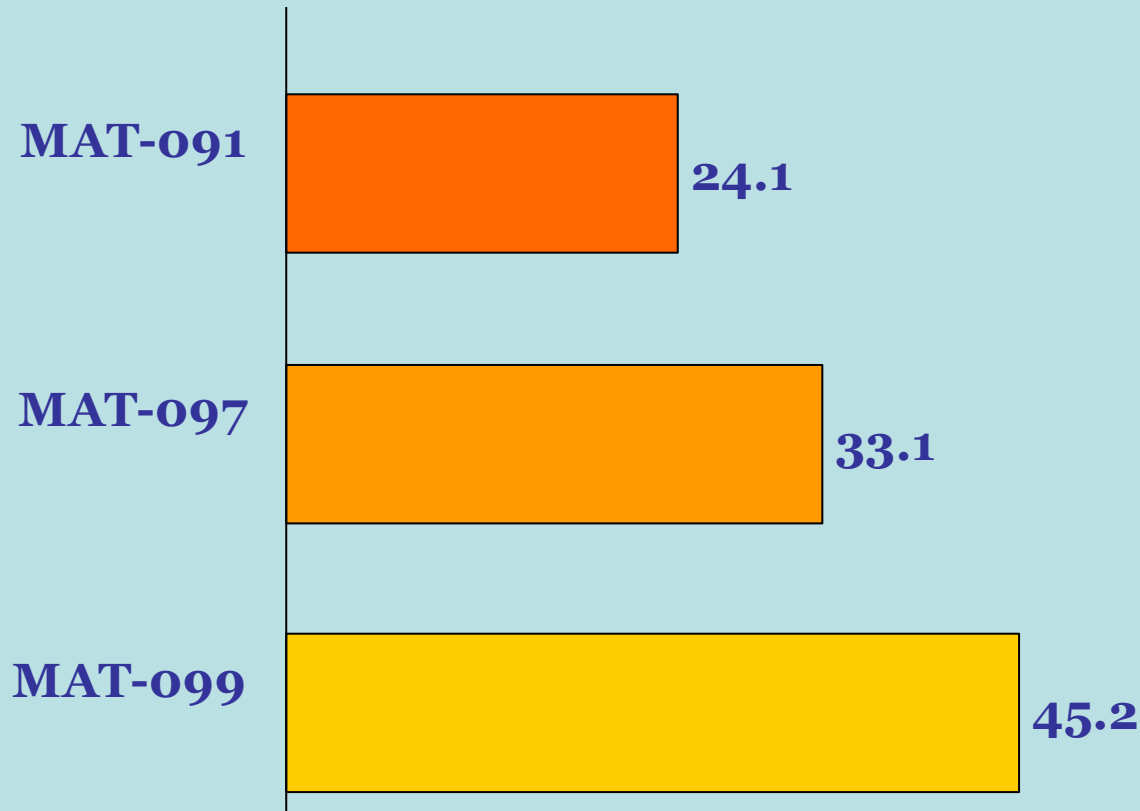
# Math Progression, Fall 2005 MAT-091 Students Progress through Fourth Spring

Start in MAT-091: Pre-Algebra (N=79)



# Fall 2005 Developmental Math Students Percent Passing College-level Math within 4 Years

**First course:**



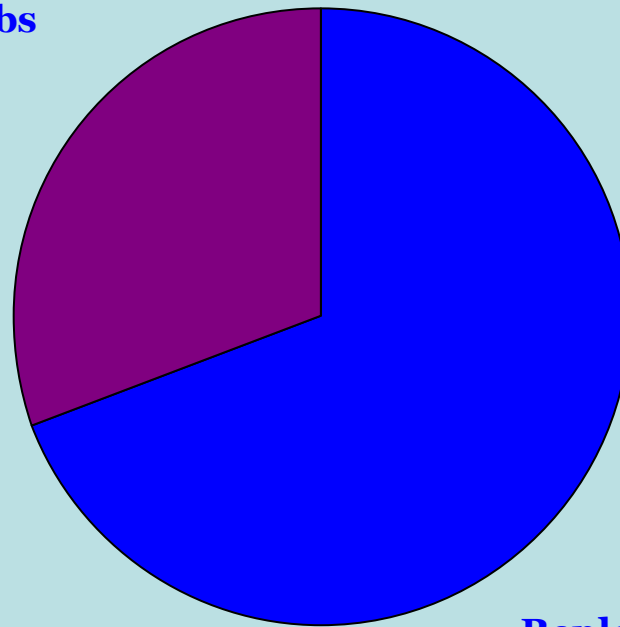


***Regional Occupational Outlook  
and  
Instructional Programming***

# National Job Openings 2008-2018

## Replacement Jobs and New Jobs due to Growth

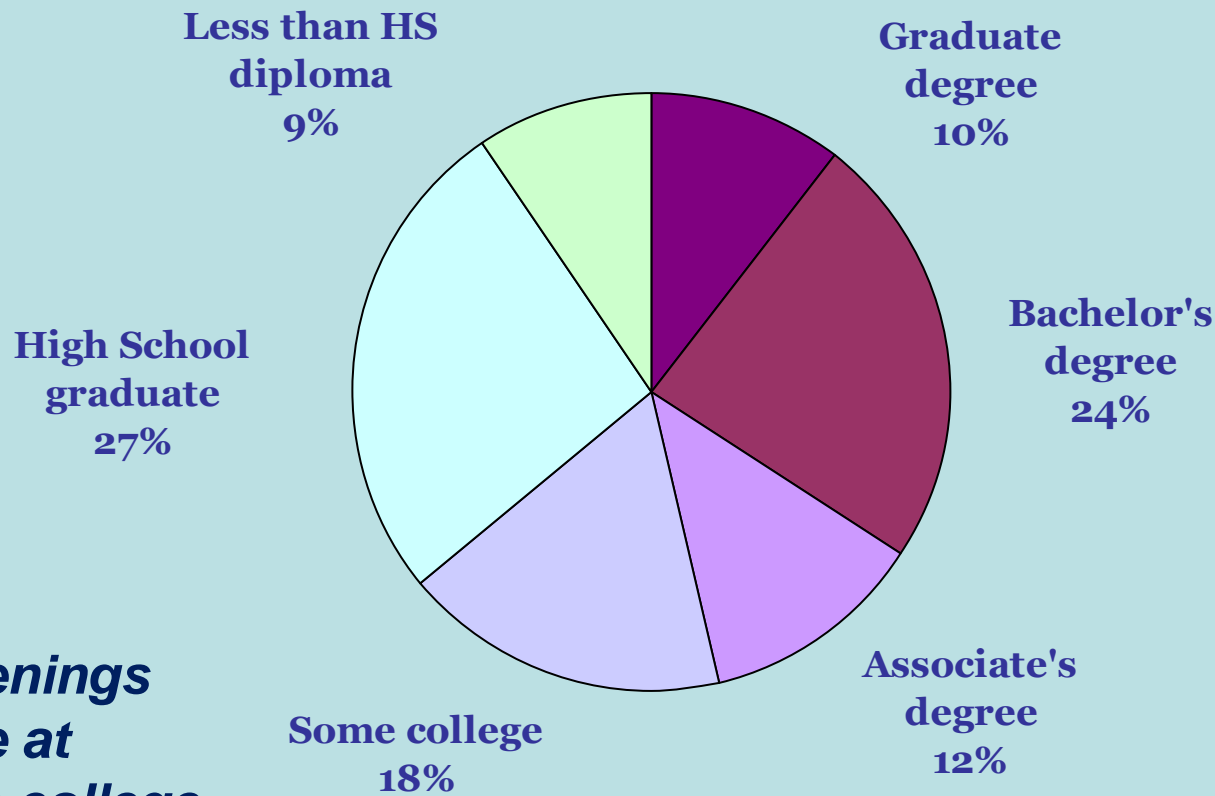
New Jobs  
31%



Replacement  
Jobs  
69%

*Most openings occur when workers leave an occupation, not when a new job is created.*

# National Job Openings 2008-2018 By Minimum Educational Attainment



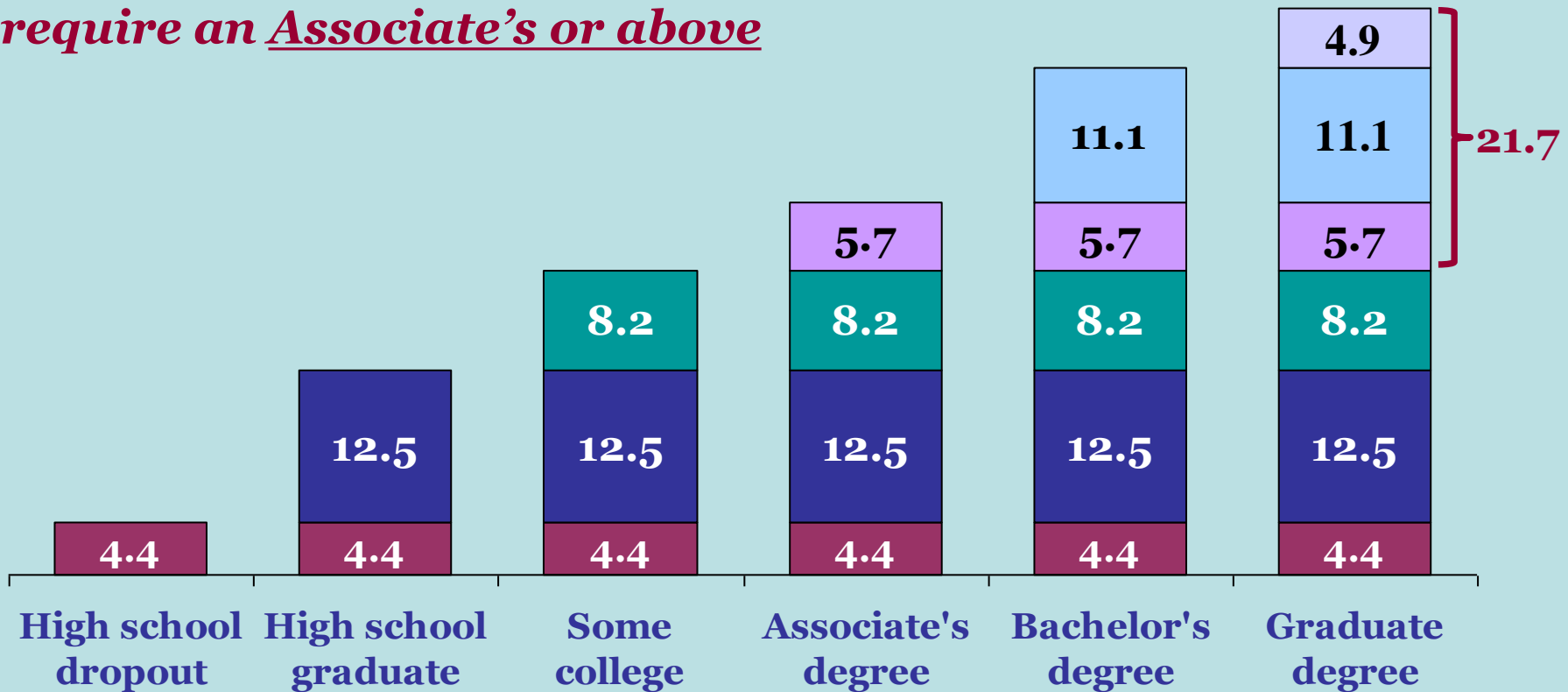
**63% of openings  
will require at  
least some college.**

# National Job Openings 2008-2018

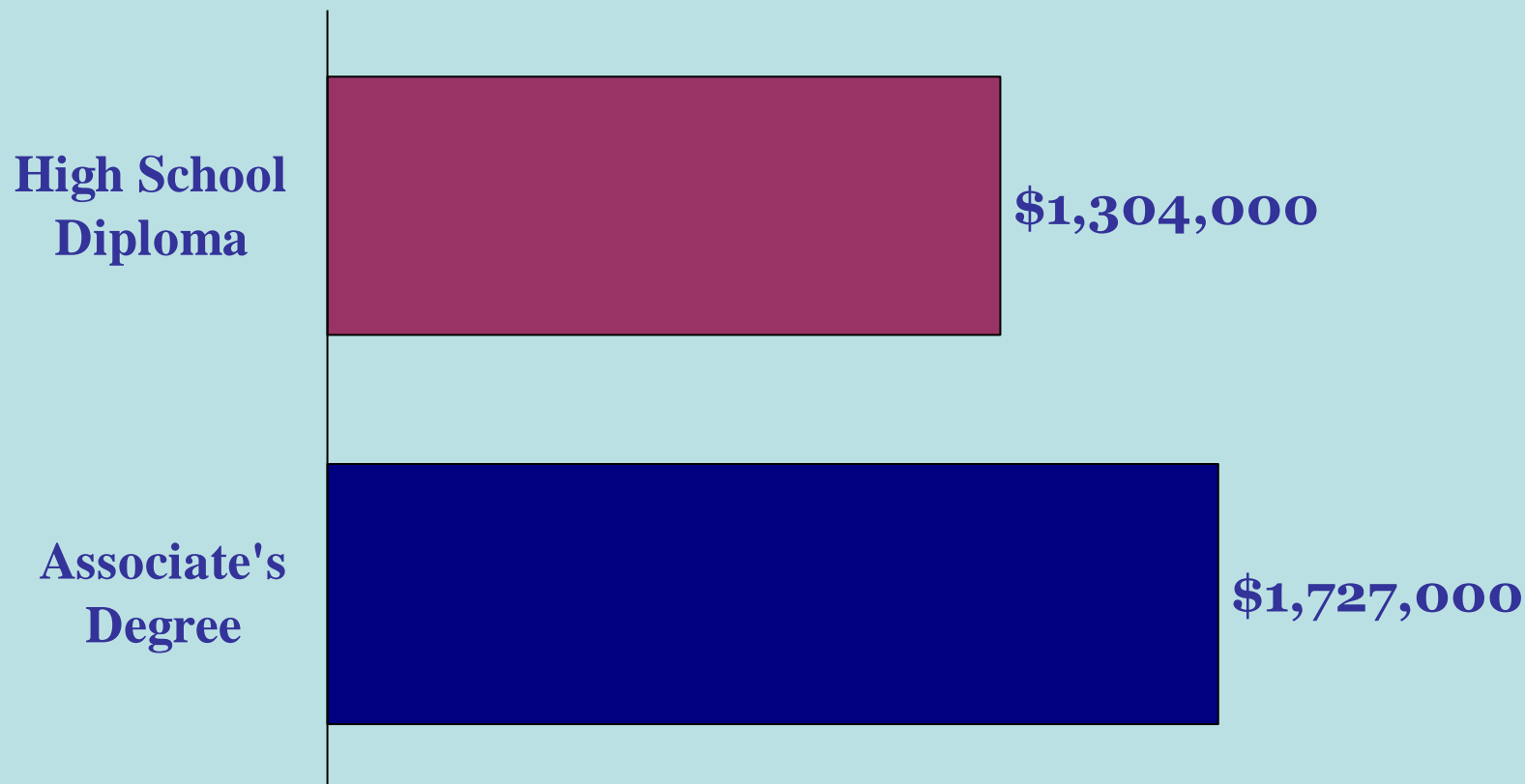
## Cumulative, by Educational Attainment

(Millions of Jobs)

*21.7 million job openings—46%—will require an Associate's or above*



# Lifetime Earnings Value of Associate's Degree over High School Diploma = \$423,000



# Specific Job Prospects: Function of Demand *and Supply*

**Supply of potential applicants includes three sources:**

**New graduates or credential-earners entering the labor market.**

**Unemployed workers with the requisite skills for the position.**

**“Compatible” workers *currently employed elsewhere* who have the requisite skills and the incentive to change jobs.**

# U.S. Occupations with Worker Shortages (Potential Workers/Annual Openings Ratio < 5)

- Veterinarians
- Occupational Therapists
- Accountants/Auditors
- Pharmacists
- Physician Assistants
- Environmental Scientists
- Registered Nurses
- Speech Pathologists
- Clergy
- Respiratory Therapists
- Operations Research Analysts
- Civil Engineers
- Financial Analysts
- Health Services Managers
- Medical Scientists
- Interpreters and Translators
- Medical Laboratory Technicians
- Dental Hygienists

# Middle Skills Jobs



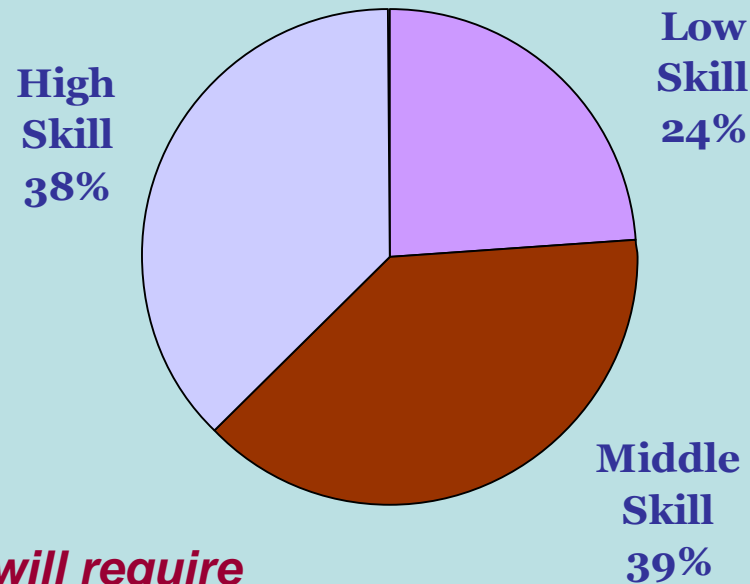
Occupational Skill Level	Education Needed
High Skill	Bachelor's degree or higher
<b>Middle Skill</b>	<b>More than a high school diploma but less than a bachelor's degree</b>
Low Skill	High school diploma or less

***“Every working Marylander should have access to the equivalent of at least two years of education or training past high school—leading to a technical credential, industry certification, or two years of college.”***



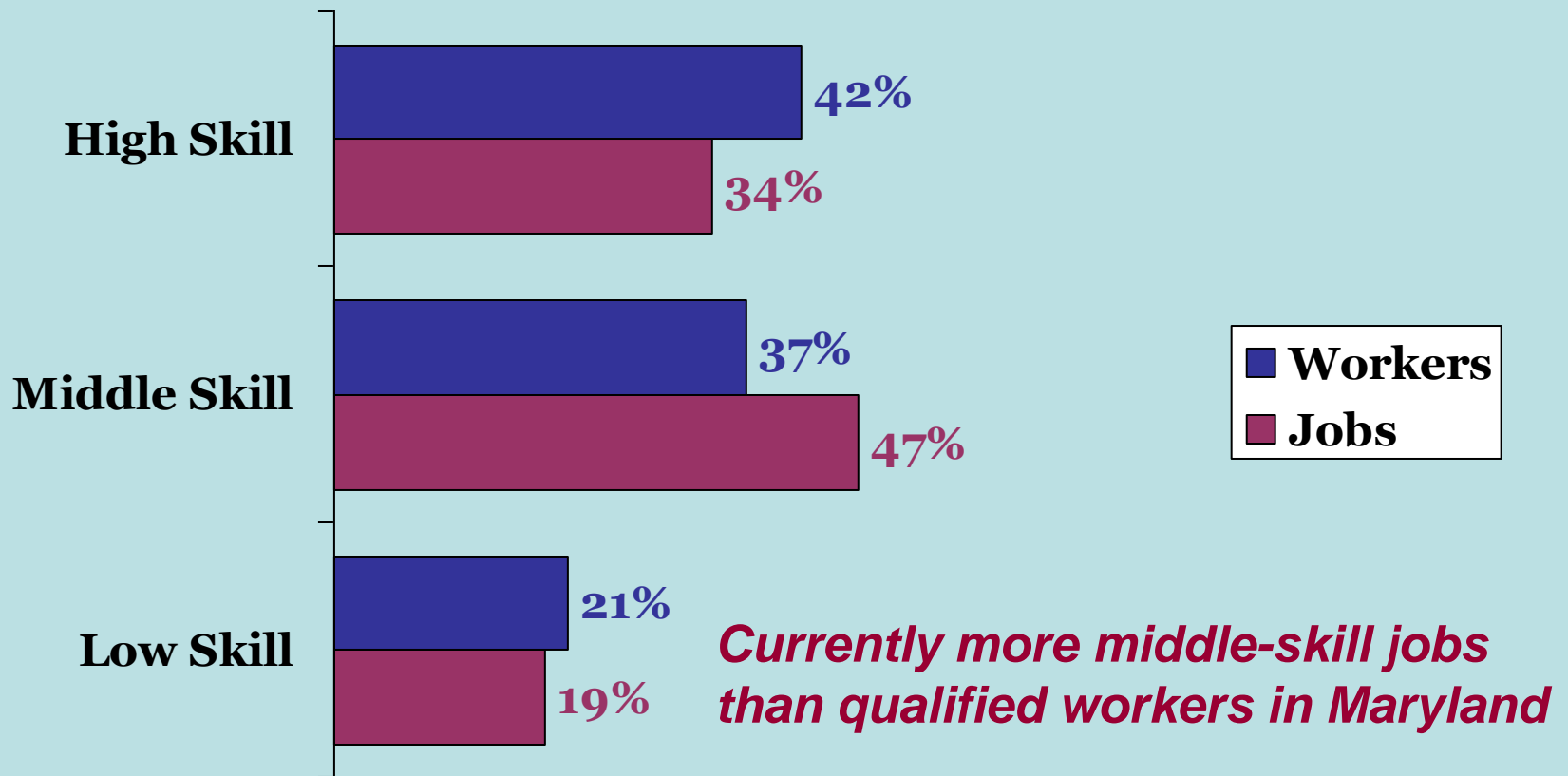
# Middle Skills Jobs in Maryland = Community College Education

## Job Openings to 2018



*4 in 10 jobs in Maryland will require education beyond high school but less than a bachelor's degree*

# Maryland Middle-skill Workforce Vs. Maryland Middle-skill Jobs



# Maryland Middle Skills Job Openings

## Total Openings 2008-2018

Occupation	Job Openings	Median Earnings
Registered Nurses	20,415	\$75,925
Nursing aides, orderlies, attendants	8,730	23,725
Computer support specialists	8,170	50,425
Licensed Practical Nurses	5,535	51,950
Police officers	5,375	52,200
Electricians	5,250	44,975
Engineering technicians, drafters	5,170	57,050
Hairstylists and cosmetologists	3,980	23,425
Fitness trainers, aerobics instructors	3,490	27,450
Automobile mechanics	3,320	36,875

# Maryland Middle Skills Job Openings

## Total Openings 2008-2018

Occupation	Job Openings	Median Earnings
Insurance agents	2,865	41,050
Preschool teachers	2,605	25,125
Real estate agents	2,410	39,625
Firefighters	2,350	54,575
Heating/AC installers	2,245	50,425
Library technicians	1,480	37,775
Radiologic technicians	1,410	65,900
Welders and solderers	1,180	32,150
Dental hygienists	1,115	70,450
Emergency Medical Technicians	1,100	35,700
Paralegals, legal assistants	1,015	46,125

# Carroll and Howard Counties Middle Skills Job Openings 2008-2018

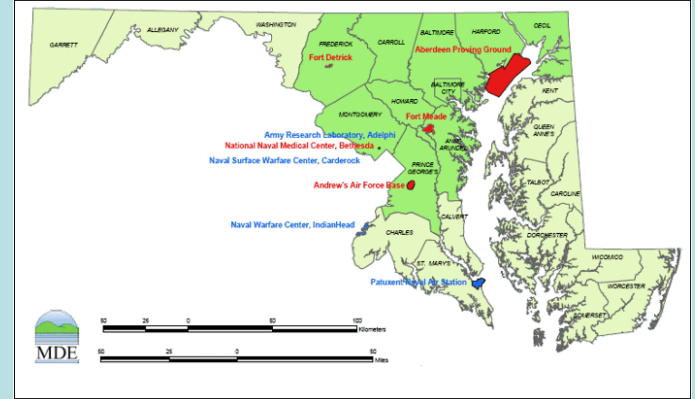
Occupation	Job Openings	Median Earnings
Registered Nurses	2,195	\$75,925
Nursing aides, orderlies, attendants	1,505	23,725
Hairstylists and cosmetologists	1,195	23,425
Computer support specialists	675	50,425
Licensed Practical Nurses	445	51,950
Telecommunications installers	415	46,925
Security, fire alarm installers	335	47,400
Fitness trainers, aerobics instructors	325	27,450
Automobile mechanics	270	36,875
Engineering technicians	265	57,050

# Instructional Programming Plans

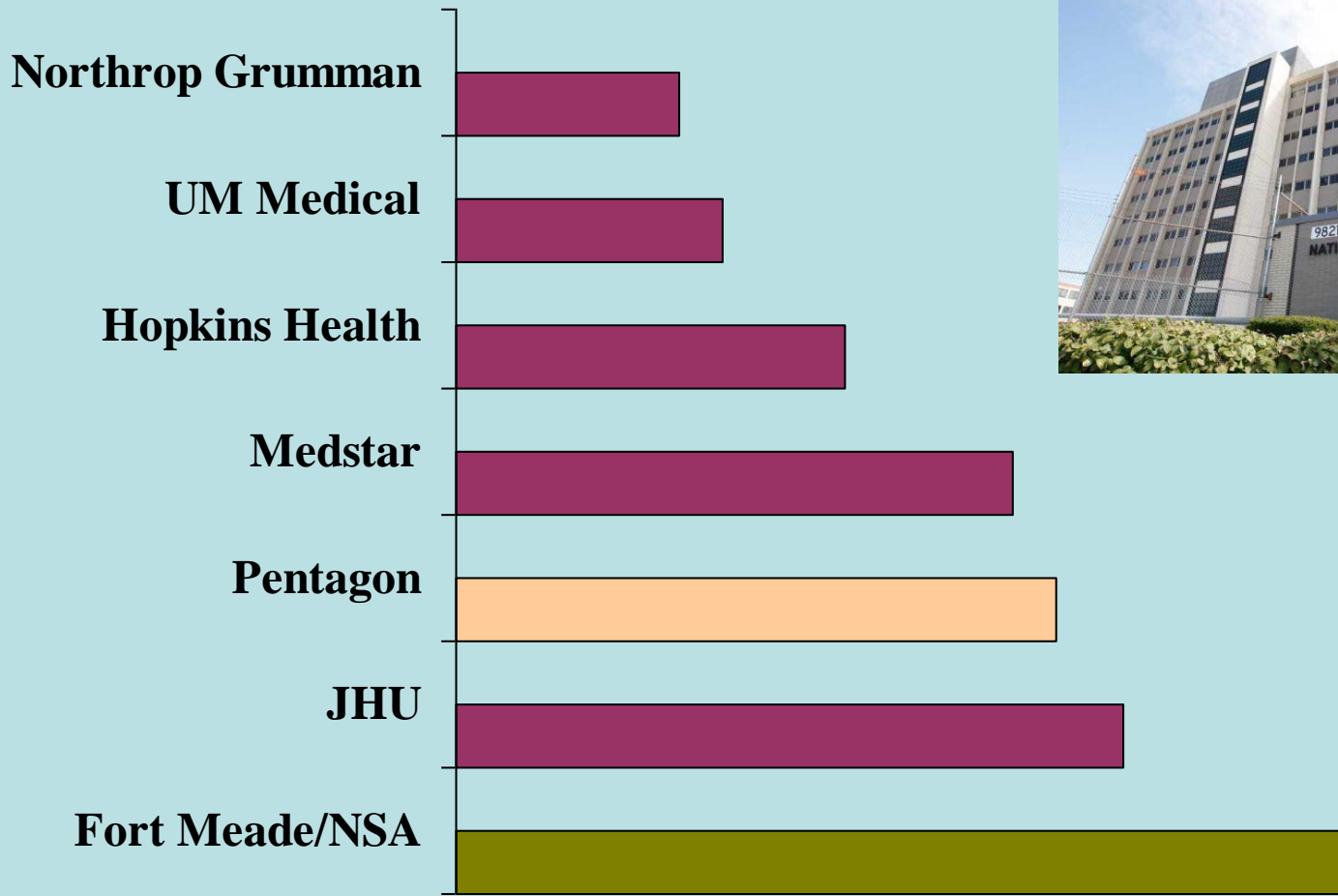
## Carroll Community College

- **Pre-professional transfer patterns**
- **Engineering A.A.**
- **Information Assurance**
- **Database Administration**
- **Digital Fine Arts**
- **Popular Music/Recording**
- **Mass Communications**
- **Occupational Therapy**
- **Prosthetics Technology**
- **Robotics**
- **Electronic Medical Records**
- **Healthcare Navigator**
- **Cyber Security**
- **IT certifications**
- **Advanced manufacturing**
- **“Green” jobs**
- **The Carroll Business Path and the Miller Center for Small Business**

# National Security Employment in Central Maryland



# Pre-BRAC Fort Meade/NSA Workforce Larger than Pentagon, any MD Private Sector Employer





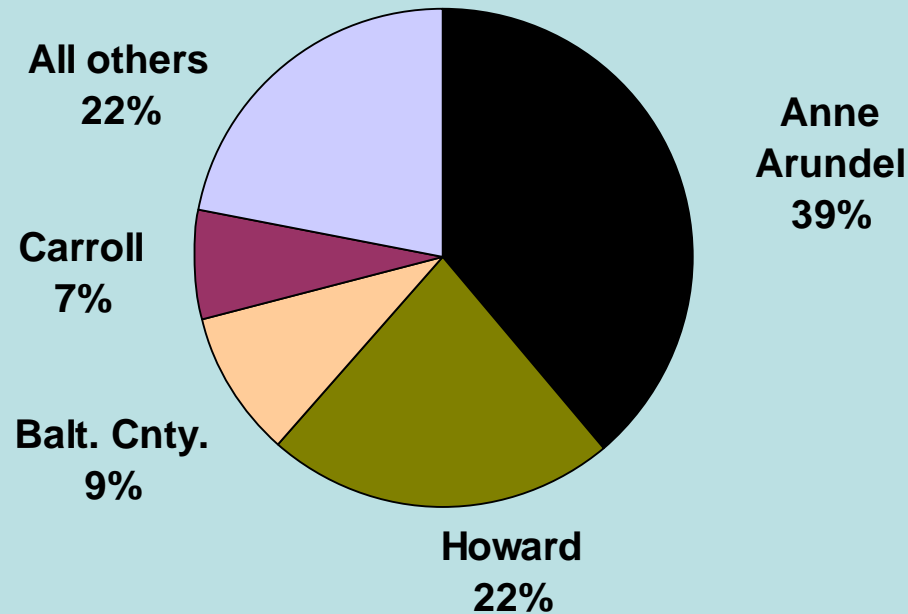
# Fort Meade Regional Job Growth Projected New Jobs through 2016



<b>Employment Source</b>	<b>On-base Jobs</b>	<b>“Induced” Jobs</b>
Base Realignment & Closure (BRAC)	6,000	9,000
U.S. Cyber Command	5,000	10,000
National Security Agency (NSA)	4,000	6,000
Other Fort Meade DOD	2,000	3,000
Enhanced Use Lease (EUL) contractors	10,000	2,000
<b>Total employment growth to 2016</b>	<b>27,000</b>	<b>30,000</b>

# Residence of Fort Meade Workforce, 2010 On-base and Related (N=134,000)

## County of Residence



*Average commute for Carroll County residents = 50 minutes*

# New Fort Meade Employees Projected to Live in Carroll County

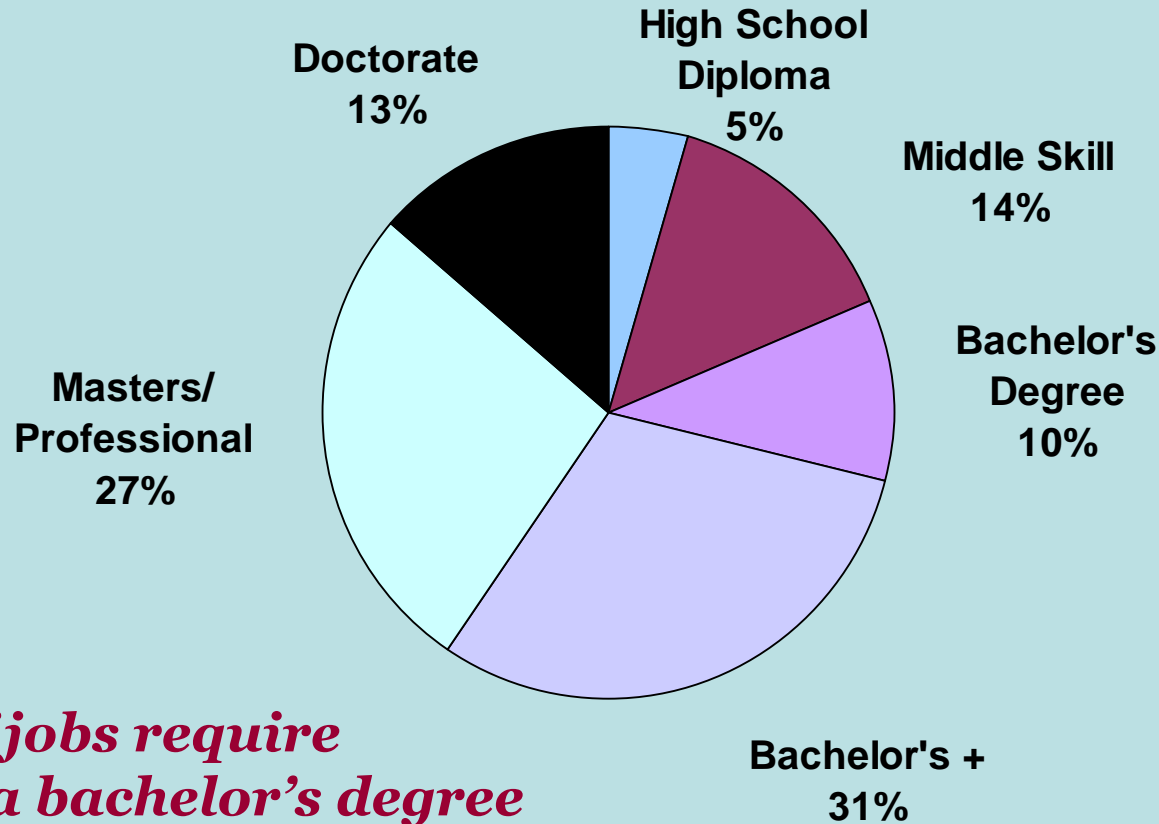
Employment Source	Employees Residing in Carroll County
Base Realignment & Closure (BRAC)	1,100
U.S. Cyber Command	1,100
Enhanced Use Lease (EUL) contractors	900
National Security Agency (NSA)	700
Other Fort Meade DOD	<u>400</u>
Total estimated growth through 2016	4,200
Currently employed	<u>+9,700</u>
Total	13,900

# Occupations Moving to Fort Meade

## Base Realignment and Closure (BRAC)

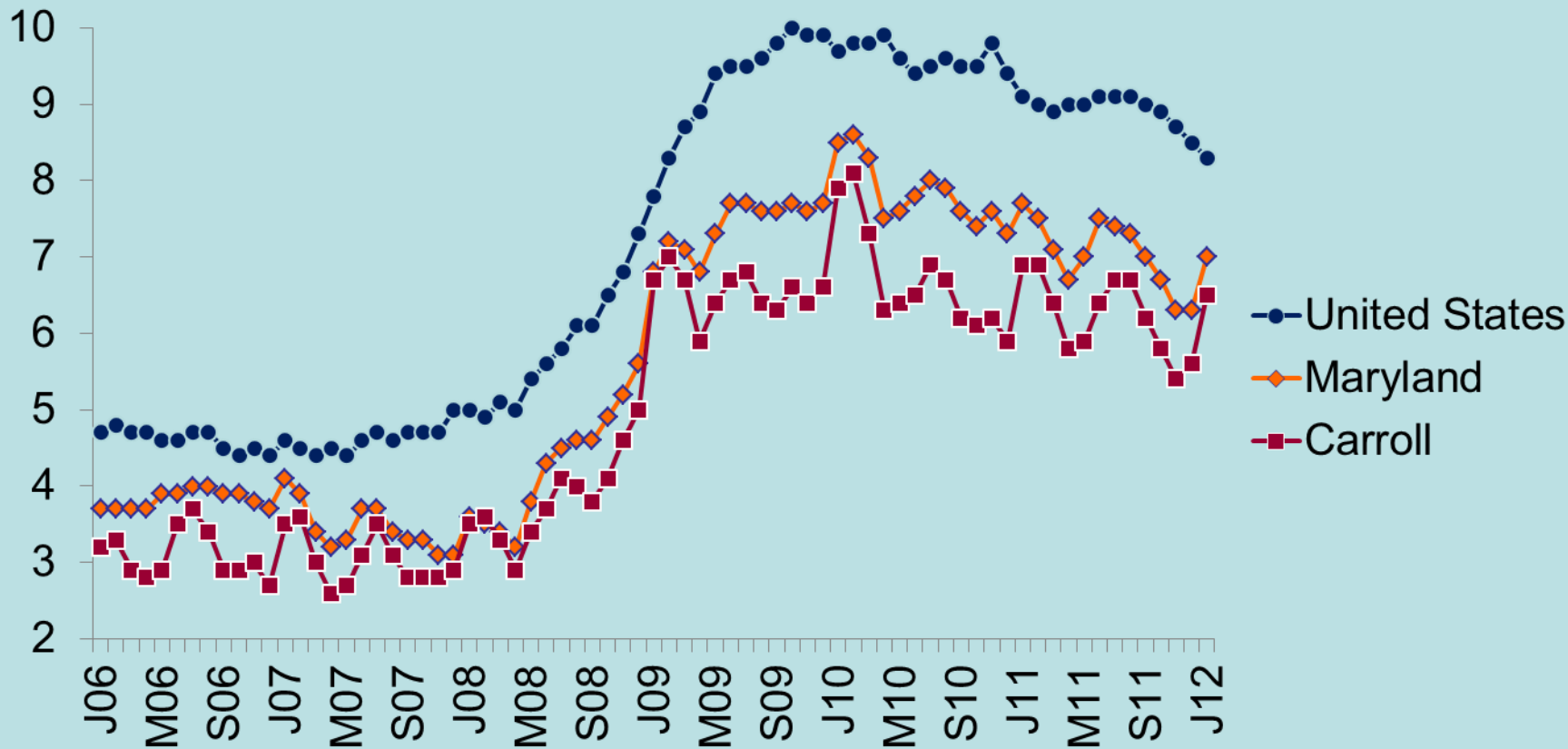
BRAC Jobs Moving to Fort Meade	
Computer engineering	Logistics management
Computer science	Management analysis
Contracting	Operations research
Electronics engineering	Program management
Financial management	Secretarial/Admin. assistant
Information technology Mgt.	Technical writing
Inventory management	Telecommunications

# Fort Meade Workforce Educational Level



# Unemployment Rates, 2006-2011

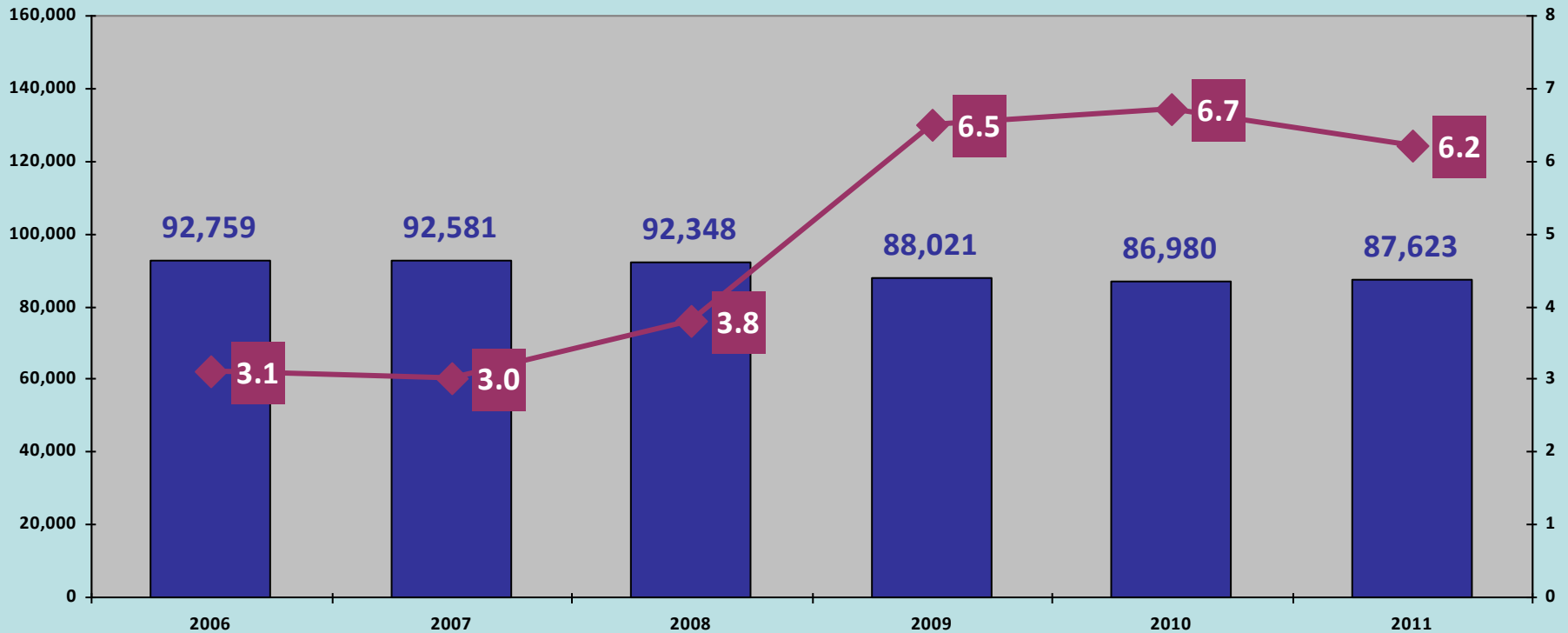
United States      Maryland      Carroll County



# Recent Employment Trends

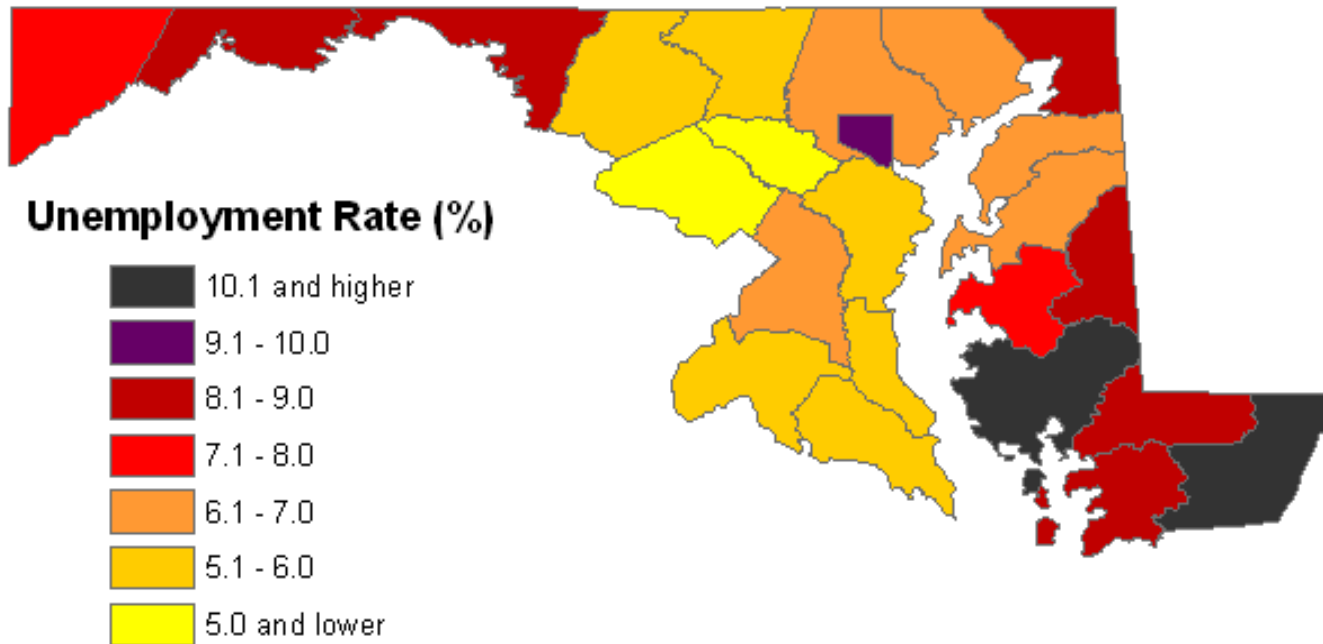
## Carroll County

Carroll County Employment Level and Unemployment Rates, Annual Averages



# Unemployment Rates, Dec. 2011

Carroll County=5.6%    Maryland=6.5%    U.S.=8.3%



*Carroll County unemployment is below state and national levels*



***Human Resources***

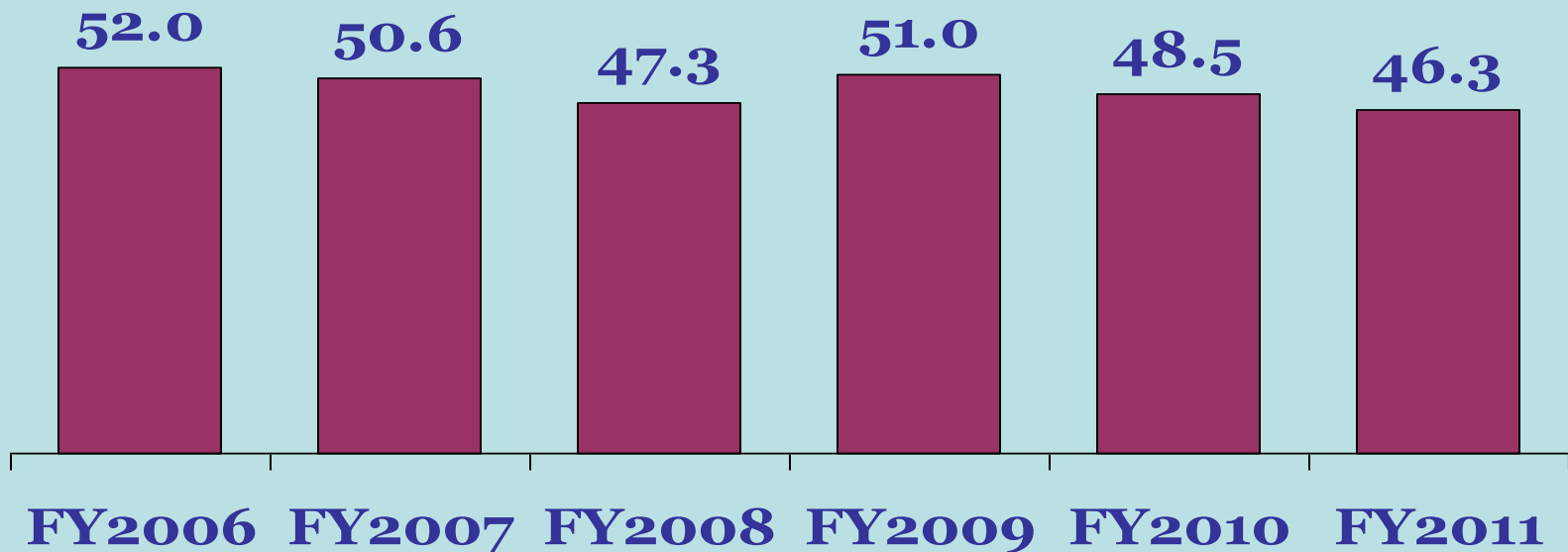
***Physical Plant***

# Full-time Employees

	<b>2009</b>	<b>2010</b>	<b>2011</b>
Administrators	23	22	21
Faculty	69	73	75
Professional staff	61	65	68
Clerical staff	55	57	56
Technical staff	15	18	18
Maintenance staff	21	24	23
<b>Total full-time employees</b>	<b>244</b>	<b>259</b>	<b>261</b>

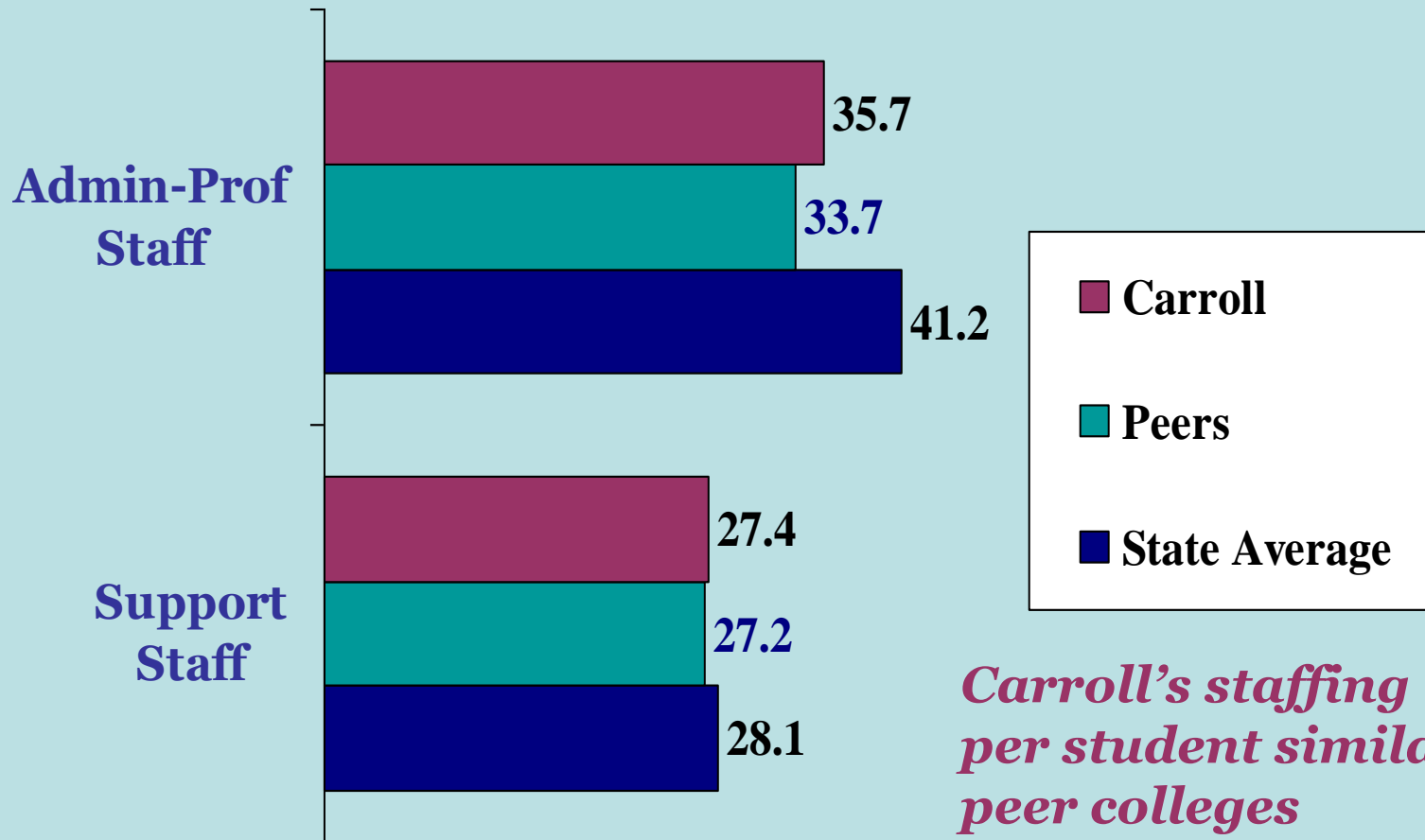
# Percent of Total Teaching Load Hours Taught by Full-time Faculty

State expectation (COMAR) = 50%



# Non-instructional Staffing Ratios

## FTE Students Served per FTE Staff Member, FY2009

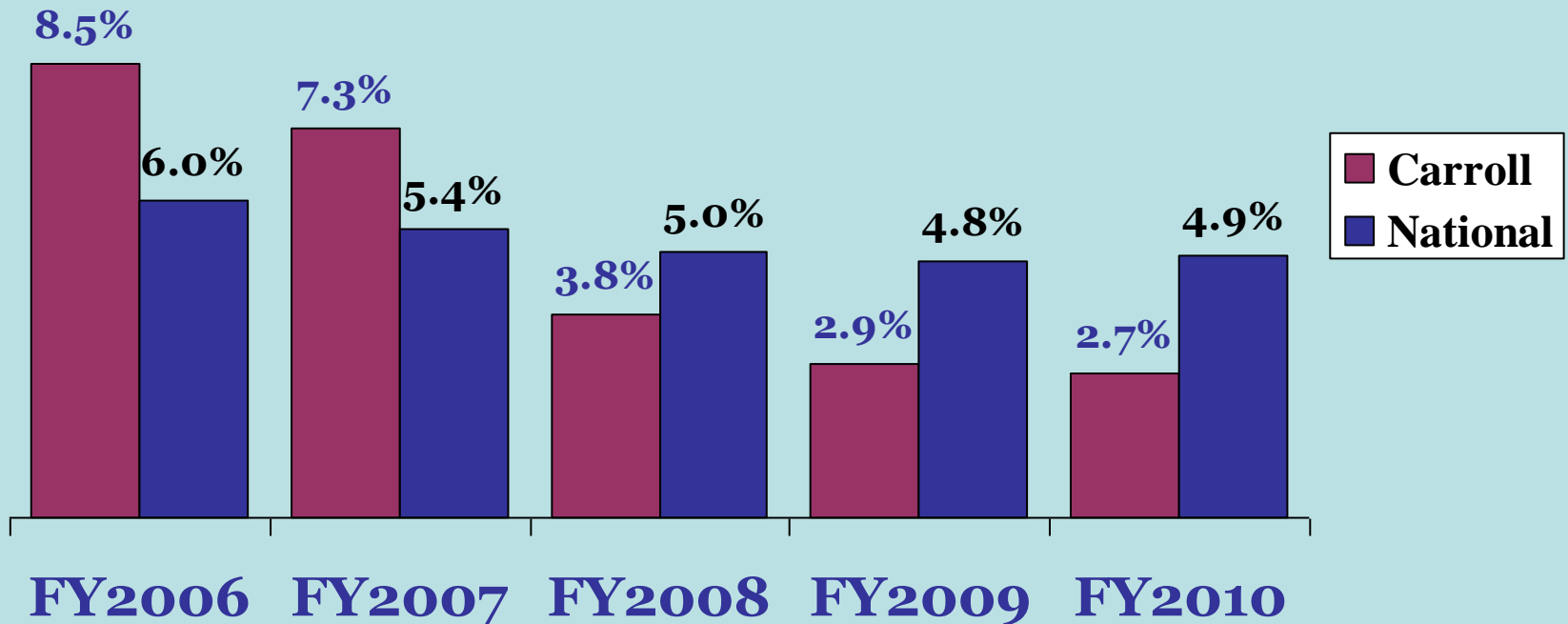


*Carroll's staffing levels per student similar to peer colleges*

# Employee Turnover Rate

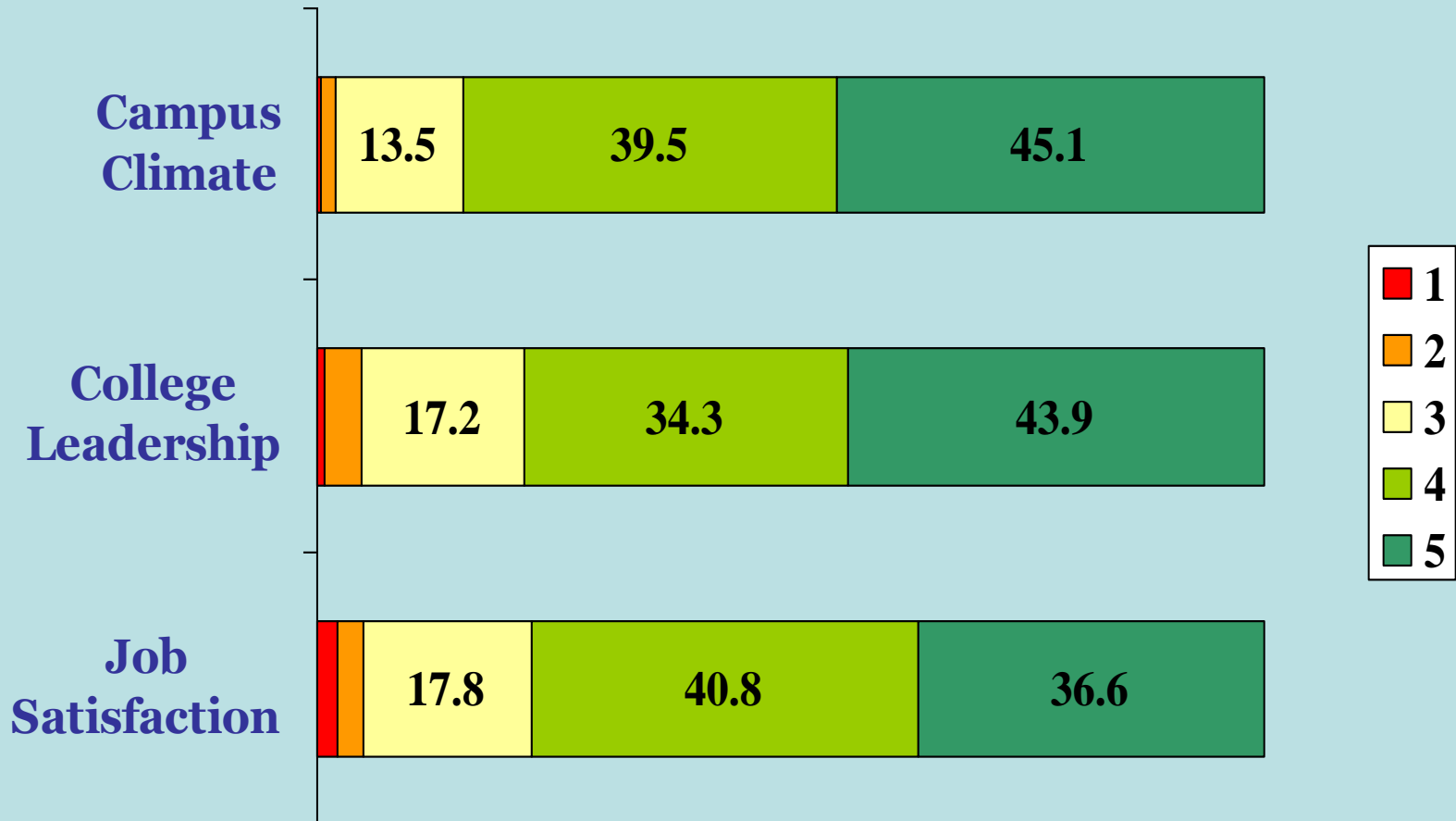
## Annual Separation Rate Exclusive of Retirements

*Carroll's employee turnover less than median rate of community colleges nationally since 2008.*



# Employee Satisfaction

## Percent of Respondents, 5-point Scale



# Employee Satisfaction

## Percent of Respondents, 5-point Scale



# Carroll's Campus Westminster, Maryland



Great Hall (1990)



Classroom C (1990)



Multipurpose M (1993)



Library (1997)



Amphitheater (1998)



Scott Center/BTC/LF (2002)



Nursing (2004)



Classroom K (2010)



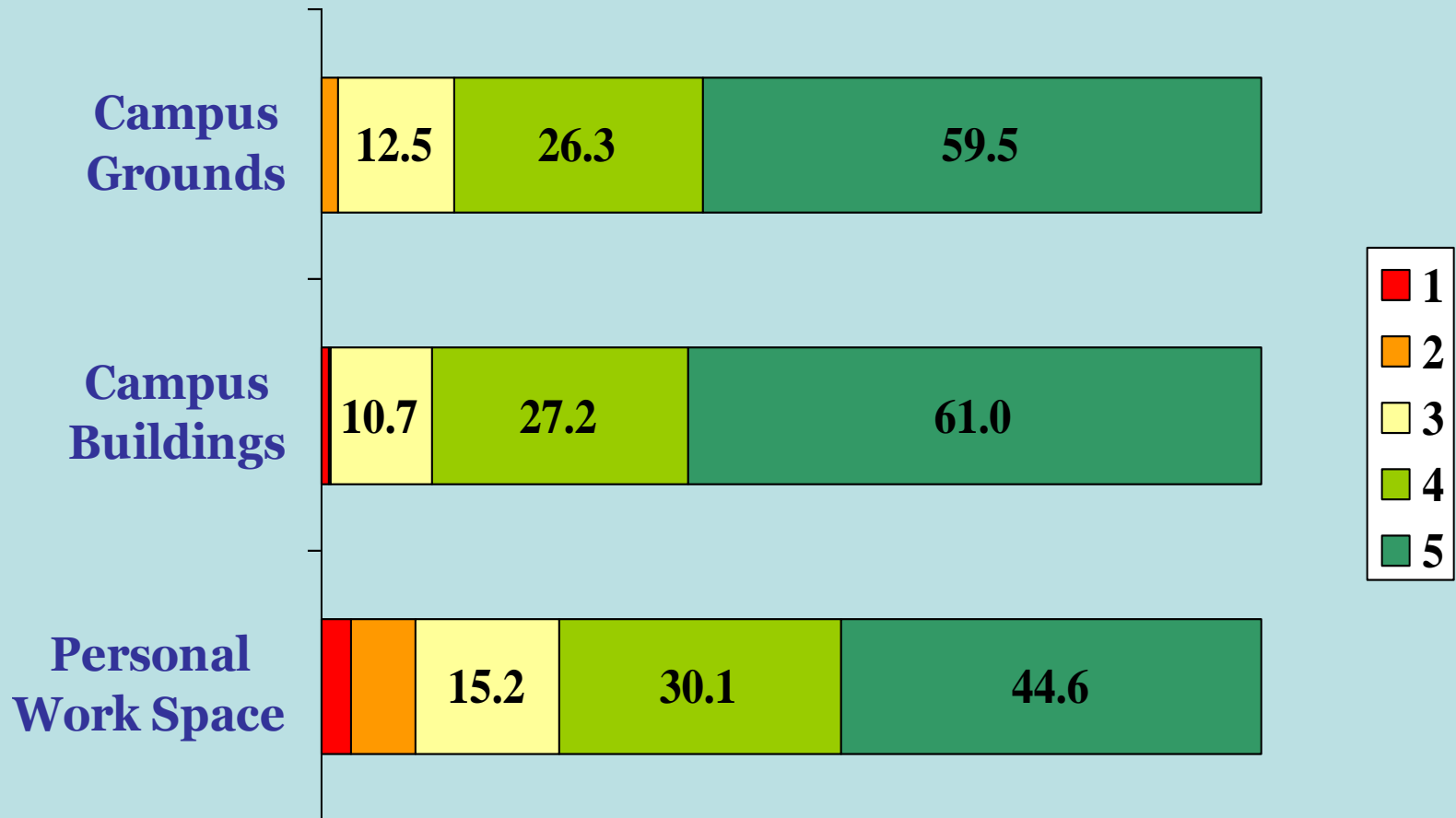
# Physical Plant

Attractive, Functional, Well-maintained Buildings



# Employee Satisfaction

## Percent of Respondents, 5-point Scale



# Mount Airy College Center

Carroll, Frederick, and Howard Community Colleges

## *Introducing the new* Mount Airy College Center *for Health Care Education*



### Train for a rewarding career in health care!

Mount Airy College Center, a partnership between Carroll, Frederick and Howard Community Colleges, will provide affordable health care programs in a convenient location.

**Classes Start Fall 2012!**

Credit admissions: room A101  
Non-credit admissions: room A115  
[carrollcc.edu/mtairy](http://carrollcc.edu/mtairy)



Back Acre Circle  
Twin Arch Business Park

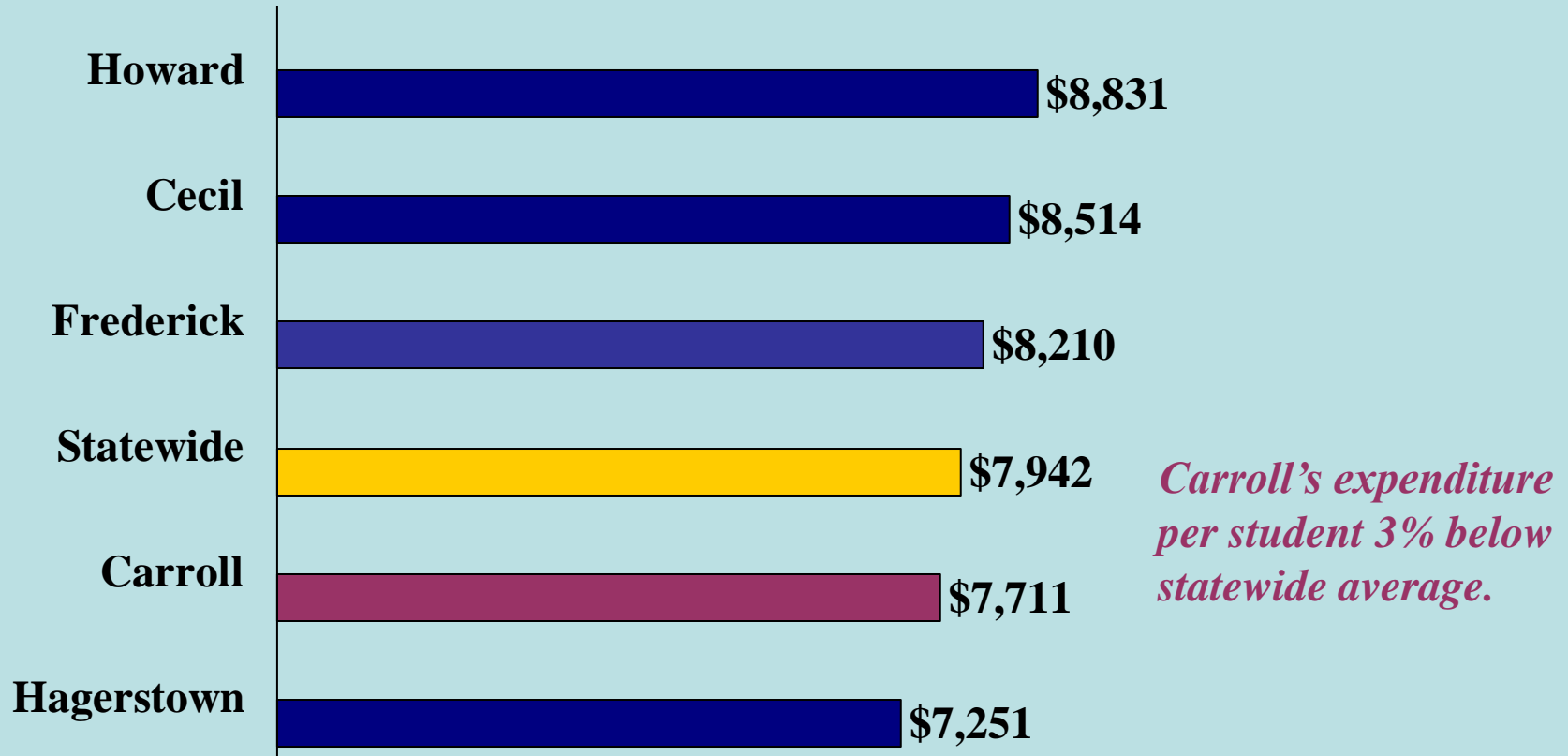
***Financial Outlook***

# The Good, the Bad, and the Ugly



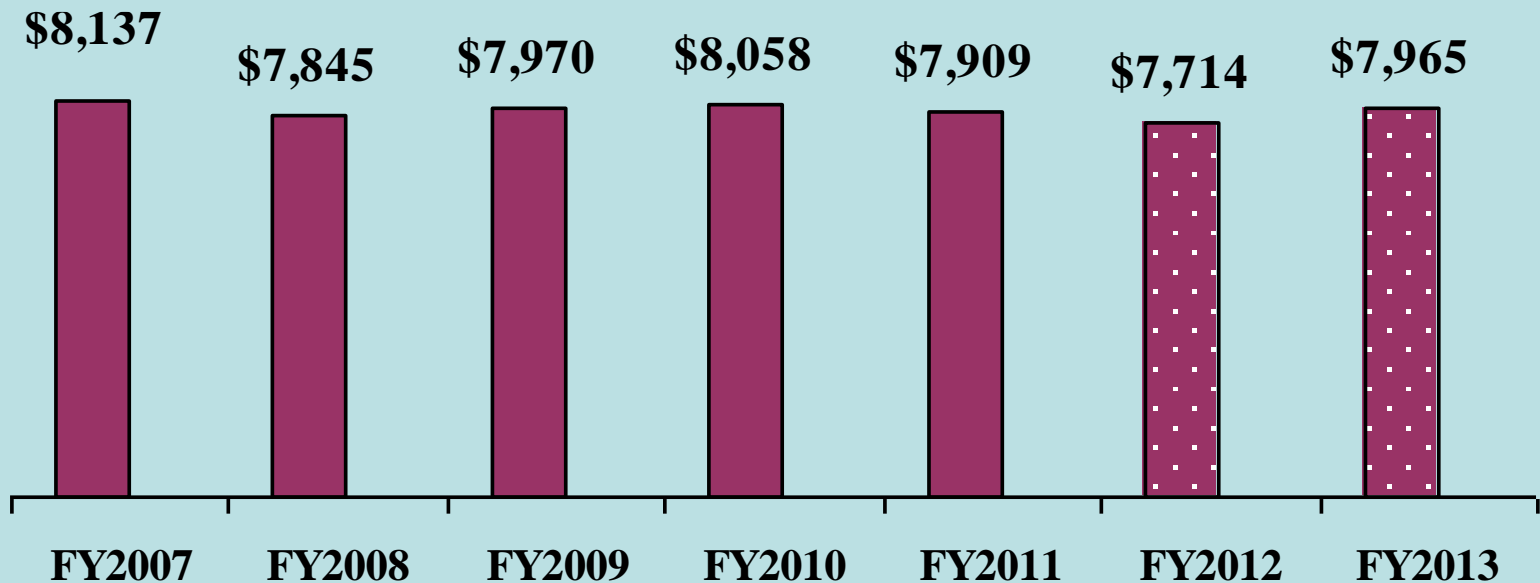
# Expenditure per FTE Student, FY2010

Total FTEs = eligible + ineligible for state funding

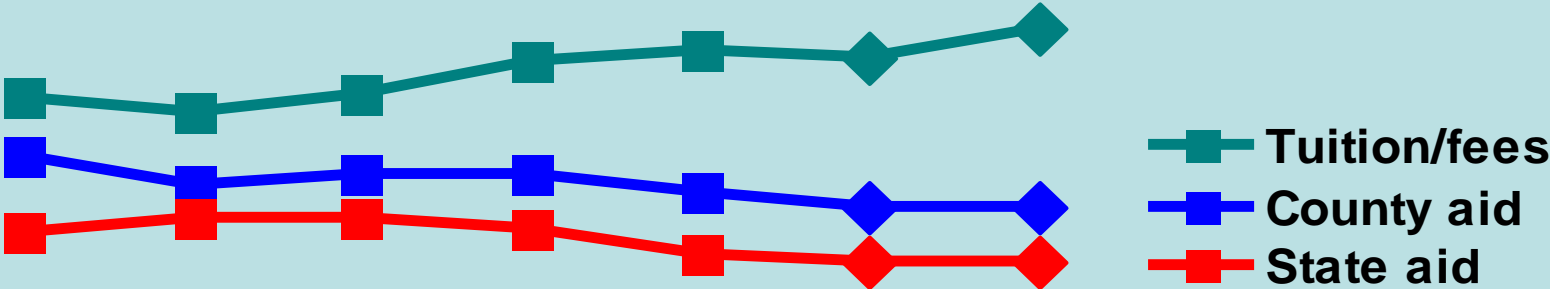


# Revenue per FTE Student

Total FTEs = eligible and ineligible for state funding



# Revenue per FTE Student, by Source



FY2007 FY2008 FY2009 FY2010 FY2011 FY2012 FY2013



# Revenue per FTE Student, by Source

## Estimated FY2013 compared to FY2007

	FY2007	Revised Budget Estimate FY2013	Percent Change
<b>Revenue per FTE</b>	<b>\$8,137</b>	<b>\$7,965</b>	<b>-2.1%</b>
<b>State aid per FTE</b>	<b>2,142</b>	<b>1,932</b>	<b>-9.8%</b>
<b>County aid per FTE</b>	<b>2,651</b>	<b>2,321</b>	<b>-12.5%</b>
<b>Tuition revenue per FTE</b>	<b>3,055</b>	<b>3,520</b>	<b>+15.2%</b>

# Cade Funding Formula Appropriation Levels and Projected Appropriations under DLS Budget Reconciliation and Financing Act (BRFA)

	2012	2013	2014	2015	2016
<u>Current Statute</u>					
Funding USM%	19.9%	19.0%	19.0%	19.5%	21.0%
Funding/FTE	1,868	1,775	1,815	1,905	2,102
Appropriation	\$194,407	\$196,079	\$209,517	\$222,422	\$248,615
<u>BRFA: S.B. 152</u>					
Funding/FTE	1,868	1,839	1,839	1,839	1,839
Appropriation	\$194,407	\$199,176	\$210,991	\$214,680	\$217,586
Difference:	0	\$3,097	\$1,474	(\$7,742)	(\$31,029)

(Appropriations in \$ thousands. BRFA decouples CC funding from USM)

# Revenue Assumption: State Aid

## Optimistic view:

**Flat funding through FY2015**

**Average annual increase in state aid  
FY06-FY11: \$360,000**

**Pension costs will be shifted to county.**

# Carroll County Operating Budget Plan

(Projected Revenues – Projected Expenditures)

	FY2013	FY2014	FY2015	FY2016	FY2017
County Fund Balance					
<u>(Revenues-Expenditures)</u>					
As adopted in County 6-Year Operating Plan	\$200	\$287	\$1,696	\$5,168	\$7,965
With revised revenue estimates in Jan. 2012	<b>(\$4,100)</b>	<b>(\$10,900)</b>	<b>(\$12,400)</b>	<b>(\$14,100)</b>	<b>(\$14,700)</b>
(dollars in thousands)					

*January 2012 revenue and expenditure assumptions show County budget deficit of \$12.4 million in FY2015*

**Source: Carroll County Budget Office**

# Revenue Assumption: County Aid

## Optimistic view:

**Flat funding through FY2015**

**Average annual increase in County aid  
FY06-FY11: \$340,000**

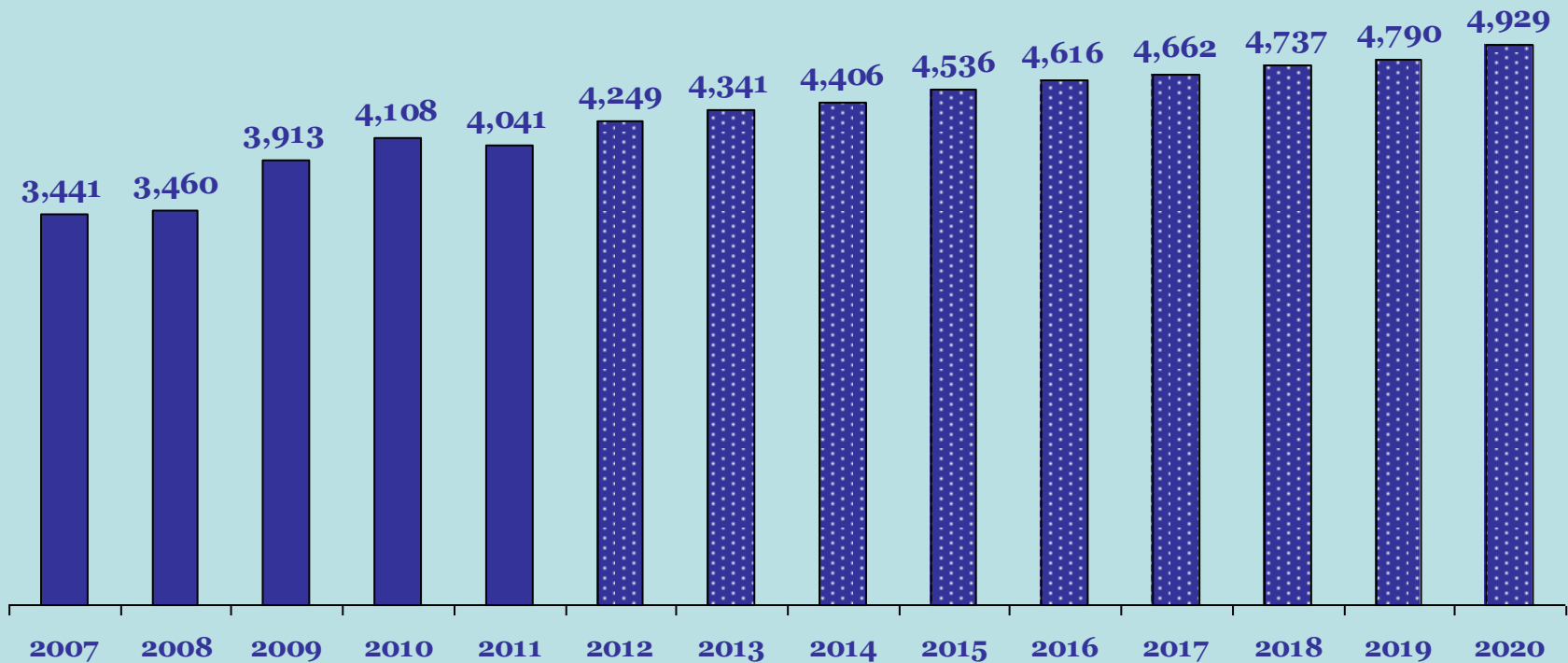
**Pension costs will be shifted to county.**

***Enrollment Assumptions***

# Carroll CC Fall Credit Headcount

## Actual 2007 – 2011, Projected 2012 – 2020

*MHEC projects steady growth:*

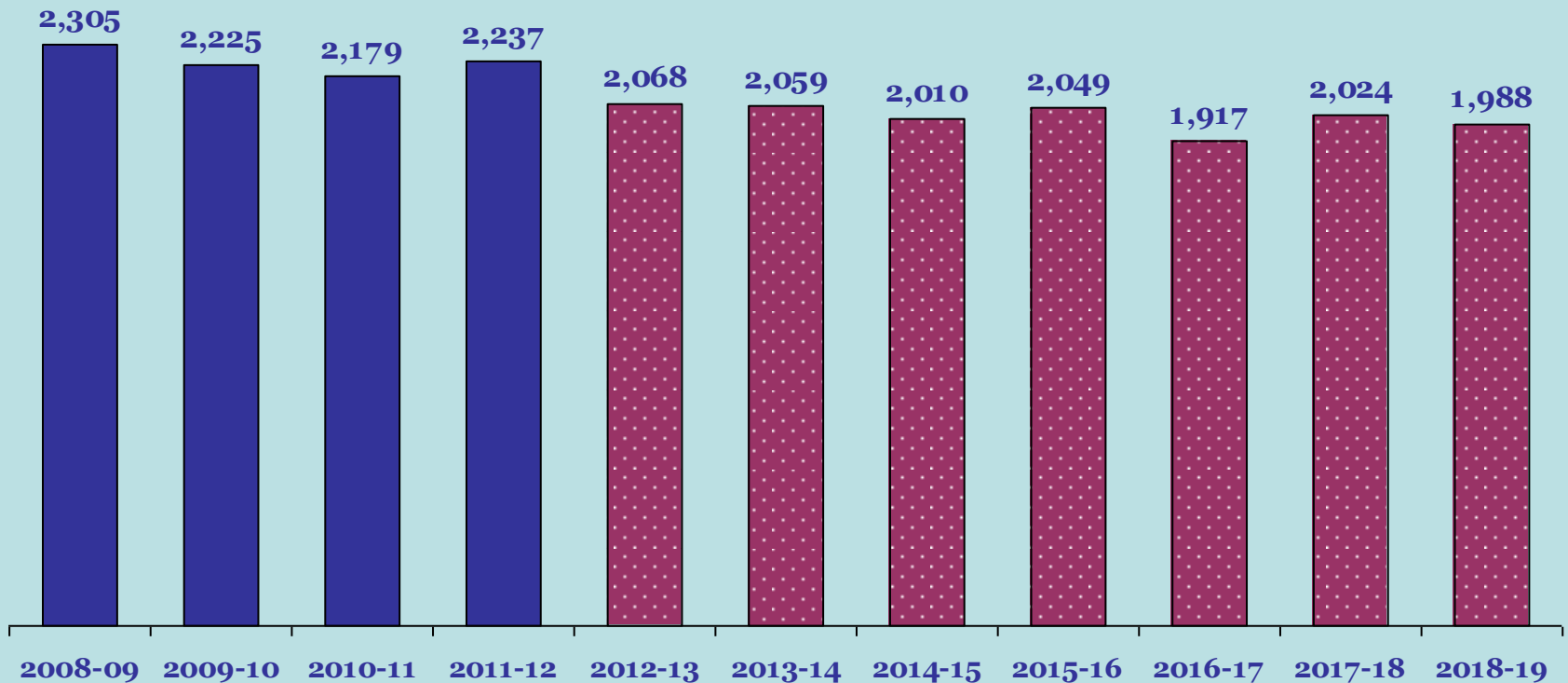


Source: Maryland Higher Education Commission, 5-25-2011

# County High School 12<sup>th</sup> Grade Enrollment

## Actual 2008/09 – 2011/12, Projected 2012/13 – 2018/19

*Fall 2012 12<sup>th</sup> grade class projected be to 7.5% smaller than fall 2011.*

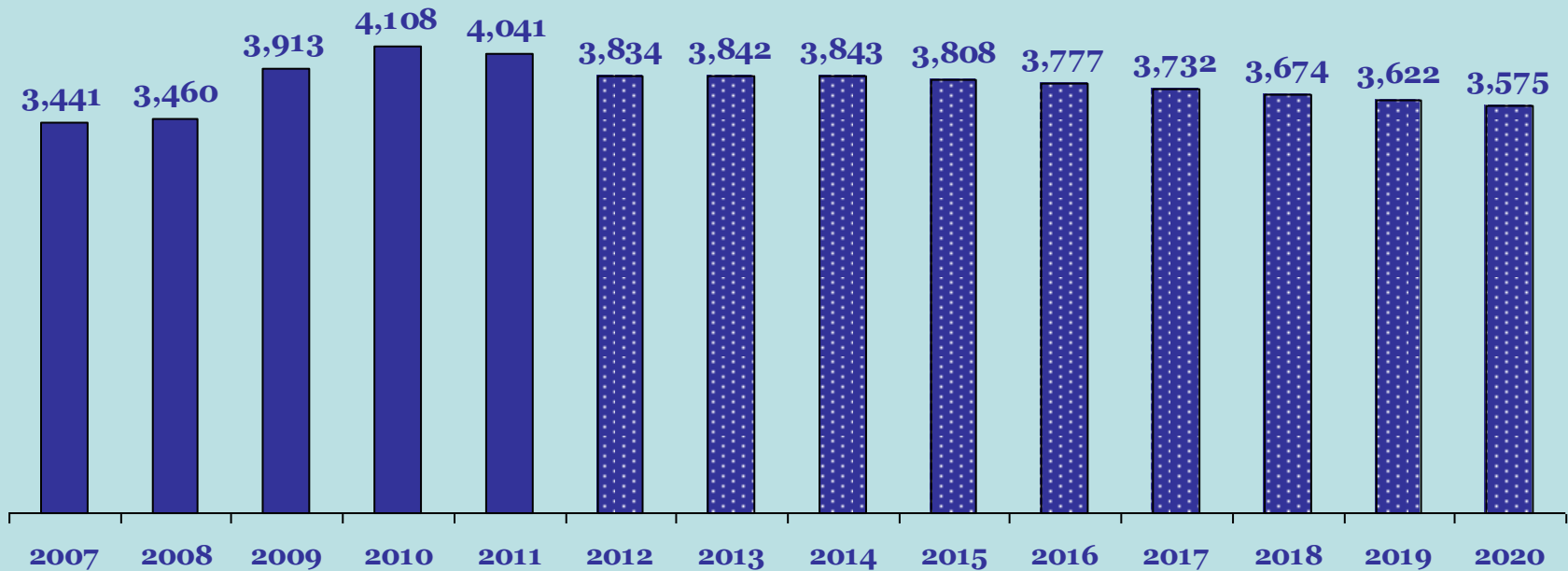




# Carroll CC Fall Credit Headcount

## Actual 2007 – 2011, Projected 2012 – 2020

*IR projected leveling off, followed by steady decline:*

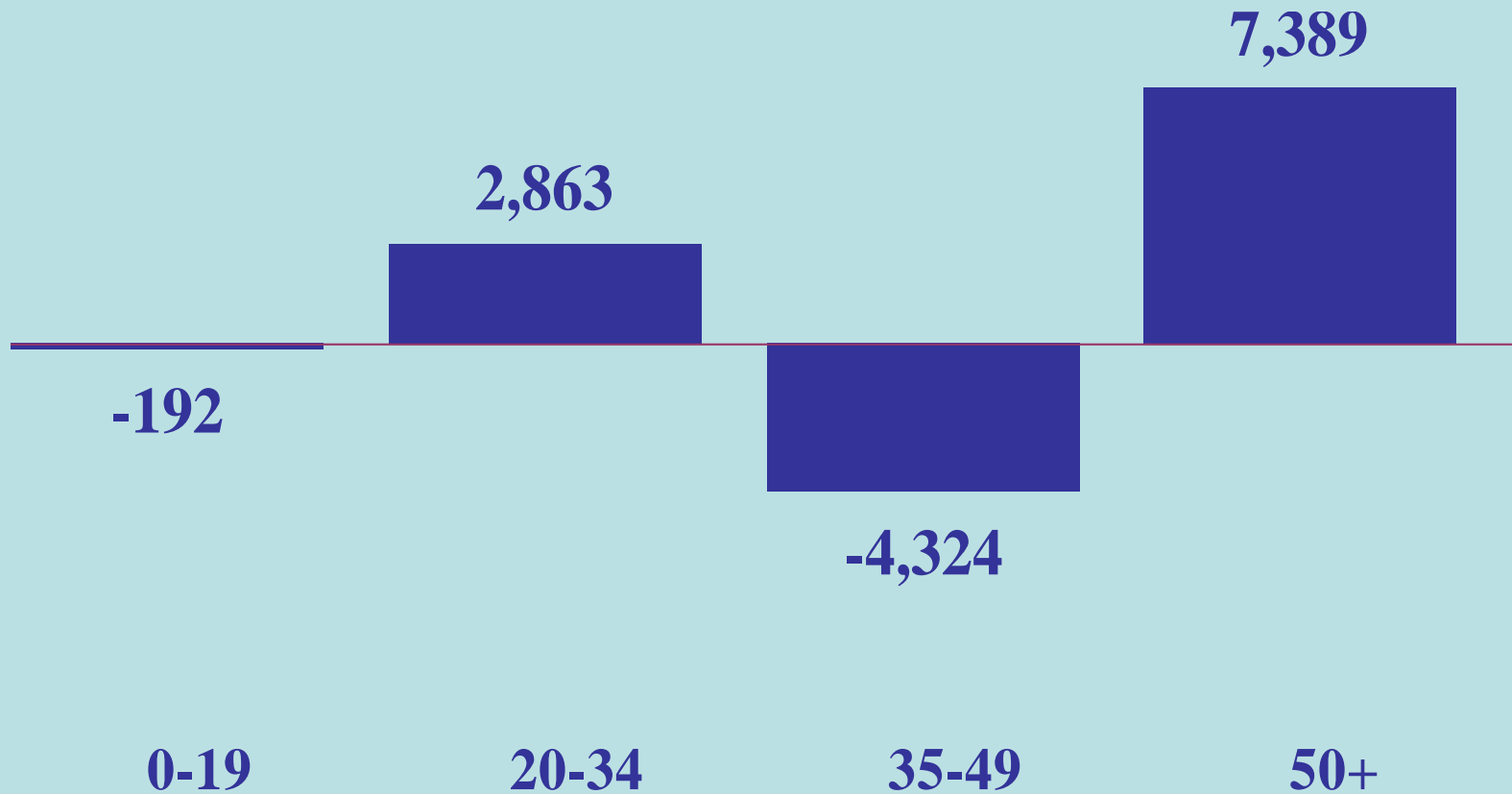


# Carroll County Population

## Estimated 2011 and Projected 2015

	2011	2015	Change	Percent
<b>0 – 14</b>	<b>33,226</b>	<b>32,953</b>	<b>(273)</b>	<b>-0.8%</b>
<b>15 – 19</b>	<b>12,798</b>	<b>12,879</b>	<b>81</b>	<b>0.6%</b>
<b>20 – 24</b>	<b>9,592</b>	<b>10,527</b>	<b>935</b>	<b>9.7%</b>
<b>25 – 34</b>	<b>16,133</b>	<b>18,061</b>	<b>1,928</b>	<b>12.0%</b>
<b>35 – 49</b>	<b>38,288</b>	<b>33,964</b>	<b>(4,324)</b>	<b>-11.3%</b>
<b>50 – 59</b>	<b>26,361</b>	<b>28,701</b>	<b>2,340</b>	<b>8.9%</b>
<b>60+</b>	<b>32,705</b>	<b>37,754</b>	<b>5,049</b>	<b>15.4%</b>
<b>Total</b>	<b>169,103</b>	<b>174,839</b>	<b>5,736</b>	<b>3.4%</b>

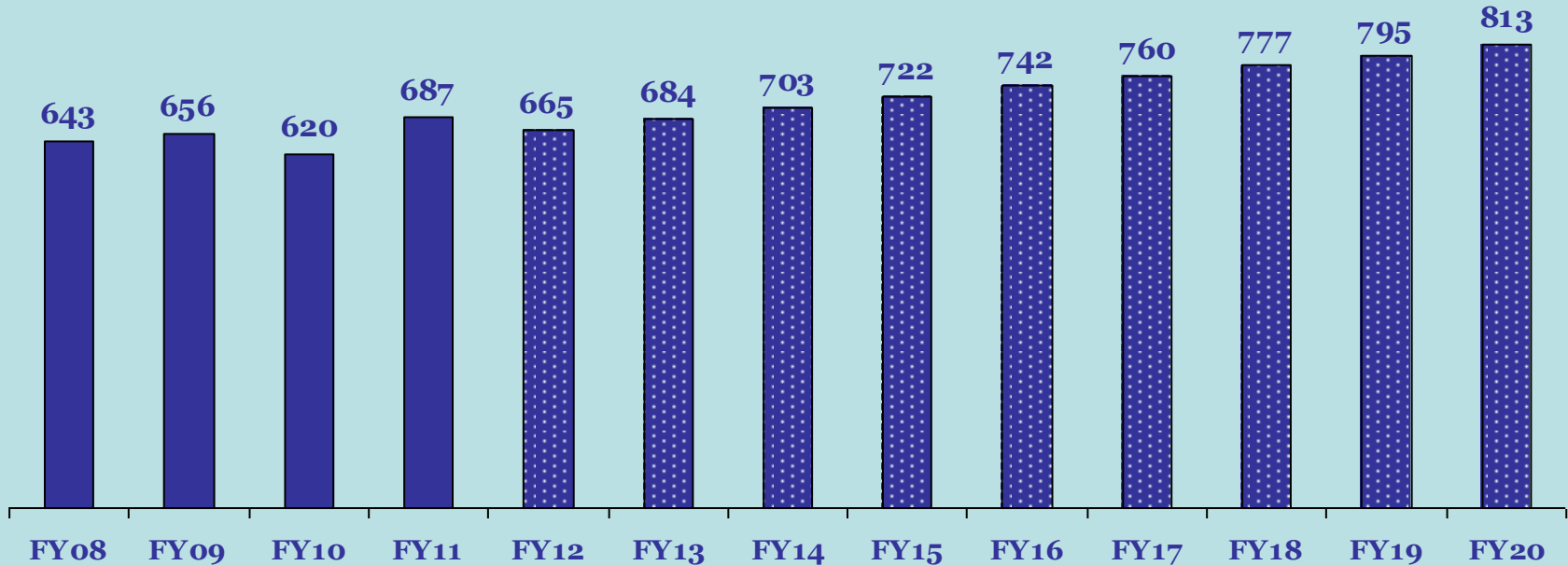
# Change in Carroll County Population by Age Group, 2011-2015



# Carroll CC Annual CET Noncredit FTE

## Actual FY2007-FY2011, Projected FY2012-FY2020

*MHEC projects steady growth in CET annual FTE:*



Source: Maryland Higher Education Commission, 5-25-2011

# Enrollment Assumption

## Optimistic view:

**Flat enrollment through FY2015**

**Assumes CET growth offsets credit decline**

**Average annual increase in total FTEs  
FY06-FY11: 5.7%**

# Expenditure Assumptions

**No new faculty or staff positions**

**10% annual escalation in benefit costs**

**No salary increases beyond proposed 2% in January 2013**

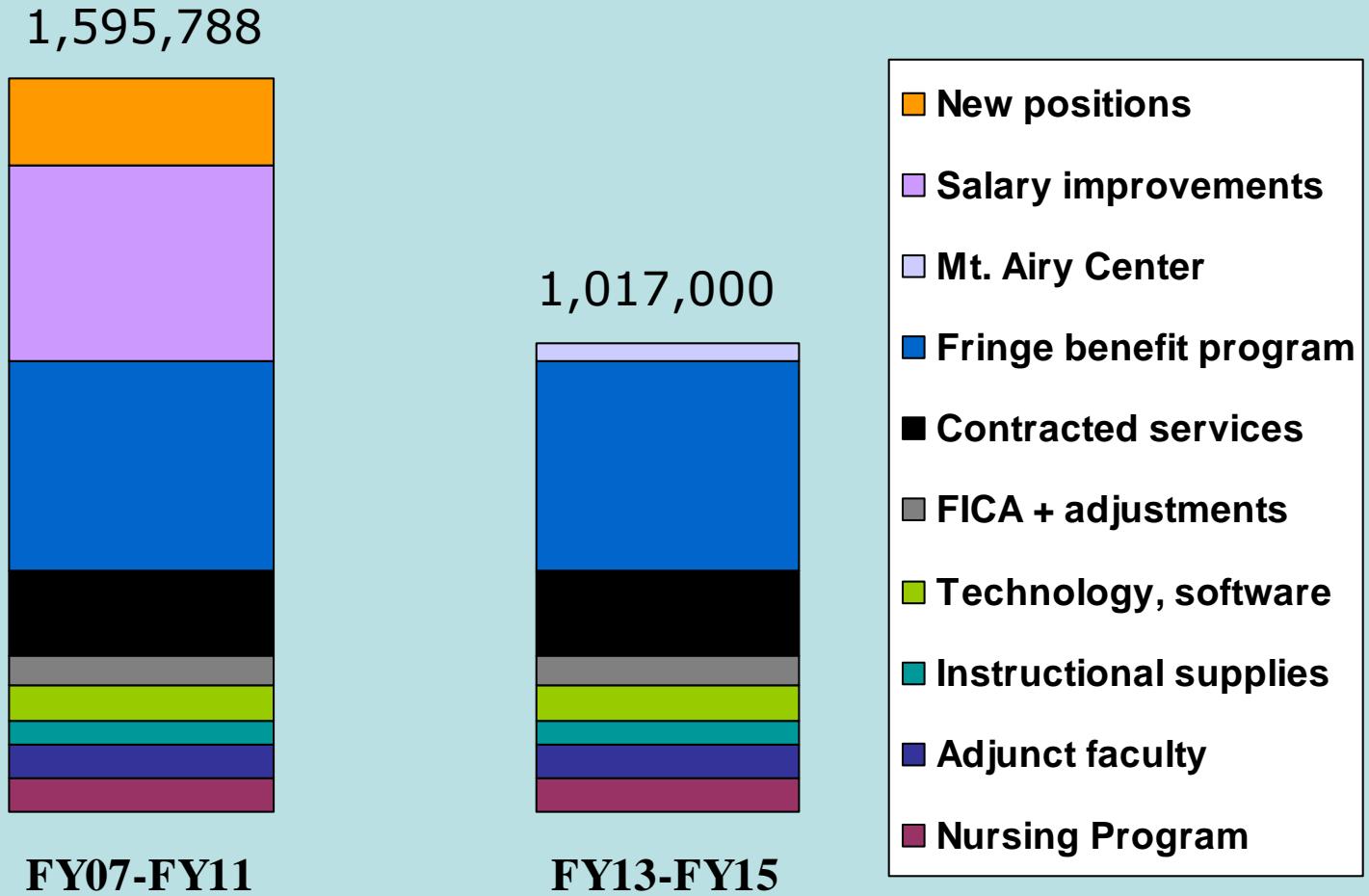
**6% annual increase in other expenses including supplies and contracted services**

# Anticipated Increase in Annual Expenditures To Maintain Current Operations through FY2015

Fringe benefit program	\$427,000
Supplies and contracted services	170,000
Technology and software licenses	72,000
Nursing Program grant match	68,000
Adjunct faculty	68,000
Social Security, salary adjustments	64,000
FY2013 salary improvement	60,000
Direct instructional supplies	48,000
Mt. Airy College Center operating support	40,000
<b>TOTAL</b>	<b>\$1,017,000</b>

**\$1 million additional each year to maintain current operations**

# Average Annual Expenditure *Increase* Actual FY2007-FY2011; Projected FY2013-FY2015





# Budgeted Technology Expenditures

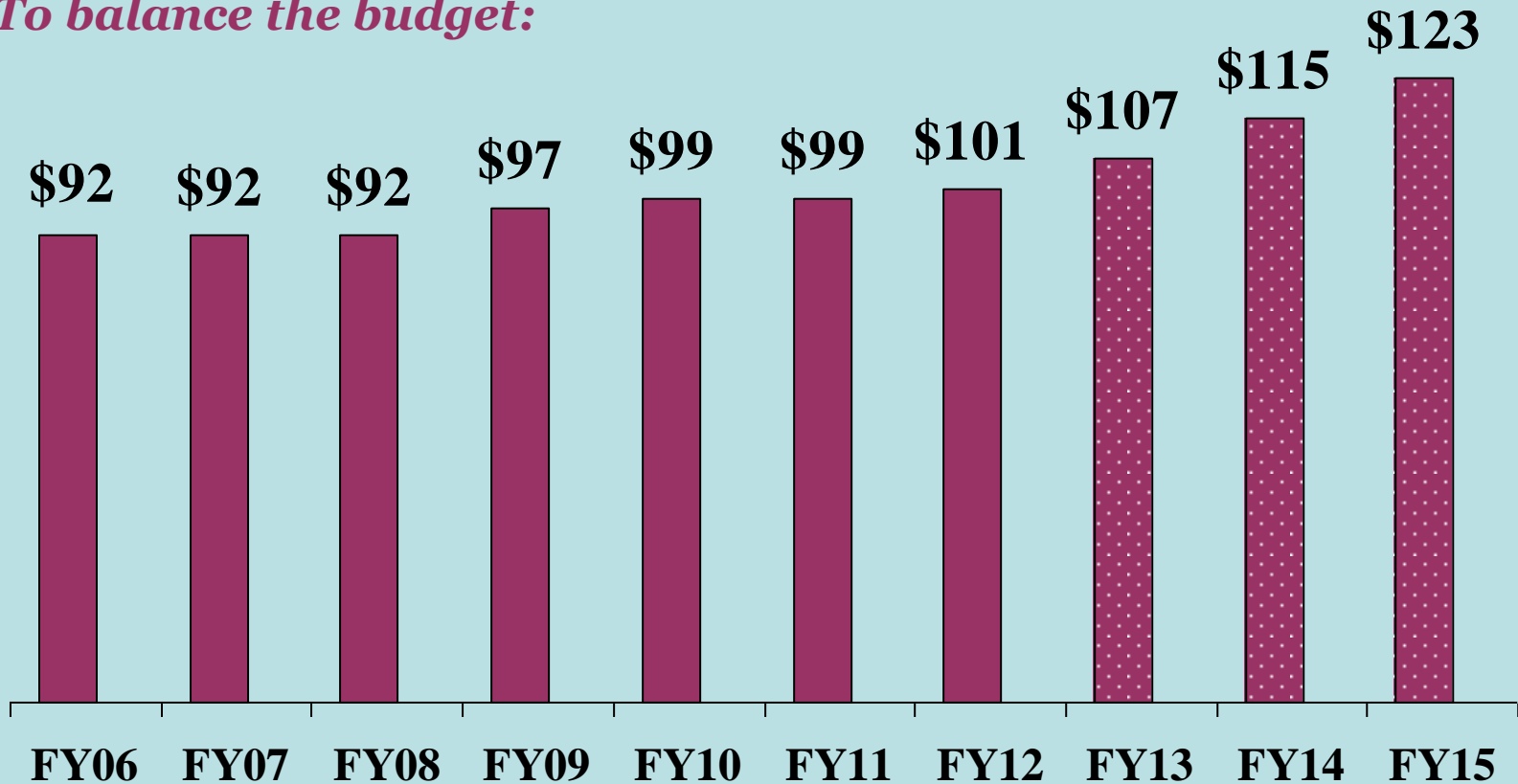
## Capital Technology Fund Balance

	FY2013	FY2014	FY2015	FY2016
Learning technology	\$185,000	\$205,000	\$200,000	\$245,000
Workflow efficiencies	104,500	30,000	60,000	75,000
Infrastructure	50,000	95,000	35,000	30,000
Analytics/assessment	60,500	30,000	90,000	25,000
Network/database security	30,000	30,000	50,000	50,000
Web development	30,000	40,000	30,000	35,000
Distance learning	25,000	55,000	20,000	25,000
Library/media	15,000	15,000	15,000	15,000
<b>TOTAL</b>	<b>\$500,000</b>	<b>\$500,000</b>	<b>\$500,000</b>	<b>\$500,000</b>
Capital technology funds	\$500,000	\$500,000	\$500,000	0
Impact on operating budget				<b>\$500,000</b>

# CCC In-county Tuition per Billable Hour

## Actual FY06-FY12, Projected FY13-FY15

*To balance the budget:*



(FY14-FY15 rates estimated given revenue and expenditure assumptions)

# Summary: Financial Outlook

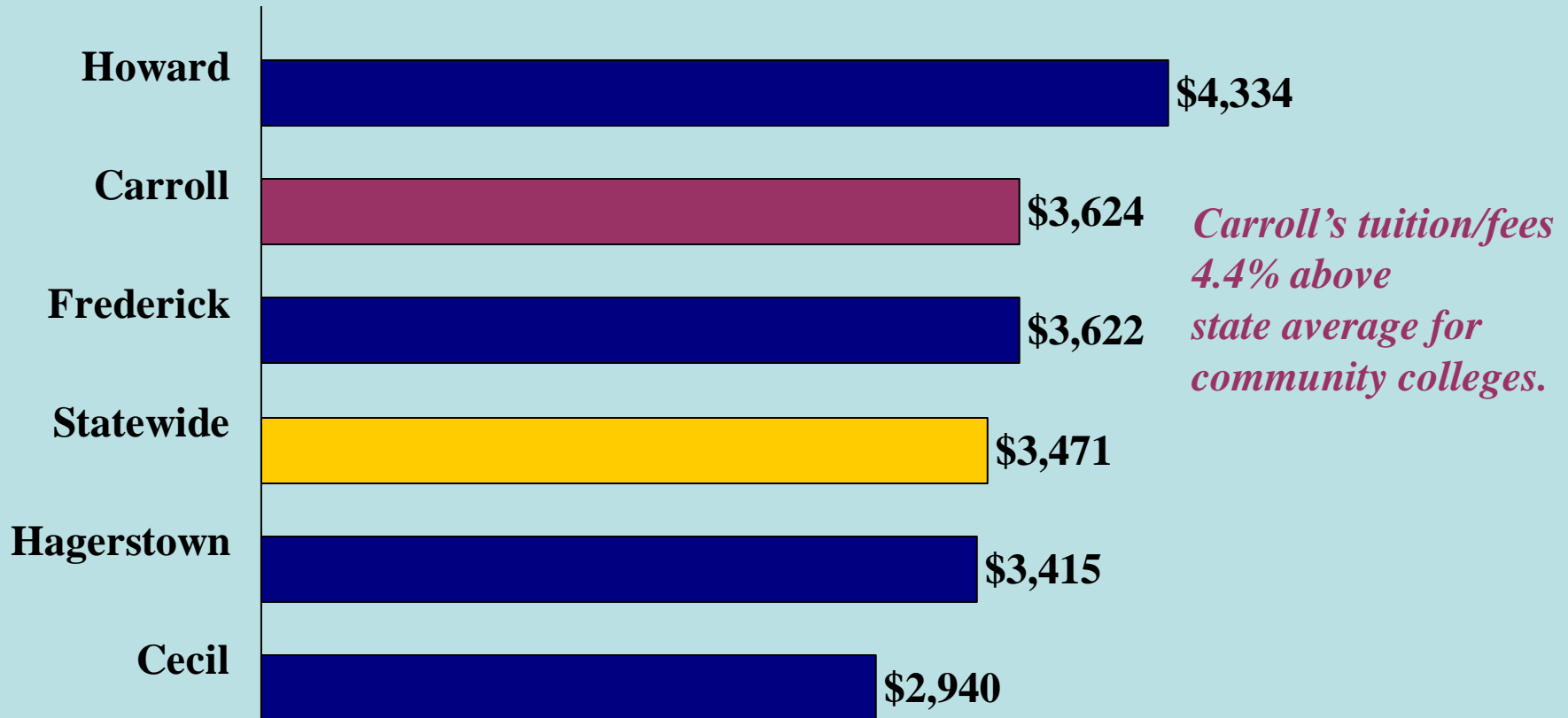
**To maintain current operations will require tuition to increase \$8/hour annually.**

**The college anticipates having \$1 million in new revenue each year. Revenue increased an average of \$1.6 million annually over the past 5 years.**

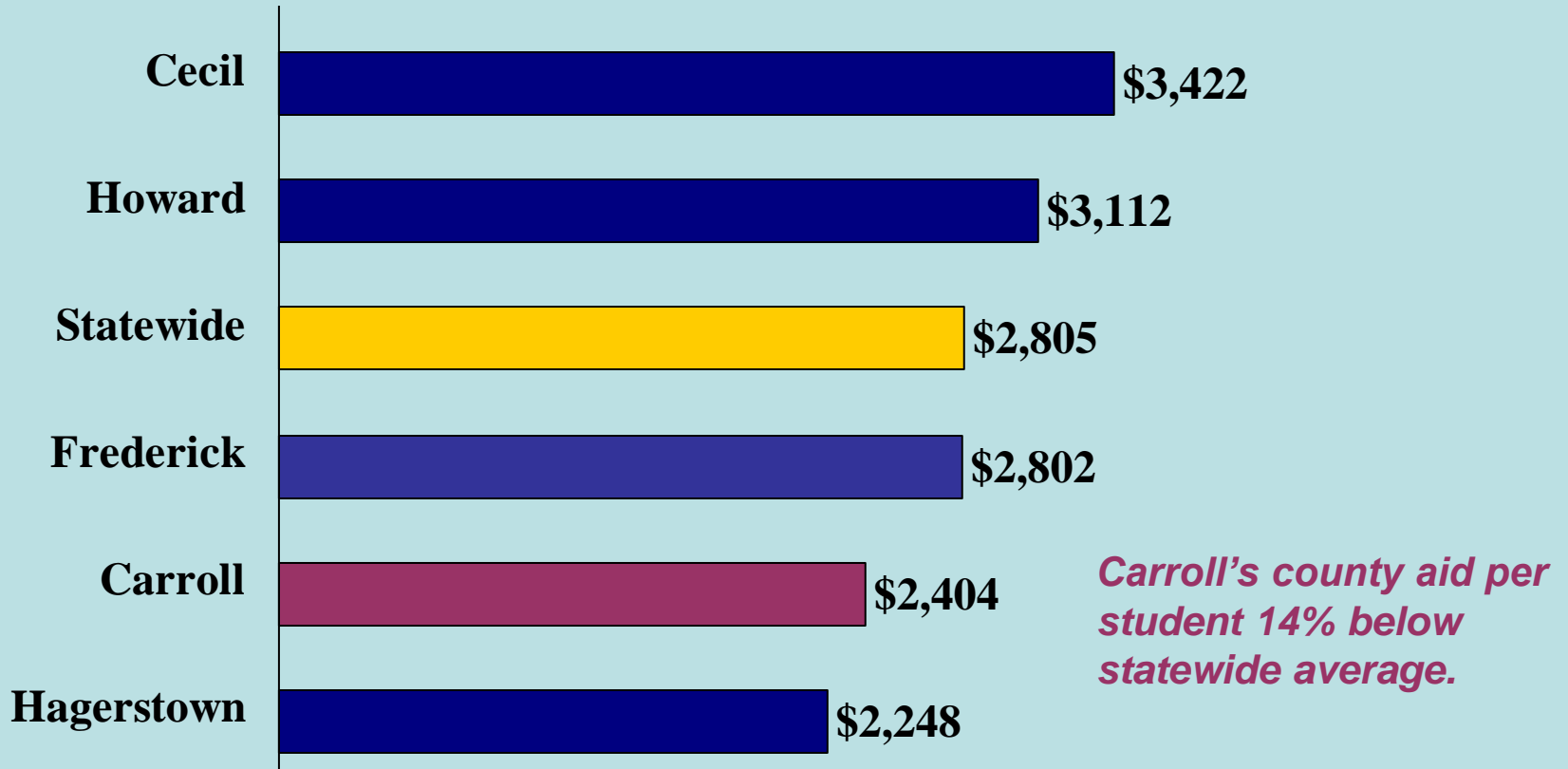
**A 2% salary improvement requires tuition to increase an additional \$3/hour.**

# Maintaining Affordability

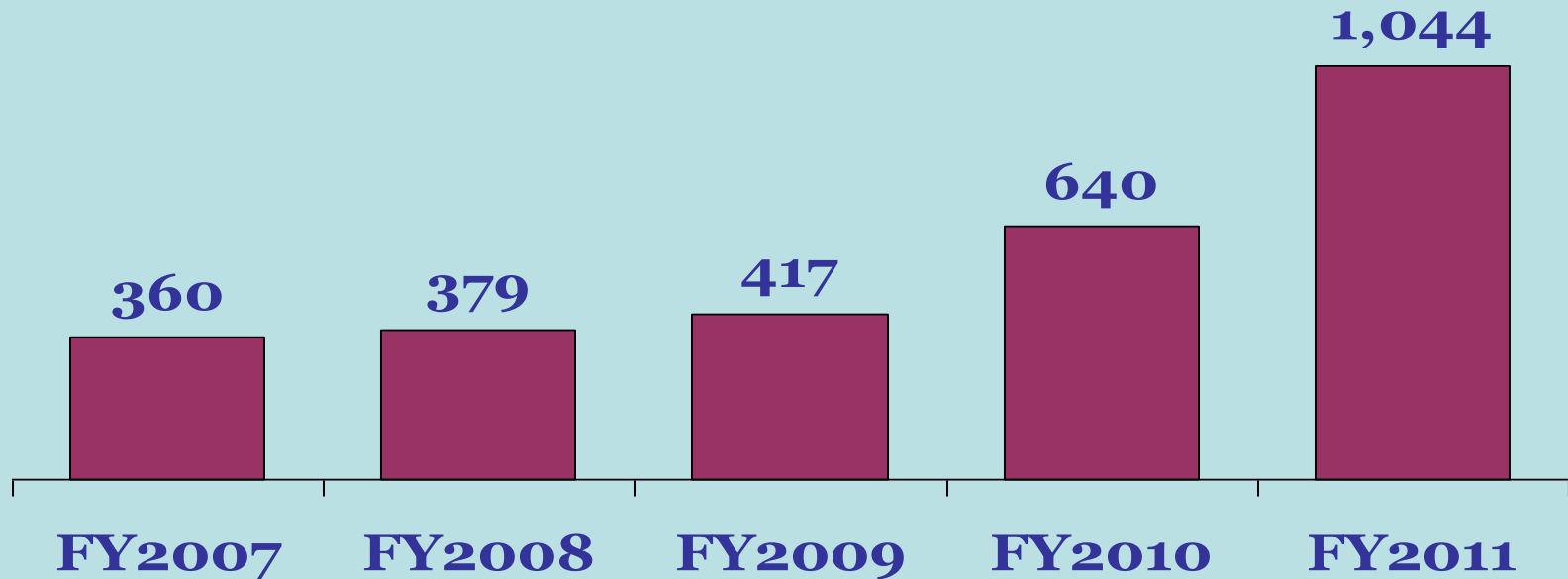
## Tuition and Fees for 30 Credits, Fall 2010



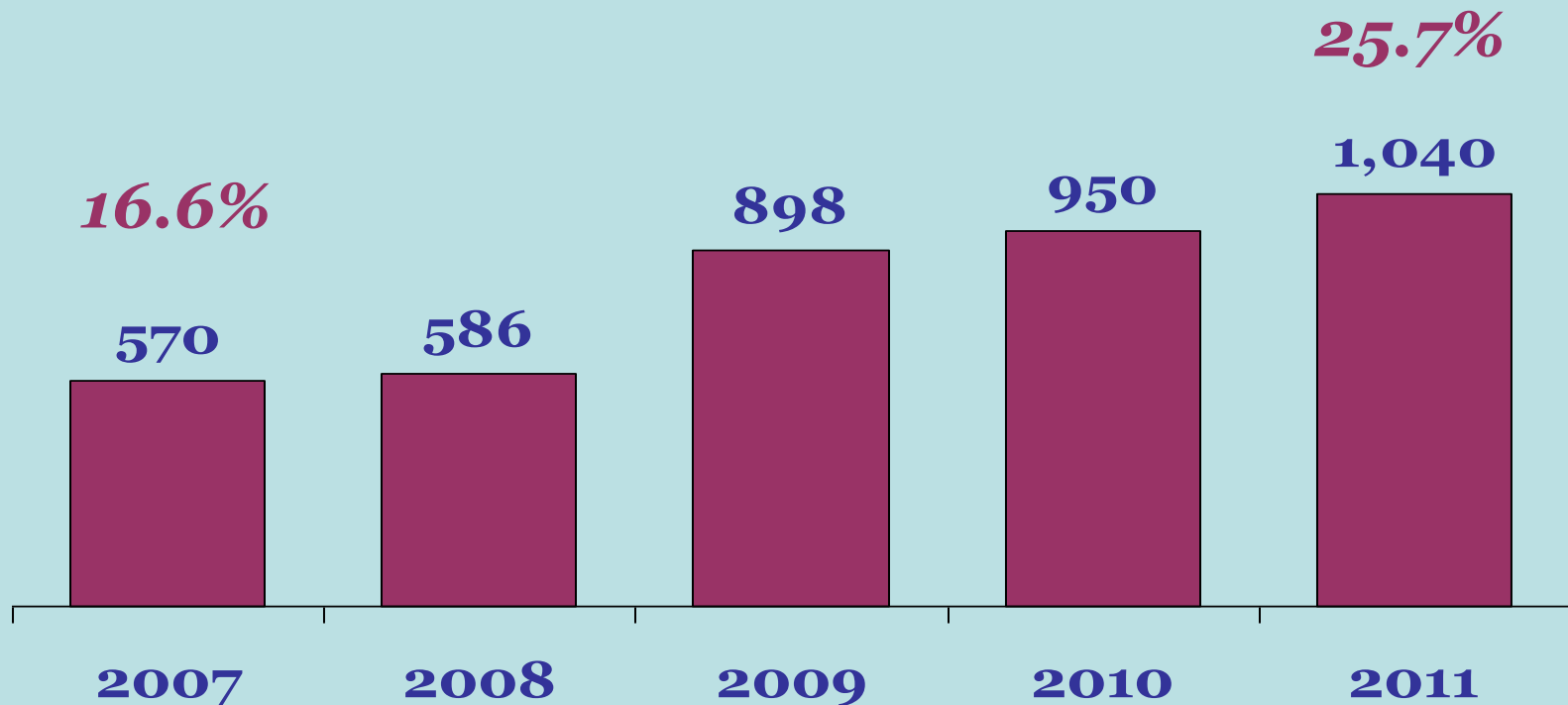
# County Funding per FTE Student, FY2011



# Pell Grant Recipients



# Fall Students Using FACTS Tuition Payment Plan



# Issues Students Say Are Likely or Very Likely to Cause Them to Withdraw from College

## Carroll Community College

<b>Transfer to four-year college</b>	<b>54%</b>
<b>Lack of finances</b>	<b>40%</b>
<b>Employed full-time</b>	<b>38%</b>
<b>Caring for dependents</b>	<b>28%</b>
<b>Academically unprepared for college</b>	<b>15%</b>



# ***Challenges***

**Increasing Completion Rates**  
**Hiring Additional Full-time Faculty**  
**Ensuring Affordability**  
**Paying Competitive Salaries**  
**Maintaining Technology**  
**Providing Adequate Parking**

# Next Steps



**Next PAC meeting: Monday April 16, 2012**

**SWOT Survey in April: Responses due May 1  
(Strengths, Weaknesses, Opportunities, Threats)  
Proposed College Priorities for 2013-2015**

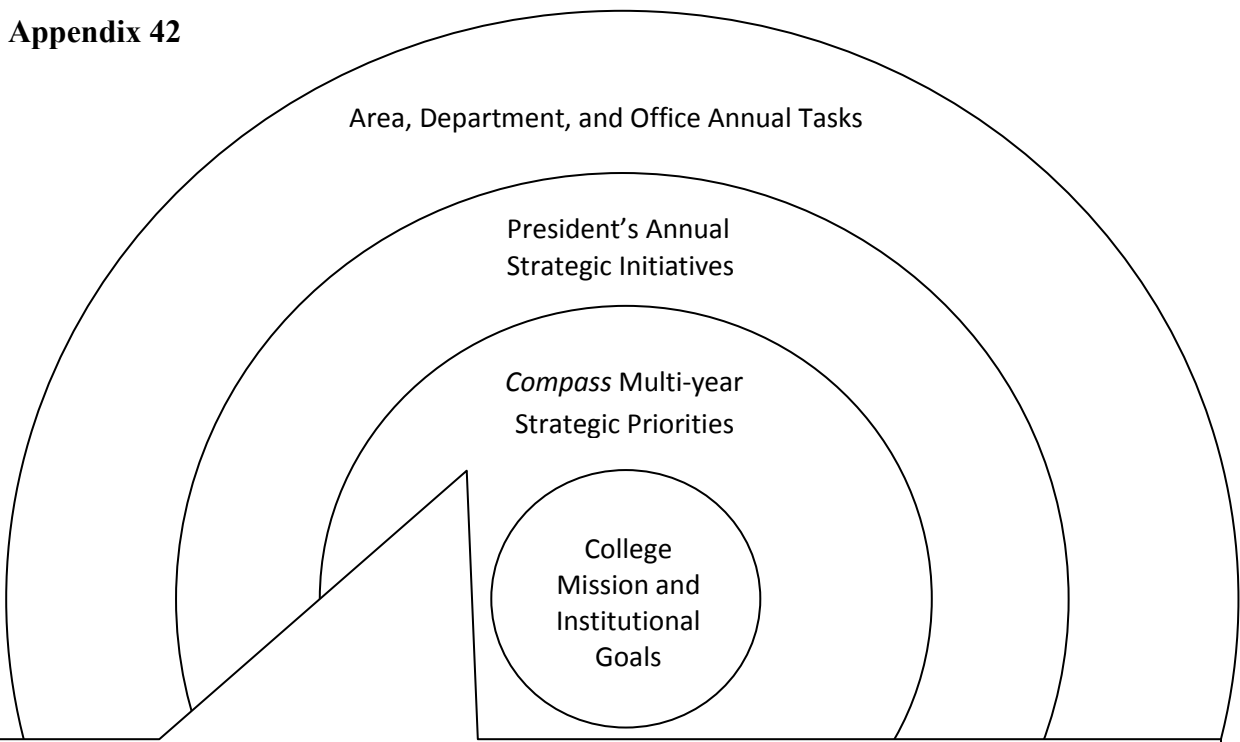
**Appendix 41**

Employee Understanding of College Strategic Planning, Budgeting, and Institutional Assessment Employee Ratings of Achievement of Planning Principles Employee Surveys in 2011, 2013, and 2015							
Planning Principle or Process	Employee Rating	Spring 2011		Spring 2013		Spring 2015	
		Number	Percent	Number	Percent	Number	Percent
I am familiar with the college's mission and institutional goals	Strongly Agree	129	45.6	104	36.6	112	41.0
	Agree	137	48.4	144	50.7	133	48.7
	Neutral	15	5.3	29	10.2	22	8.1
	Disagree	2	0.7	6	2.1	4	1.5
	Strongly Disagree	0	0.0	1	0.4	2	0.7
	MEAN	4.39		4.21		4.28	
I am familiar with the priorities in Compass 2015, the college's multi-year strategic plan	Strongly Agree	93	34.7	74	27.9	82	31.9
	Agree	114	42.5	95	35.8	122	47.5
	Neutral	40	14.9	59	22.3	39	15.2
	Disagree	20	7.5	28	10.6	9	3.5
	Strongly Disagree	1	0.4	9	3.4	5	1.9
	MEAN	4.04		3.74		4.04	
I understand how the president's annual strategic initiatives link the priorities in Compass to the goals of individual offices and departments	Strongly Agree	89	34.4	70	27.6	74	30.5
	Agree	96	37.1	90	35.4	102	42.0
	Neutral	50	19.3	65	25.6	54	22.2
	Disagree	22	8.5	22	8.7	8	3.3
	Strongly Disagree	2	0.8	7	2.8	5	2.1
	MEAN	3.96		3.76		3.95	

Planning Principle or Process	Employee Rating	Spring 2011		Spring 2013		Spring 2015	
		Number	Percent	Number	Percent	Number	Percent
I understand how the college uses Institutional Effectiveness Assessment Measures to assess the accomplishment of its mission and institutional goals	Strongly Agree	84	31.8	69	27.3	66	27.2
	Agree	117	44.3	93	36.8	96	39.5
	Neutral	46	17.4	64	25.3	62	25.5
	Disagree	16	6.1	22	8.7	14	5.8
	Strongly Disagree	1	0.4	5	2.0	5	2.1
	MEAN	4.01		3.79		3.84	
Employees have the opportunity to participate in planning	Strongly Agree	63	25.6	51	20.2	42	17.3
	Agree	107	43.5	87	34.4	95	39.1
	Neutral	58	23.6	83	32.8	71	29.2
	Disagree	14	5.7	27	10.7	28	11.5
	Strongly Disagree	4	1.6	5	2.0	7	2.9
	MEAN	3.86		3.60		3.56	
Planning is informed by data	Strongly Agree	65	27.7	62	27.0	50	22.9
	Agree	114	48.5	95	41.3	98	45.0
	Neutral	48	20.4	60	26.1	55	25.2
	Disagree	7	3.0	12	5.2	12	5.5
	Strongly Disagree	1	0.4	1	0.4	3	1.4
	MEAN	4.00		3.89		3.83	
Area, office, and department plans reflect the priorities in the college's Strategic Plan	Strongly Agree	82	33.7	60	25.8	54	24.1
	Agree	124	51.0	98	42.1	105	46.9
	Neutral	35	14.4	66	28.3	54	24.1
	Disagree	2	0.8	7	3.0	7	3.1
	Strongly Disagree	0	0.0	2	0.9	4	1.8
	MEAN	4.18		3.89		3.88	

Budget decisions reflect the college's planning priorities	Strongly Agree	59	25.9	53	23.1	46	20.7
	Agree	115	50.4	100	43.7	94	42.3
	Neutral	40	17.5	59	25.8	58	26.1
	Disagree	11	4.8	16	7.0	19	8.6
	Strongly Disagree	3	1.3	1	0.4	5	2.3
	MEAN	3.95		3.82		3.71	
Assessment results are used for improvement	Strongly Agree	72	30.8	52	22.4	53	25.4
	Agree	113	48.3	101	43.5	82	39.2
	Neutral	46	19.7	66	28.4	57	27.3
	Disagree	3	1.3	11	4.7	12	5.7
	Strongly Disagree	0	0.0	2	0.9	5	2.4
	MEAN	4.09		3.82		3.79	

SOURCE: Institutional Research Employee Surveys.



 **Student Achievement**

Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility.

 **Instructional Programs**

Develop and implement new academic and continuing education programs to meet the postsecondary education and workforce development needs of Carroll County.

 **Technology**

Make optimal use of technology to promote student learning and increase the efficiency and effectiveness of college operations.

 **Assessment/Improvement**

Continuously assess the effectiveness of the college's programs and services, use the findings to improve, and share the results as appropriate to provide accountability to stakeholders.

 **Facilities Enhancement**

Construct Classroom Building K, an instructional and student services facility, and identify additional facilities enhancements as appropriate to support student access and success.

 **Foundation and Institutional Advancement**

Successfully conclude the Partners major gifts campaign by raising \$4 million in donations and pledges, and explore new funding sources to support new programs, workforce development, and technology initiatives.

# PLANNING ADVISORY COUNCIL ORIENTATION MANUAL

SEPTEMBER 2010

## College Vision

Approved by the Board of Trustees Sept. 21, 2005

Carroll Community College is Carroll County's premier learning community for convenient, affordable, state-of-the-market postsecondary training, baccalaureate preparation, and lifelong education. As a learning-centered college, Carroll embraces student learning as its primary and defining mission; encourages students to be full and active partners in learning; creates an environment supporting the student and organizational learning; assesses learning outcomes and uses the results to improve learning; and evaluates all areas of the college by how well they foster learning.

## College Values

Approved by the Board of Trustees Sept. 21, 2005

Carroll Community College is an organization that values, recognizes, and rewards just, humane, honest, and respectful human interaction; ethical and truthful representation of the college to students and the community; positive and collaborative problem-solving; and solutions-oriented action.

The College Vision describes the institution we want to be. The College Values are the underlying principles upon which the college community wants decisions to be made and actions to be taken, and promotes the culture the institution embraces. Both statements are in the college catalog, in the college's strategic planning documents, in budget requests to the County Commissioners, and on the college website to ensure all stakeholders are aware of the core commitments of the college.

## College Mission

Approved by the Board of Trustees Sept. 15, 2010

Carroll Community College is an innovative center of learning that focuses on the intellectual and personal development needs of the learner; promotes effective teaching; responds to and embraces an increasingly diverse and changing world; establishes a sense of community for students and those who support the student; uses institutional resources effectively; and values and promotes lifelong learning.

## Mission-based Institutional Goals

Approved by the Board of Trustees Sept. 15, 2010

- Access and Affordability
- Career/Job Skill Development
- Community Enrichment
- Core Competencies
- County Business Development
- Employee Development
- Student Achievement
- Educational Partnerships
- Effective Resource Use
- Baccalaureate Preparation
- Cultural Awareness
- Campus Community

## Compass: Strategic Priorities through FY2012

Approved by the President September 19, 2005

- Student Achievement
- Assessment/Improvement
- Technology
- Instructional Programs
- Facilities Enhancement
- Foundation

## President's Annual Strategic Initiatives

Announced by the President May 25, 2010

The president announces the college's Strategic Initiatives for the next fiscal year at the end of May, following endorsement by the Board of Trustees. The initiatives guide area and office planning for the coming year, and specify the tasks necessary to make progress toward the accomplishment of the priorities in the college's multi-year plan *Compass*. The initiatives and their associated tasks, listed under the appropriate *Compass* priorities, comprise the college's Strategic Plan. Its annual update reflects the college's view of planning as dynamic, resource-dependent, and subject to revision as circumstances change.



## Strategic Planning Components

### Mission

Maryland law allows community colleges in the state to offer transfer programs equivalent to the first two years of a bachelor's degree program, career programs offering technical, vocational, and semiprofessional education, and continuing education programs, subject to the minimum standards of the Maryland Higher Education Commission (COMAR §16-103.i); and charges the president of each public institution of higher education with developing a mission statement for submission to the college's governing board for approval and submission to the state. Under direction of the governing board, the president shall update the mission statement at least every four years (COMAR §11-302).

The mission of the college is expressed in a brief "mission statement" and in a set of mission-based "institutional goals" which allow for more precise specification of the mission. Both forms of the mission are useful. In many applications, a concise, one-sentence statement of the mission is all that's needed to convey the institution's purpose and intentions. But the short mission statement cannot communicate the breadth and richness of the mission of a comprehensive community college. The mission-based institutional goals provide this elaboration of mission in enough specificity that stakeholders can clearly understand the components of the mission of the college, and can hold the institution responsible for its fulfillment through institutional effectiveness assessment measures tied to the institutional goals.

The current mission statement was adopted by the Board of Trustees on November 20, 1996 and most recently reaffirmed with some minor editing on September 21, 2005. The current institutional goals were approved by the Board on September 21, 2005.

### Vision and the Multi-year Strategic Plan

While the mission and institutional goals describe the lawful and fundamental purposes of the college, institutional planning and advancement require a future vision of the college and a roadmap to get there, specifying the institution's priorities over a five-to-seven year planning horizon. The multi-year plan is needed to accommodate major projects that will take more than one year to complete, and to allow for development of funding strategies to support their accomplishment. Examples include introduction of new academic programs such as nursing or engineering, construction of a new building, completion of a major gifts fundraising campaign, and implementation of a comprehensive outcomes assessment program.

The college's current multi-year strategic plan is *Compass: Charting the Course to 2012*, approved by the president and effective on September 19, 2005.

## Tying Annual Area Planning to the Strategic Plan: The Annual Strategic Initiatives

To accomplish the multi-year priorities in *Compass*, the college community needs direction in determining what to focus on in a given year. This direction is provided by announcement each May of the president's annual strategic initiatives for the coming fiscal year. The initiatives are shared at the college-wide meeting in May and then discussed by the President with the Planning Advisory Council at its June meeting.

Each initiative falls under and supports advancement of a *Compass* strategic priority. Together, the *Compass* priorities and the annual strategic initiatives under each priority comprise the framework or template for the college's annually updated fiscal year strategic plan.

This template for the strategic plan for the coming fiscal year is distributed in June to each vice president, the executive director of institutional development and the college foundation, and the executive assistant to the president. As they conduct their annual planning and goal-setting processes, each area is asked to consider tasks they will contribute to further the achievement of each strategic initiative in the coming year. Annual plans for each area—Academic and Student Affairs, Administration, Continuing Education and Training, Institutional Development and College Foundation, Planning, Marketing, and Assessment, and the President's Office—begin with these tasks that support the college's strategic plan.

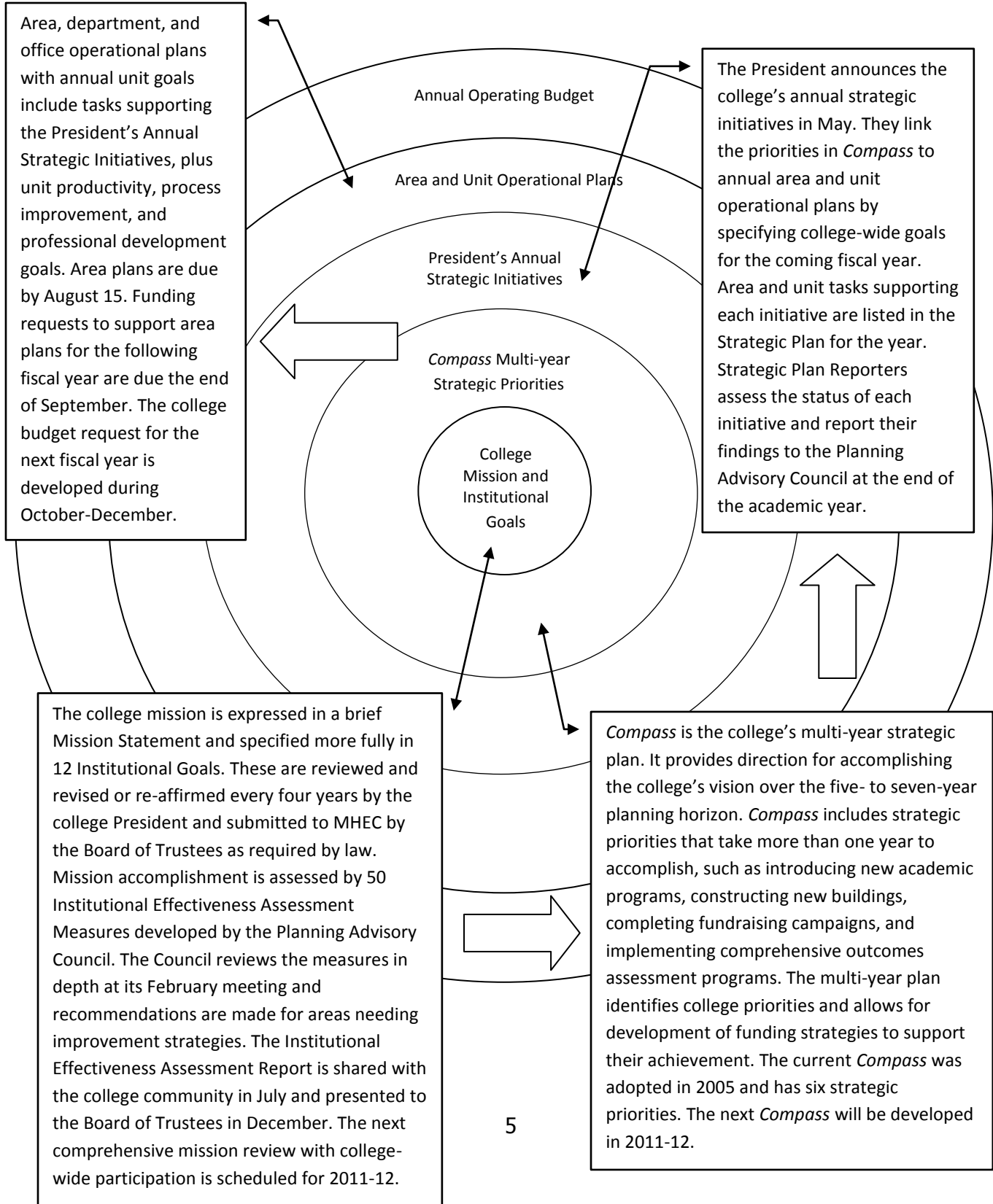
In August, these area, department, and office tasks supporting the strategic initiatives are incorporated into the college's Strategic Plan for the Fiscal Year. Each task is listed under the appropriate annual strategic initiative, and includes an intended outcome or success measure, the person responsible for the task, and an expected completion date. This preliminary version of the Strategic Plan for the Fiscal Year is reviewed by strategic plan coordinators, appointed for each initiative by the President and Executive Team, to ensure that the tasks collectively will accomplish the initiatives.

The Strategic Plan for the Fiscal Year is brought to the Planning Advisory Council at its first meeting in September. The vice presidents and other designated individuals discuss their annual unit goals and tasks and how they will support accomplishment of the initiatives in the Strategic Plan. After discussion and adoption of any amendments, the Planning Advisory Council votes on adoption of the Strategic Plan for the Fiscal Year. The plan becomes effective once approved by the college president.

The chart on page 5 shows the relationships among the mission, institutional goals, *Compass* strategic priorities, President's annual strategic initiatives, area annual plans, and the college operating budget.

# Carroll Community College

## Planning and Budgeting Process



# STRATEGIC PLAN

## FY2011

Template to Guide FY2011 Area and Office Planning  
and Advance the Strategic Priorities in *Compass*

Results column is  
completed in May 2011

Assigned by  
PMA

Compass Strategic Plan Priority  
adopted September 19, 2005

Task Number	Task Statement	Intended Outcome/ Success Indicator	Person(s) Responsible	Target Date	Results
-------------	----------------	--	--------------------------	----------------	---------

**COMPASS PRIORITY I: STUDENT ACHIEVEMENT**  
*Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility.*

I-1— Develop retention intervention systems to enhance student achievement and goal accomplishment, with specific emphasis on improving degree completion rates by 20% by 2012.  
**College Goals: Student Learning and Achievement (III)**  
 Initiative Coordinators:  
 PAC Reporter:

Assigned by  
Executive Team

Appointed by  
PAC Chair in  
September

Annual Strategic Initiative  
announced by College  
President May 25, 2010  
to help advance  
Compass Priority I

Each row is an area, department or office task to  
support accomplishment of the Strategic Initiative

Specifies how the college will know  
that task has been accomplished

## Carroll Community College

# Planning Advisory Council

The Planning Advisory Council is an advisory body that facilitates and guides planning at Carroll Community College. Working with the college president, the Planning Advisory Council develops multi-year plans for the realization of the college's mission, vision and strategic priorities. The vision and multi-year plan (*Compass*) are founded upon the institution's mission and mission-based institutional goals, which were established by the president and approved by the Board of Trustees.

The Planning Advisory Council is the custodian of the college's Strategic Plan: it approves additions and deletions of task statements from the plan, monitors implementation of actions to fulfill the priorities of the plan, and reports to the college community on the college's progress in achieving its annual strategic initiatives. The Strategic Plan is updated annually, reflecting the college's view that planning is dynamic, resource-dependent, and subject to change as circumstances warrant.

The Planning Advisory Council established and maintains a system of institutional effectiveness assessment measures for monitoring college performance against long-range, mission-based institutional goals, and for reporting results to stakeholders. It analyzes trends in the institutional effectiveness assessment measures and makes recommendations to the president for new initiatives and improvement strategies.

The Planning Advisory Council solicits, reviews, and disseminates institutional research and analytical data describing the college and its environment, and periodically employs SWOT (Strength-Weaknesses-Opportunities-Threats) analysis to identify the strategic assets and vulnerabilities of the college.

The Planning Advisory Council serves as the college's Budget Committee. Requests for budget increases beyond inflation and volume increases must be justified in terms of the priorities in *Compass* and/or anticipated improvements in institutional effectiveness as measured by the PAC-developed and Board-approved assessment measures.

The Planning Advisory Council reviews college-wide functional plans including master plans for facilities and technology, and receives regular reports from committees on enrollment management, marketing, technology, and other issues.



**Planning at Carroll Community College**



<p>At the end of May, after endorsement by the Board of Trustees, the President announces Strategic Initiatives for the coming fiscal year. The Initiatives guide operational planning for the coming year and support achievement of the priorities in <i>Compass</i>, the college's multi-year strategic plan. Initiatives may be new or continuing from the current year. PAC discusses the Initiatives in June.</p>		<p>The vice presidents identify area tasks in support of the President's Annual Strategic Initiatives which are incorporated into the Strategic Plan following PAC endorsement. The Executive Team appoints Strategic Plan Coordinators for each Initiative in August. The PAC chair appoints Strategic Plan Reporters for each Initiative at the first meeting in September.</p>		<p>President, vice presidents, and the Planning Advisory Council develop the college's budget proposal for the following fiscal year. Requests for new monies are justified in terms of the Strategic Priorities in <i>Compass</i>, expected improvement in the Institutional Effectiveness Assessment Measures, or volume increases/price inflation. Once approved by the president, the budget proposal is shared with the College Senate and Student Government Organization and presented to the Board of Trustees for discussion in November. In December, the Board votes on the budget and once adopted it is submitted to the County.</p>			<p>The annual Institutional Effectiveness Assessment Report is presented to the Planning Advisory Council and the Board of Trustees. The PAC reviews IE findings compared to benchmarks and identifies areas for possible development of strategic initiatives.</p>		<p>The PAC receives reports from college-wide committees on topics such as marketing, diversity, enrollment management, retention, and technology. The Technology Advisory Group presents recommendations for technology spending. Every 5 to 7 years, the PAC conducts a SWOT analysis to support preparation of the next <i>Compass</i> multi-year strategic plan.</p>		<p>During April the Strategic Plan Reporters assess progress on the accomplishment of Strategic Initiatives and report to PAC in May. Vice presidents provide status reports on each task statement in the Strategic Plan. The Planning Advisory Council, as custodian of the Strategic Plan, votes to accept these reports and forwards them to the president.</p>	
<p>Area plans for the current fiscal year are developed and provided to the President by August 15. Plans include both strategic and area improvement goals.</p>		<p>Vice presidents provide reports to the President on their fiscal year area accomplishments by May 1.</p>										
<p>Offices and departments participate in annual operational planning and employee goal setting.</p>		<p>Budget unit heads provide input to vice presidents for budget and position requests.</p>		<p>Annual employee performance evaluations are conducted in April and submitted to HR by May 15.</p>								
June	July	August	September	October	November	December	January	February	March	April	May	

## Appendix

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## Mission-based Institutional Goals

- I. Ensure that all who may benefit from the learning experiences offered by the college are welcome, through appropriate admissions practices, affordable tuition and fees, financial aid, and a supportive environment.
- II. Encourage all degree-seeking students to develop competencies in critical analysis and reasoning, information literacy, oral and written communications, scientific and quantitative reasoning, and technological competence.
- III. Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility.
- IV. Prepare students for successful completion of the baccalaureate degree through rigorous transfer programs, appropriate advising, and effective articulation agreements.
- V. Provide career preparation and job skill enhancement through credit programs, noncredit entry-level career training, professional continuing education leading to industry licensure and certifications, and career development and counseling services.
- VI. Support county business development through provision of customized training and business services including assessment, consulting, training plan development, and performance improvement programs provided under contract.
- VII. Develop educational partnerships with business, industry, community organizations, and governmental entities to further economic and workforce development.
- VIII. Embrace an increasingly diverse and changing world, encouraging students, faculty, and staff to value diversity, cultivate global awareness, promote social justice, and welcome new ways of working and learning.
- IX. Promote community enrichment through cultural programming, lifelong learning offerings, and accessible facilities.
- X. Create an intellectually stimulating and professionally rewarding environment that encourages employees to grow as individuals and team members, to act with integrity at all times, to seek out and implement best practices, and to embrace the college's core commitment to be a student- and learning-centered institution.
- XI. Employ financial, human, information, physical plant, and technological resources effectively and efficiently to fulfill the college's mission.
- XII. Establish and nurture a sense of community among students, faculty, and staff.



## Carroll Community College



# Compass: Charting the Course to 2012 Multi-year Strategic Priorities

Adopted September 19, 2005

### **Student Achievement**

Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility.

### **Instructional Programs**

Develop and implement new academic and continuing education programs to meet the postsecondary education and workforce development needs of Carroll County.

### **Technology**

Make optimal use of technology to promote student learning and increase the efficiency and effectiveness of college operations.

### **Assessment/Improvement**

Continuously assess the effectiveness of the college's programs and services, use the findings to improve, and share the results as appropriate to provide accountability to stakeholders.

### **Facilities Enhancement**

Construct Classroom Building K, an instructional and student services facility, and identify additional facilities enhancements as appropriate to support student access and success.

### **Foundation and Institutional Advancement**

Successfully conclude the Partners major gifts campaign by raising \$4 million in donations and pledges, and explore new funding sources to support new programs, workforce development, and technology initiatives.

## Strategic Initiatives for FY2011

**To advance the priorities in *Compass*, the College's Strategic Plan through FY2012**

No.	Initiative Title	President's Strategic Initiatives for FY2011
<p><b>I. Student Achievement:</b> <i>Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility.</i></p>		
I-1	Retention Systems	Develop retention intervention systems to enhance student achievement and goal accomplishment, with specific emphasis on improving degree completion rates by 20% by 2012.
I-2	Retention Analyses	Complete analytical studies of student course performance, persistence, and degree progress, to support effective enrollment management and retention strategies.
<p><b>II. Instructional Programs:</b> <i>Develop and implement new academic and continuing education programs to meet the postsecondary education and workforce development needs of Carroll County.</i></p>		
II-1	Career Training	Work with educational and business partners to create and expand credit and non-credit training and career programs, especially those aimed at STEM and middle-skills level jobs.
II-2	Skills2Compete	Meet statewide goals for the Governor's "Skills2Compete" project by increasing degrees and certificates awarded, and growing enrollment in courses and training programs leading to middle-skills jobs.
II-3	ASE Program	Implement the Associate of Science in Engineering (ASE) degree programs and develop the fiscal, classroom facilities, and marketing/recruiting resources to successfully launch and maintain the programs.
II-4	EMS Program	Implement the Emergency Medical Services program and develop the fiscal, classroom facilities, and marketing/recruiting resources to successfully launch and maintain the programs.
II-5	Mt. Airy Programs	Implement the Instructional Plan for the Mid-Maryland Community College Allied Healthcare Education Center.
<p><b>III. Technology:</b> <i>Make optimal use of technology to promote student learning and increase the efficiency and effectiveness of college operations.</i></p>		
III-1	Technology Improvements	Implement the 2011 priorities in the FY2009-FY2014 Technology Master Plan to assure database, IT security, and instructional technology outcomes are achieved.
<p><b>IV: Assessment and Improvement:</b> <i>Continuously assess the effectiveness of the college's programs and services, use the findings to improve, and share the results as appropriate to provide accountability to stakeholders.</i></p>		
IV-1	Supervisors Development	Design, implement, and assess a Supervisory Development Program to strengthen the skills of all levels of our supervisory staff.
IV-2	Campus Innovation	Provide support that will allow for our faculty and staff to augment innovation on campus.
IV-3	Loan Program Feasibility Study	Study the feasibility of offering a loan program that will meet the needs of those students seeking loans to begin or continue their educational programs.

<b>V. Facilities Enhancement:</b> <i>Construct Classroom Building K, an instructional and student services facility, and identify additional facilities enhancements as appropriate to support student access and success.</i>		
V-1	Mt. Airy Healthcare Education Center	Collaborate with Howard and Frederick Community Colleges on the development of a building for the Mid-Maryland Community College Allied Healthcare Education Center in Mount Airy that will provide space for our consortia.
<b>VI. Foundation and Institutional Advancement:</b> <i>Successfully conclude the Partners major gifts campaign by raising \$4 million in donations and pledges, and explore new funding sources to support new programs, workforce development, and technology initiatives.</i>		
VI-1	Donor Relationships	Increase efforts to offer programs and activities that will enhance relationships with college donors.
VI-2	Grants/Funding Resources Plan	Develop a strategic plan for building grant and outside funding resources that will augment the work of our Foundation Office.



# Planning – Budgeting Coordination Form

Fiscal Year 2012 Budget Request

VP Area:

Department:

Dept. Code:

Proposal:

Funds Requested: Increase Amount Only (\$)

Detail by Object Code:

**Justification:** Indicate the strategic priorities and/or institutional goals that this proposal would promote, or the volume/inflation justification to maintain current service levels.

**Compass Multi-year Strategic Priorities**

- Student Achievement:** Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility.
- Instructional Programs:** Develop and implement new academic and continuing education programs to meet the postsecondary education and workforce development needs of Carroll County.
- Technology:** Make optimal use of technology to promote student learning and increase the efficiency and effectiveness of college operations.
- Assessment/Improvement:** Continuously assess the effectiveness of the college’s programs and services, use the findings to improve, and share the results as appropriate to provide accountability to stakeholders.
- Facilities Enhancement:** Construct Classroom Building Four, an instructional and student services facility, and identify additional facilities enhancements as appropriate to support student access and success.
- Foundation and Institutional Advancement:** Successfully conclude the Partners major gifts campaign by raising \$4 million in donations and pledges, and explore new funding sources to support new programs, workforce development, and technology initiatives.

**Mission-based Institutional Goals**

- |  |  |
|--|--|
| <input type="checkbox"/> I. Access and Affordability         | <input type="checkbox"/> II. Core Competencies           |
| <input type="checkbox"/> III. Student Achievement            | <input type="checkbox"/> IV. Baccalaureate Preparation   |
| <input type="checkbox"/> V. Career and Job Skill Development | <input type="checkbox"/> VI. County Business Development |
| <input type="checkbox"/> VII. Educational Partnerships       | <input type="checkbox"/> VIII. Cultural Awareness        |
| <input type="checkbox"/> IX. Community Enrichment            | <input type="checkbox"/> X. Employee Development         |
| <input type="checkbox"/> XI. Effective Resource Use          | <input type="checkbox"/> XII. Campus Community           |

**Maintenance of Service** (Increased volume/price inflation):

**Detailed Explanation** (what the proposal entails):

**Proposed Implementation Strategy** (who, when and how):

**Intended Outcome** (be as specific as possible as to why this should be done):

Contact Person:

**FORM B Fiscal Year 2012 Budget Request**



## MEMORANDUM

**TO:** Planning Advisory Council  
**FROM:** Alan Schuman  
**DATE:** September 1, 2010  
**RE:** FY2012 Operating Budget Development Schedule

The following is the FY2012 Carroll Budget Development Schedule. Please review it and mark your calendars.

<u>DATE</u>	<u>DAY</u>	<u>TIME</u>	<u>EVENT</u>
9/3/10	Friday		Budget Turnaround Document to Vice Presidents. VP's to initiate input from budget unit heads
<b>9/20/10</b>	<b>Monday</b>	<b>3:30 p.m.</b>	<b>PAC – Planning Advisory Council presentation of FY2012 budget assumptions, revenue projections and budget development process</b>
9/29/10	Wednesday		Turnaround Documents and additional position requests returned to the Administration
10/5/10	Tuesday	8:30 a.m. – 12 noon	Budget work session with VP's
<b>10/11/10</b>	<b>Monday</b>	<b>3:30 p.m.</b>	<b>PAC – Review of funding and new position requests</b>
10/12/10	Tuesday	8:30 a.m. – 12 noon	Budget work session with VP's
10/19/10	Tuesday	10:00 a.m. – 12 noon	Budget work session with VP's
<b>10/25/10</b>	<b>Monday</b>	<b>3:30 p.m.</b>	<b>PAC – Presentation and review of preliminary operating budget request</b>
11/1/10	Monday		Justification pages – completed
11/5/10	Friday	2:00 p.m.	Presentation of the budget to the College Senate
November	TBA		Presentation to the Student Government Org.
<b>11/8/10</b>	<b>Monday</b>	<b>3:30 p.m.</b>	<b>PAC – Review and endorsement of final recommended budget request</b>
11/17/10	Wednesday		Draft budget material to the Board of Trustees
<b>12/6/10</b>	<b>Monday</b>	<b>3:30 p.m.</b>	<b>PAC – Update on Operating Budget Request</b>
12/15/10	Wednesday		Board of Trustees – work session and vote
12/17/10	Friday		Budget to County Government

## Strategic Planning Assessment

### **Mission**

The college's mission statement and mission-based goals are affirmed every four years in a report to the Maryland Higher Education Commission. The report is reviewed by the Planning Advisory Council, approved by the president, and submitted by the Board of Trustees as required by law.

### **Mission-based Institutional Goals**

Current trends in the college's 50 Institutional Effectiveness Assessment Measures are reviewed by the Planning Advisory Council in February and reported to the Board of Trustees in December.

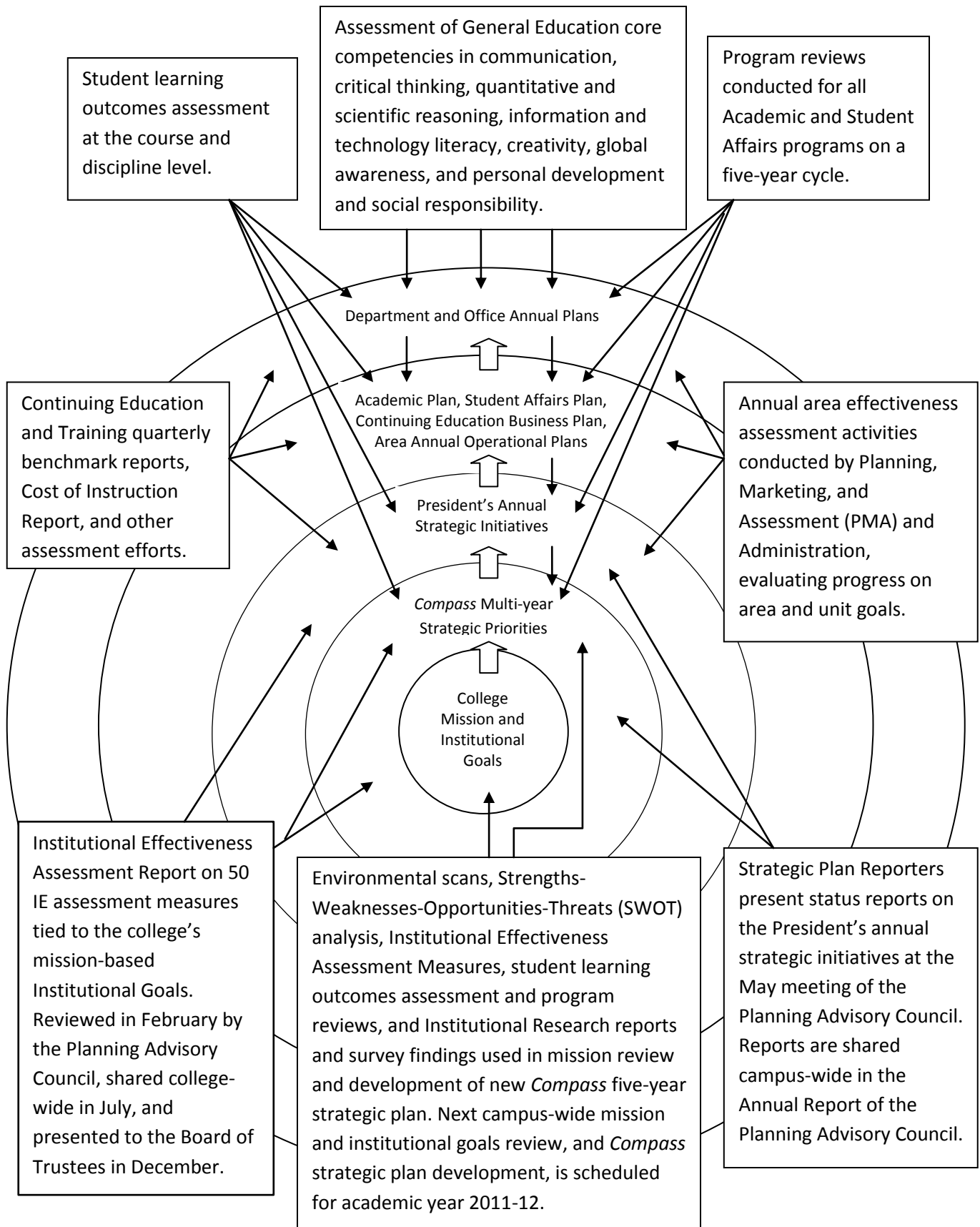
### ***Compass* Multi-year Strategic Priorities**

The president, executive team, and Planning Advisory Council develop a multi-year plan after completing a SWOT analysis and review of trends in the Institutional Effectiveness Assessment Measures.

### **President's Annual Strategic Initiatives**

Strategic Plan Reporters provide annual progress reports on the accomplishment of the initiatives at the May meeting of the Planning Advisory Council. Vice presidents or their designees provide status reports on each task supporting the initiatives in the college's Strategic Plan at the end of April.

# Application of Assessment Findings to Institutional Planning





## **Preview: SWOT Analysis Questionnaire Instructions**

March 7, 2005

(Preview copy for PAC discussion: the survey will be conducted on the Web.)

The purpose of this survey is to gather the views of Carroll Community College planners on (1) factors external to the college that may affect its future success, (2) the college's current strengths and weaknesses, (3) information needed to better plan for the future, and (4) ideas for consideration as priorities in the next *Compass Strategic Plan*. The president has approved this survey as valuable input in preparation of the Strategic Plan and the college's Periodic Review Report to Middle States.

In answering this survey, keep in mind the college's mission and purposes:

*Carroll Community College is an innovative center of learning that focuses on the intellectual and personal development needs of the learner; promotes effective teaching; responds to and embraces an increasingly diverse and changing world; establishes a sense of community for students and those who support the student; uses institutional resources effectively; and values and promotes lifelong learning.*

*Carroll Community College provides an environment that supports faculty, staff, and students in the transition to new technologies, new careers, and new ways of working and learning; prepares students for successful completion of the baccalaureate degree; meets individual and county workforce development needs; develops partnerships with business, industry, government, and nonprofit organizations to further economic development; assists county adults in acquiring literacy and other skills to become effective citizens; and serves as a resource for community enrichment.*

### **Environmental Scan**

The first two questions ask you to conduct an "environmental scan" of the circumstances—economic, technological, social, political, and competitive—you expect the college to face in the next five to ten years. This external environment will present both opportunities and threats to the college's success. We want your personal view of these environmental influences as we prepare to update the college's Strategic Plan.

1. What opportunities in the college's external environment do you foresee that the college could take advantage of?

2. What threats exist in the college's external environment that could constrain the college's success?

### **Institutional Strengths and Weaknesses**

The next two questions ask for your views on the capabilities of the college to take advantage of opportunities, respond to threats, and fulfill its mission. Please consider the college's resources (human, fiscal, information, facilities, technology), culture (leadership, cooperation, morale, academic tradition), programs and services, relationships with stakeholders, and reputation.

3. The following are institutional strengths that support accomplishment of the college's mission and purposes:

4. The following are institutional weaknesses that hinder the accomplishment of the college's mission and purposes:

### **Information Needs Assessment**

5. Please identify any information or data that you don't currently have that would be useful to you or the institution in planning the college's future:

### **Ideas for Consideration: Strategic Priorities for FY2006-FY2010**

6. The president will soon be developing the college's strategic priorities for the next five years, which will be reviewed and endorsed by the Board of Trustees. In the space below, please describe the priorities you would like to be considered for inclusion in the next version of the college's Strategic Plan:

Thank you for completing this survey. Results will be shared within the next two weeks.

# Opportunities and Vulnerabilities Audit

## SWOT Analysis May 2005

In preparation of development of the next *Compass* multi-year Strategic Plan, in early March 2005 members of the Planning Advisory Council identified external opportunities and threats, and institutional strengths and weaknesses, for inclusion in a web survey of 50 campus planners. The survey was conducted during March, and preliminary results shared with the PAC on April 4, 2005. This report presents the final results of the SWOT analysis.

<b>External Opportunities and Threats</b>		
Findings from a Spring 2005 Survey of Carroll Community College Planners		
	<b>Opportunities</b>	<b>Threats</b>
<b>Major</b>  (mean ≥ 4.0)	1. Growing county population of new residents who value education  2. Growth in demand for health care workers  3. High and increasing tuition at competitor providers of higher education  4. Growth in demand for teachers	1. Constrained state funding of higher education due to competition for state budget dollars
<b>Notable</b>  (mean > 3.5 < 4.0)	5. Positive media coverage of community colleges  6. Increasing demand for professional continuing education and certification  7. Availability of space in the Warfield Complex for a Carroll Community College extension location  8. Retiring Baby Boom generation as a market for lifelong learning courses and programs	2. State funding may not keep up with enrollment growth; state aid per FTE will fall  3. Lack of classroom space as enrollment grows  4. Large cuts in federal funding of higher education programs included in president's budget

## Institutional Strengths and Weaknesses

Findings from a Spring 2005 Survey of Carroll Community College Planners

	<b>Strengths</b>	<b>Weaknesses</b>
<p>Major (mean ≥ 4.0)</p>	<ol style="list-style-type: none"> <li>1. Dedicated and caring faculty</li> <li>2. College's reputation in the community</li> <li>3. Campus technology</li> <li>4. Small classes</li> <li>5. Supportive Board of Trustees</li> <li>6. Low tuition</li> <li>7. Faculty/staff belief in college mission</li> <li>8. Campus facilities and physical plant</li> <li>9. Dedicated and caring support staff</li> <li>10. Support of county government</li> <li>11. Well-maintained buildings/grounds</li> <li>12. Partnerships with business, community organizations</li> <li>13. Student-centered support services such as Academic Center and Library</li> <li>14. Small size of college</li> <li>15. Support for transfer</li> <li>16. Resourceful and creative administrative team</li> <li>17. Linked planning and budgeting process</li> </ol>	<p>(none)</p>

	<b>Strengths</b>	<b>Weaknesses</b>
<p>Notable (mean &gt; 3.5 &lt; 4.0)</p>	<p>18. Good management information support</p> <p>19. Inter-departmental cooperation and teamwork</p> <p>20. Employee morale</p> <p>21. Support of academic freedom</p> <p>22. Major Gifts Campaign</p> <p>23. Ability to respond to changing community needs</p> <p>24. Cross-campus collaborative groups, such as PAC</p> <p>25. Learning and Academic Communities</p> <p>26. Resources to be community leader in the Arts</p>	<p>1. Lack of predictable budget due to state funding uncertainties</p> <p>2. Too few full-time faculty, over-reliance on adjunct faculty</p> <p>3. Few staff to assign to new initiatives</p> <p>4. Limited number of large classrooms</p>

In the above tables, items with scale means (on the 1 to 5 rating scale) of 4.0 and above were deemed “major”; those with scale means above 3.5 but below 4.0 were “notable.”

Perhaps as interesting as what college planners perceived as opportunities and threats are what they did not see in those terms:

**Not perceived as opportunities:** demand for affordable residential college experience/dorms; popularity of sports in Carroll County/college athletic program; interest of international students in affordable U.S. college experience; expanding student use of iPod and similar devices; aging population/demand for gerontology program.

**Not perceived as threats:** for-profit competitors such as University of Phoenix; online/distance education competitors; inability of faculty and staff to keep up with technology; breakdown of separation of church and state; change in structure of Carroll County government; computer security/hackers.

## Carroll Community College

### Planning Advisory Council Membership, 2010-11

James Ball	Vice President of Academic and Student Affairs, Dean of the Faculty
Sylvia Blair	Executive Assistant to the President
Alan Bogage	Senior Director of the Library
Robert Brown	Dean of Business, Mathematics, and Sciences
Craig Clagett (chair)	Vice President for Planning, Marketing and Assessment
Janenne Corcoran	Director of Advising and Counseling
Patricia Davis	Director of Network and Technology Services
Jennifer Dunn	Instructor, English and Reading
Steven Geppi	Dean of Arts, Letters, and Social Sciences
William Gillett	College Senate President, Coordinator of Theatre and Speech
Scott Gore	Chair, Department of Fine and Performing Arts
Raza Khan	Assistant Professor, Chemistry and Physical Science
Nancy Kimble	Instructor, Business
Michael Kiphart	Dean of Student Affairs
Timothy League	Director of Fiscal Affairs
Bridget Leimbach	Director of Human Resources
Wayne Livesay	Academic Council President, Coordinator of Criminal Justice/Legal Studies
Sally Long	Senior Director, Lifelong Learning and Program Support Systems
Kathleen Menasche	Senior Director, Workforce and Business Development
Karen Merkle	Vice President of Continuing Education and Training
Janet Nickels	Director of Institutional Research
Janet Ohlemacher	Director of Learning Outcomes Assessment
Michelle Parke	Instructor, English
Sharon Reid	Physical Therapist Assistant Program Director
Alan Schuman	Executive Vice President of Administration
Steven Wantz	Executive Director of Institutional Development, College Foundation
vacant	Planning and Research Associate, PMA

# **Bylaws of the Planning Advisory Council**

## **Membership**

Nineteen members are appointed due to their positions at the college: the four vice presidents, the executive assistant to the president, executive director of institutional development and college foundation, the three deans, senior director of the library, senior director of lifelong learning and program support systems, senior director of workforce and business development, director of advising and counseling, director of fiscal affairs, director of human resources, director of network and technology services, director of institutional research, director of learning outcomes assessment, and the planning and research associate reporting to the vice president of Planning, Marketing, and Assessment.

1. The Board of Trustees may appoint one of its members to serve.
2. The current presidents of the Academic Council and College Senate serve.
3. Each academic division shall be entitled to three faculty representatives nominated by the dean; these may include department chairs.
4. Initial faculty appointments are for two-year terms.
5. Incumbents may be reappointed to one-year terms.
6. Appointment letters are issued by the president of the college each August.

## **Officers**

7. The Vice President for Planning, Marketing, and Assessment serves as chair.
8. The Executive Vice President of Administration serves as vice chair.
9. The Executive Associate to the Vice President for Planning, Marketing, and Assessment serves as secretary.

## **Meetings**

10. The meeting calendar is announced by the chair prior to the beginning of each academic year. The Council does not meet in January, July, or August unless a special meeting is called by the college president.

Updated to reflect revised position titles August 2010.  
Adopted June 2, 2008

## Planning Advisory Council History

A synopsis of the development of strategic planning and institutional effectiveness assessment practices at the college under the direction of the Planning Advisory Council since its inception in 1999.

January 1999	President and Executive Team develop new planning and assessment framework.
February 11, 1999	New planning and assessment framework presented to Board of Trustees at their annual retreat.
February 24, 1999	Presentation to the Board of Carroll County Commissioners on the new planning and assessment framework.
March 9, 1999	President appoints members of the Planning Advisory Council.
March 22, 1999	First meeting of the Planning Advisory Council.
Spring 1999	Planning Advisory Council develops first set of Institutional Effectiveness Assessment Measures.
July 21, 1999	Board of Trustees adopts Institutional Effectiveness Assessment Measures.
August 24, 1999	First major college environmental scanning report "Data Dialogue: Conversations about Planning" presented at college-wide meeting.
September 1999	Planning Advisory Council adopts annual strategic plan for FY2000 with explicit links between college-wide strategic initiatives and individual area annual goals. This framework of presenting area goals, developed by the vice presidents and their area planning teams, under each initiative in the strategic plan has continued to the present.
November 22, 1999	Technology Advisory Group (TAG) appointed. TAG has made regular reports to the Planning Advisory Council on technology planning and technology funding recommendations.
January 19, 2000	First Institutional Effectiveness Assessment Report to the Board of Trustees. The Board has reviewed and discussed this annual report on the Institutional Effectiveness Assessment Measures every year since.
Spring 2000	President approves <i>Strategic Compass Planning Guide</i> , which is shared with the Board of Trustees and Planning Advisory Council. Contains an explanation of the college's strategic planning process, updated environmental scan, results of SWOT analysis, planning assumptions, and update of the institutional effectiveness assessment measures.
September 18, 2000	Planning Advisory Council reviews and amends the college's mission and institutional goals report required by state law. Revised report is approved by the president and Board of Trustees and submitted to the Maryland Higher Education Commission.
June 10, 2002	First end-of-year survey of PAC membership to evaluate effectiveness of planning processes and PAC operations; practice has continued every year since. Several process improvements have been prompted by the findings from these surveys.



September 9, 2002	PAC minutes posted to the college's intranet ("iweb") for the first time. All PAC meeting minutes since are available on the iweb.
May 12, 2003	First formal reports by PAC members on the status of completion of annual strategic plan initiatives; these reports by "Strategic Plan Reporters" have been the major agenda item of May PAC meetings every year since. Reports provide an update on the progress made in achieving the priorities in the college's multi-year strategic plan <i>Compass</i> .
June 9, 2003	PAC conducts Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis to identify strategic assets and strategic vulnerabilities.
June 2003	First Annual Report of the Planning Advisory Council is distributed to all full-time employees, a practice sustained every year including posting to the college's iweb to be accessible to all college employees.
November 10, 2003	Planning Advisory Council reviews and proposes revisions to the Institutional Effectiveness Assessment Measures. The changes are approved by the President.
December 17, 2003	The Board of Trustees approves the revised Institutional Effectiveness Assessment Measures.
April 2005	PAC members participate in Strength-Weaknesses-Opportunities-Threats (SWOT) analysis; SWOT assessment is conducted via online web survey for first time. Results are used to inform development of the next version of <i>Compass</i> , the college's multi-year strategic plan.
September 12, 2005	Planning Advisory Council reviews the state-mandated periodic report on the college's mission and institutional goals. PAC endorses the decision of the President that the mission and goals be re-affirmed with minimal changes, as they form the foundation for the college's institutional effectiveness and learning outcomes assessment processes.
September 19, 2005	President approves <i>Compass: Charting the Course to 2010</i> , the college's multi-year strategic plan. <i>Compass</i> contains six strategic priorities to guide college annual budgeting and planning for the following five years. Each year the college president announces strategic initiatives supporting each <i>Compass</i> priority, and these form the framework for the annual version of the strategic plan. A full-color publication of <i>Compass</i> is prepared to coincide with the launching of <i>Partners</i> , the college's first major gifts fundraising campaign.
November 13, 2006	The Planning Advisory Council views and discusses a presentation on "Student Persistence: What Do We Know" prepared by the Planning, Marketing, and Assessment area tying institutional research findings on student performance and outcomes to national studies and successful intervention strategies.
June 2, 2008	The Planning Advisory Council approves revisions to the Institutional Effectiveness Assessment Measures to incorporate measures from CCSSE and re-focus on key, benchmarked performance indicators.
June 2, 2008	The Planning Advisory Council votes to amend its Bylaws to revise the PAC membership to reflect organizational changes in Academic Affairs.

September 8, 2008	The Technology Advisory Group presents the college's Technology Master Plan for FY2009-FY2014. The plan was subsequently approved by the President and Executive Team.
September 22, 2008	Planning Advisory Council members view and discuss "ENSCAN 2017" presentation by the Planning, Marketing, and Assessment area on the demographic and economic outlook for Carroll County.
February 9, 2009	The entire agenda of the February meeting of the Planning Advisory Council is devoted to a review of the Institutional Effectiveness Assessment Measures, and identification of areas needing improvement strategies. The Council agrees that the February meeting in future years should be similarly dedicated solely to this task, which is considered timely as it precedes development of strategic initiatives for the following year.
February 22, 2010	The review of trends in the Institutional Effectiveness Assessment Measures is revised, to include provision of additional data to PAC members prior to the meeting on measures underperforming their benchmarks and identification of discussion leaders for each measure where performance falls short of expectations.

## Faculty Representatives on the Planning Advisory Council

Faculty Name	Dept./Discipline	Years of PAC Service (FY)
Maggie Ball	Art	2000
Nanci Barker	Mathematics	2003, 2004, 2005
Laura Bittner	Psychology	2000
Alan Bogage	Library	Permanent member by position, initial membership 2000
Rob Brown	Mathematics	2004, 2006, 2007, 2008, 2009, 2011
Judy Coen	Biology	2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010
Dick Crook	Technical Studies	2000, 2001, 2002, 2003, 2004, 2007
Anne Davis	Biology	2008, 2009, 2010
Kate Demarest	Business Admin.	2000, 2001, 2002, 2003, 2004, 2005
William Dougherty	Economics	2003, 2006, 2007, 2008
Jennifer Dunn	English/Reading	2011
Larry Fask	Sociology	2000, 2001, 2002, 2003, 2004, 2005
Steve Geppi	Criminal Justice	2006, 2007, 2008, 2009, 2010, 2011
Jennifer Gertz	English/Reading	2009, 2010
Bill Gillett	Theatre	2011
Scott Gore	Computer Graphics	2009, 2010, 2011
Don Jansiewicz	Political Science	2000
Raza Khan	Chemistry	2011
Mary Kemp	Health/Fitness	2000, 2009
Nancy Kimble	Business	2011
Elizabeth Little	Reading/Education	2001, 2002, 2003, 2004, 2005, 2006, 2007
Wayne Livesay	Criminal Justice	2011
Mel Lorentz	Anthropology	2004
Jacklyn Moore	Education	2010
Jody Nusholtz	English	2005, 2006, 2007, 2008
Michelle Parke	English	2011
Nancy Perry	Nursing	2003, 2004, 2005, 2007, 2008
Joann Pilachowski	English	2000, 2001, 2002
Carol Rabenhorst	Geog./Earth Science	2001, 2010
Sharon Reid	Physical Ther. Asst.	2009, 2010, 2011
Sarah Sayre	Biology	2000, 2001, 2002
Susan Sies	Education/Reading	2006, 2007, 2008
Lynne Smith	Business Admin.	2007
MA Swindlehurst	Accounting	2002, 2003, 2005, 2006
Michael Stovall	Sociology	2008, 2009
Magdeleine Vandal	English	2010
Ralph Wood	Mathematics	2001
Siobhan Wright	English	2008, 2009, 2010
Bob Young	History	2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008

Total faculty with service on the Planning Advisory Council from FY2000 to the present: 39

## Carroll Community College Strategic and Operational Plans

Plan	Description	Author/Compiler	Review Cycle	Next Update
<i>Compass</i> Multi-year Strategic Priorities Plan	Presents college strategic priorities with a five-to-seven year planning horizon. Developed after review by the Planning Advisory Council of environmental scanning findings and institutional effectiveness data, and completion of SWOT analysis.	VP-Planning, Marketing, and Assessment  [Endorsed by PAC, approved by President]	Five years	AY2011-12
Strategic Plan for the Fiscal Year	Presents the President's Annual Strategic Initiatives to further the priorities in <i>Compass</i> ; includes area tasks under each Initiative with intended outcomes, person(s) responsible, and target completion dates. Links area, department, and office goals to college strategic priorities through the annual initiatives.	VP-Planning, Marketing, and Assessment  [Reviewed/endorsed by PAC, approved by President]	Annual	September 2010
Academic and Student Affairs Plan	Presents instructional and student affairs tactical objectives to meet essential unit goals corresponding to <i>Compass</i> multi-year priorities and the college's mission-based institutional goals. Lists intended outcomes, measures and benchmarks, persons responsible, target completion dates, and results. Measures and results are used to revise the next biennial plan.	VP-Academic and Student Affairs	Biennial	October 2010
Continuing Education and Training Business Plan	Presents key two-year goals, strategies, and benchmarks to support the college's mission-based institutional goals and <i>Compass</i> multi-year priorities. Elements of the plan include enrollment and revenue targets, marketing and outreach strategies, support systems enhancements, a three-year program planning matrix, and standards of best practices.	VP-Continuing Education and Training	Biennial	September 2010
Administration Area Plan	Describes area tasks in support of the President's Initiatives in the current Strategic Plan, plus Administration unit, process improvement, and professional development goals.	VP-Administration	Annual	August 2010

Plan	Description	Author/Compiler	Review Cycle	Next Update
Planning, Marketing, and Assessment Area Plan	Describes area tasks in support of the President's Initiatives in the current Strategic Plan, plus annual Planning, Marketing, Assessment unit, process improvement, and professional development goals.	VP-Planning, Marketing, and Assessment	Annual	August 2010
Annual Operating Budget	The annual estimate of financial resources required to support the mission of the college. Contains an expenditure plan and estimates of revenue required to support the operation of the college.	VP-Administration	Annual	December 2010
Financial Contingency Plan	Designed to provide guidelines for decision-makers in the event that available revenue is significantly reduced so that normal cost reduction activities are inadequate to meet the fiscal crisis.	VP-Administration	Periodically	---
Five-year Budget Plan	Projects revenues and expenditures as a tentative guide to the college's annual spending plan for the out-years. Based on analyses of trends, current data, and assumptions in governmental support and tuition rates.	VP-Administration	Annual	December 2010
Facilities Master Plan	Provides a framework and direction for the growth and development of the campus and capital project planning with a ten-year horizon. Incorporates enrollment projections, planned programs, and anticipated changes in pedagogy and technology to identify needed physical plant improvements.	Director of Facilities Management	Five years	March 2015
Annual Capital Budget, and Five-year Capital Improvement Program	Provides a description of each capital improvement project funded in the annual capital budget and planned for the following five years.	VP-Administration	Annual	August 2010
Technology Master Plan	A revolving five-year plan including technology initiatives and funding recommendations. Developed by the Technology Advisory Group (TAG), reviewed by PAC and approved by the President. The TAG leadership provides oversight of the plan and revises the plan annually for presidential approval.	Director of Network and Technology Services	Annual	April 2011

Information Technology Security Plan	Defines information technology (IT) system security controls, guidelines, procedures, and policies developed to protect the college's IT resources and the privacy of members of the college community. Goal is to minimize risk while promoting effective use of technology. Specifies requirements and guidelines to incorporate information security practices into the daily usage of college IT resources.	Director of Network and Technology Services	Annual	January 2011
Emergency Management Plan	Plan to manage significant emergency incidents using a response framework specified by the Federal Emergency Management Agency using the Incident Command System. Enhances the college's ability to respond successfully, resume academic programs, and maintain business operations. Designates areas of responsibility and defines the administrative framework to respond to all emergency incidents.	Director, Risk Management	Annual	July 2011
Continuity of Operations Plan	An "all hazards" plan designed to allow the college to continue its essential functions after a disaster.	Director, Risk Management	Annual	March 2011
Diversity/World View Strategic Improvement Plan	Presents goals, activities, and assessment measures for improving employee and student cultural awareness through curricular and co-curricular strategies, employee development, and marketing/outreach efforts.	VP-Academic and Student Affairs	Annual	May 2011

# Institutional Effectiveness Assessment Program

## Definition

Carroll Community College is committed to ongoing assessment and evaluation of its programs and services, and to public documentation of institutional effectiveness to provide accountability to stakeholders. This commitment has been stated in the college catalog every year since 2000.

Middle States summarizes the assessment of institutional effectiveness as the answer to the question “Is the institution fulfilling its mission and achieving its goals?” (*Characteristics of Excellence*, page 26.) The college’s institutional effectiveness assessment program focuses on the college’s mission as defined by its long-range, mission-based Institutional Goals:

<b>Mission-based Institutional Goals</b>		
● Access and Affordability	● Career/Job Skill Development	● Community Enrichment
● Core Competencies	● County Business Development	● Employee Development
● Student Achievement	● Educational Partnerships	● Effective Resource Use
● Baccalaureate Preparation	● Cultural Awareness	● Campus Community

The college’s institutional effectiveness assessment program falls under the direction of the vice president for planning, marketing, and assessment and is guided by the college’s Planning Advisory Council and approved by the college president and Board of Trustees.

## Institutional Effectiveness Assessment Measures and Reports

During spring 1999, the Planning Advisory Council developed the college’s first set of institutional effectiveness assessment measures. They were approved by the president and endorsed by the Board of Trustees on July 21, 1999. Revisions were approved in 2003 and again in 2008. The program now includes 50 Institutional Effectiveness Assessment Measures grouped under ten of the college’s 12 long-range, mission-based Institutional Goals. Twenty-one of the measures were identified by the Board of Trustees as “core indicators” for annual presentation and discussion by the Board.

For each indicator of institutional effectiveness, the college’s performance is compared to a benchmark or target value. Benchmarks were established by the college president, after examination of institutional trend data, reviews of state and national peer data, and discussions with selected faculty and staff.

## Annual Performance Accountability Report

Maryland state law requires the Board of Trustees to submit a Performance Accountability Report to the Maryland Higher Education Commission each year. The report includes narratives describing the

college’s mission, explaining ways the college supports the Maryland State Plan for Higher Education, describing community outreach activities, and listing cost containment efforts. The report also includes institutional data trends for 32 benchmarked performance indicators covering six areas: access and affordability, quality and effectiveness, diversity, economic growth and workforce development, community impact, and effective use of public funding. The benchmarks are on a five-year cycle and must be approved by the Board of Trustees. The Performance Accountability Report is reviewed and voted on at the June meeting of the Board. The college has incorporated this state-mandated accountability report into its institutional effectiveness assessment program. Nineteen of the indicators in the state report are included among the 50 Institutional Effectiveness Assessment Measures, and the college uses the same five-year cycle for establishing and monitoring the benchmarks. The Performance Accountability Report provides a second opportunity each year for the Board to review college-wide institutional effectiveness.

### **Institutional Effectiveness Analytical Reports Produced by Institutional Research**

In addition to the Institutional Effectiveness Assessment Measures and the state-mandated Performance Accountability Report, the college’s institutional effectiveness assessment program includes formal analytical reports and client-requested data analyses conducted by Institutional Research. The formal reports are shared with the Planning Advisory Council, and with other selected faculty and staff depending on the content. The entire campus community is alerted to new reports through a recurring column in the *Today* newsletter and occasional campus-wide emails. These IR reports provide updated data analyses pertinent to assessing many areas of the college’s mission. Recent examples include:

<b>Institutional Goal</b>	<b>Example of IR Report</b>
I. Access and Affordability	<i>Part-time Student Tuition and Fee Analysis</i> (RA10-2)
III. Student Achievement	<i>Student Degree Progress Report</i> (EA10-6)
IV. Baccalaureate Preparation	<i>Assessing the Transfer Mission</i> (EA10-8)
VIII. Cultural Awareness/Diversity	<i>Credit Student Enrollment Diversity Report</i> (EA10-2)
IX. Community Enrichment	<i>Assessing the Enrichment Mission: Campus Events</i> (MA10-3)
X. Employee Development	<i>Employee Survey Findings, Spring 2009</i> (RA10-1)

### **Formal Reviews of Institutional Effectiveness Assessment Data**

The February meeting of the Planning Advisory Council is devoted to a review of the Institutional Effectiveness Assessment Report, with emphasis on those indicators falling below benchmark values. The Council characterizes each measure into one of three categories: (1) the measure and benchmark are appropriate and the college meets or has a reasonable chance of meeting the benchmark; (2) the measure is poorly defined, or the benchmark needs revisiting given our recent experience, peer data, or foreseeable resources; or (3) the measure and benchmark are reasonable, but the college’s performance is below expectations. Measures judged to be in category 3 prompt the development of strategic initiatives or other improvement strategies.

At its December meeting, the Board of Trustees receives the Institutional Effectiveness Assessment Report. Discussion is focused on the 20 core indicators previously identified by the Board.



At the end of the five-year benchmarking cycle, the Planning Advisory Council participates in a review and revision of the Institutional Effectiveness Assessment Measures. Measures may be added or dropped, and benchmarks adjusted, subject to approval of the college president.

### **Evidence of Use of Institutional Effectiveness Assessment Findings**

During its review of the measures at its February 9, 2009 meeting, the Planning Advisory Council identified three areas with subpar performance: student completion of their developmental education program, student use of career planning services, and student cultural awareness and appreciation for diversity. The president identified strategic initiatives addressing all three areas of concern in her address to the campus in May 2009, and they were included in the college's *FY2010 Strategic Plan*.

During its review of the measures at its February 22, 2010 meeting, the Planning Advisory Council identified two additional areas whose performance was below expectations: the college's CCSSE "Support for Learners" composite benchmark, reflecting low ratings on the "providing the financial support you need to afford your education" question; and declining perceptions among employees that the college supports innovation. Both concerns prompted the president to include strategic initiatives in the *FY2011 Strategic Plan*: Initiative IV-2 to provide support for innovation, and Initiative IV-3 to study the feasibility of introducing a student loan program.

### **Other Formal College Effectiveness Assessment Activities**

Each area of the college has its own ongoing assessment processes in place to support continuous improvement and achievement of area goals.

**Credit student learning outcomes assessment** is the responsibility of the faculty, falls under the direction of the vice president of academic and student affairs, and is coordinated by the director of student learning outcomes assessment. Credit student learning outcomes assessment occurs at four levels: (1) classroom assessment, created and implemented by individual faculty within their classroom for classroom learning improvement; (2) course assessment, conducted by a group of faculty who teach different sections of the same course; (3) program reviews, to assess and improve the effectiveness of an entire curriculum; and (4) general education assessment. The academic area recently finished a "Syllabus Realignment Project" whereby every course syllabus was reviewed, and amended where appropriate, to assure that all courses associated with an academic program have properly-stated course learning objectives aligned with associated program learning goals and appropriate general education core competencies. The accomplishment of student performance on the college's new general education competencies will be assessed within each academic program review. A schedule of program reviews and examples of recent efforts are posted on the academic intranet site.


**Assessment of achievement of Continuing Education and Training (CET) goals** falls under the direction of the vice president of continuing education and training. CET has a rolling two-year business plan that includes quantifiable goals for FTEs, course enrollments, tuition and fee revenue, course cancellation rates, average class size, student and client repeat rates, course operating margin, instructional operating margin, and CET overall cost-to-revenue targets. Goals are established for workforce and business development, lifelong learning, and CET as a whole. Quarterly dashboard reports display performance compared to goals. Cost of instruction reports are used for daily decisions about course viability.

The non-instructional, institutional support areas (Administration; Planning, Marketing, and Assessment) also have area effectiveness assessment plans in place, with benchmarked goals and annual data reviews, that fall under the direction of the respective vice presidents.

Results from all of these mission-based assessment activities feed into institutional and area plans. Many of these plans have tasks and goals with their own intended outcomes or success indicators, providing another means of assessing institutional performance.

# Appendix 43

Friday, April 08, 2016 10:00 AM


Brown

Site Actions ▾ Employee Departments ▾ Committees ▾ On Campus ▾ Team Sites ▾

Carroll Portal > Committees > PAC

### Committee Announcements

There are currently no active announcements. To add a new announcement, click "Add new announcement".

[+ Add new announcement](#)

### Committee Tasks

<input type="checkbox"/>	Title	Assigned To	Status	Priority	Due Date	% Complete	Predecessors
There are no items to show in this view of the "Committee Tasks" list. To add a new item, click "New".							
<a href="#">+ Add new item</a>							

### Committee Discussions

<input type="checkbox"/>	Subject	Created By	Replies	Last Updated
There are no items to show in this view of the "Team Discussions" discussion board. To add a new item, click "New".				
<a href="#">+ Add new discussion</a>				

### Internal Committee Calendar

May, 2016

1	2	3	4	5	6	7
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	3:30 pm - 5:00 pm Planning Advisory Council m					
8	9	10	11	12	13	14

5/6/2016 3:24 PM - Screen Clipping



February 26, 2016

Dr. Elizabeth H. Sibolski, President  
Middle State Commission on Higher Education  
3624 Market Street, 2nd Floor West  
Philadelphia, PA 19104

Dear Dr. Sibolski:

This purpose of this letter is to inform the Middle States Commission on Higher Education of the attached substantive change proposal for the closing date of our additional location, the Mount Airy College Center for Health Care Education. The Mount Airy Center will officially close for students on May 31, 2016. The partner institutions, Carroll Community College, Frederick Community College, and Howard Community College, will continue to serve students who were enrolled or wish to enroll in the health care programs that were offered at the Mount Airy College Center through the Mid-Maryland Healthcare Education Consortium. The consortium agreement makes these students eligible for in-county tuition rates at the respective campus of the partner community college offering the program.

Should you have any questions or if the college can be of further assistance, please do not hesitate to contact Dr. Michael J. Kiphart, Accreditation Liaison Officer. Dr. Kiphart may be reached at 410-386-8217 or by email at [mkiphart@carrollcc.edu](mailto:mkiphart@carrollcc.edu).

Sincerely,

A handwritten signature in black ink, appearing to read 'James D. Ball', is written over a white background.

Dr. James D. Ball  
President

cc: Ms. Carmella Morrison, Assistant Director for Substantive Change, MSCHE  
Ms. Elizabeth Burmaster, President, Fredrick Community College  
Kathleen Hetherington, Ed.D., President, Howard Community College



**Substantive Change Request**  
**Closing an Additional Location or Branch Campus**  
**Cover Sheet**

Please note that the shaded boxes will expand when text is entered.

Date of Submission: February 26, 2016

Institution: Carroll Community College

Name of person completing this request: Michael J. Kiphart, Ph.D.

Title: Chief Compliance and Integrity Officer  
mkiphart@carrollcc.edu

Phone: 410-386-8217

E-mail:

Accreditation Liaison Officer (ALO) name and contact information (if different from above):

Name:

Title:

Phone:

E-mail:

Address of Institution: 1601 Washington Road, Westminster, MD 21157

For questions regarding this request, please contact (check the appropriate box):

The person submitting it  The institution's ALO

Full street address of the additional location or branch campus closing: 1712 Back Acre Circle

City: Mt. Airy State:MD Zip: 21771

This site is a:  Additional Location  Branch Campus

Anticipated closing date of operations at the location: May 31, 2016

(Closing date should be **at least three months** after the submission of this request. Approval is not guaranteed so please plan accordingly. The institution should notify the Commission of the actual closing date within 30 days of closing the site.)

Is 100% of an academic program offered at the closing location?  NO  YES

If "yes," a teach-out plan is required and will be requested later in this document.

---

**Please sign by typing the names of the individuals identified in the space provided.**  
**By signing and submitting this cover sheet, the individuals below indicate that they are**  
**aware of this Substantive Change request in its entirety and agree to its review by the**  
**Middle States Commission on Higher Education.**

Signature of person submitting the request: Dr. Michael J. Kiphart

Signature of ALO (if different from above):

Signature of President or Chief Academic Officer: Dr. James D. Ball

**Substantive Change Request**  
Close an Additional Location or Branch Campus

Institutional Accreditation Overview

What is the date for the next regularly scheduled accreditation review (self study or PRR) by MSCHE? June 2016

Is it a self study?  Or a PRR?

Is the institution currently on warning, probation or show cause by MSCHE?  NO  YES  
If yes, please review the Commission's Substantive Change policy as it pertains to institutions on warning, probation or show cause.

Has the institution been asked to submit any follow-up reports (monitoring, progress) to the Commission in the last three years?  NO  YES  
If yes, please specify in the area at the end of this section the due date and the topics/Standards that were or will be covered in the report(s).

Has any other regional, national or disciplinary/professional accrediting agency indicated concerns about the institution or any of its branch campuses, additional locations or other sites within the last three years?  NO  YES

Is the institution being monitored or reviewed by the US Department of Education or other state or federal agency for any reason?  NO  YES

*If the answer to any of the above questions is "Yes," please explain fully below in the context of this Substantive Change request. These factors will be considered in the review and decision making process.*

Approvals

Please indicate any approvals required for the institution to close this additional location or branch campus and the dates approval was received or is expected.

- |   |          |
|---|----------|
| <input type="checkbox"/> Institutional (e.g., faculty, Board) | Date(s): |
| <input type="checkbox"/> System approvals                     | Date:    |
| <input type="checkbox"/> State approval                       | Date:    |
| <input type="checkbox"/> Other (please specify:            )  | Date:    |

Attach all approvals to the request as Appendix E.



## Substantive Change Request Form

### Closing an Additional Location or Branch Campus

Please provide succinct and analytical answers to the following questions in the space below each question. Your answers should not only present information but explain how that information demonstrates that the institution will continue to comply with all relevant Commission Standards. If any question does not apply to this request, please indicate “N/A.” If it is necessary to attach documentation, please label each attachment with the letter that matches the corresponding question. For example, the first attachment for question B should be labeled “Attachment B1” (even if Attachment A does not exist); the second attachment for question B should be labeled “Attachment B2,” and so forth. Please limit attachments to documents that are directly referenced in the text of the request. It is acceptable to include attachments that are excerpts from existing documents as long as the information provided fully addresses the question asked.

- A. List the academic program(s) that are offered at the additional location or branch campus. If 100% of any of the listed programs is offered at the closing site, please clearly indicate those programs.
- a. For any programs that you have indicated are offered 100% at the site, attach a teach-out plan (Attachment A1, A2, etc.).

Carroll Community College offered the Health Information Technology A.A.S. and Certificate programs. The programs have not been offered 100% at the additional location. The programs will continued to be offered 100% on the main campus in Westminster, Maryland, and all students may complete the programs without interruption on the main campus. Carroll Community College also offers Continuing Education and Training noncredit courses at the Mount Airy College Center, and all offerings presently at the Center will be moved to the main campus in Westminster. Students will be able to seamlessly complete all courses and programs at the main campus.

- B. Provide the institution’s rationale for closing this site including any impact on the institution’s mission.

There is no significant impact on the mission of Carroll Community College.

The vision for the Mount Airy College Center grew out of discussions in 2007 with the Mid-Maryland Allied Healthcare Education Consortium, a partnership among Carroll Community College, Frederick Community College, and Howard Community College to bring health care education to more students. The plan for the Mount Airy College Center for Health Care Education developed during the resulting economic downturn when community colleges were balancing increased enrollments with reduced capacity on home campuses. With initial funding from a federal appropriation, Carroll, Frederick, and Howard community colleges collaborated on this new venture to bring health care education to students in a centralized location easily accessible to student from all three counties. The Mount Airy College Center for Health Care Education opened in 2012.

In the intervening years, the national economy has rebounded, and community colleges across the country have experienced a leveling off and even decline in enrollment. State and county budget support for Maryland community colleges has not kept pace with inflation and the costs of financing an institution. This has led to budget challenges for the three partner community colleges. After much planning and consideration, the three partner community colleges at the Mount Airy College Center have decided that it would be more fiscally prudent for each institution to focus services on their home campuses. Academic programs and operations will return to the home campuses after the spring 2016 semester. All students currently served by the Mount Airy College Center will be able to complete the academic programs and continue to receive academic and student services on their respective home campuses.

- C. Provide a brief financial analysis of the impact of closing the site on the finances of the institution.

Enrollment has not met the original projections for the Mount Airy College Center and the Center is presently costing the partner institutions \$750,000.00 per year for a per institution cost of \$250,000.00 per year for the term of the lease. The buyout of the current lease agreement is a minimum onetime cost of \$575,000.00 or \$191,666.67 per institution. There may be other closing expenses yet determined. Closing the Center is the soundest fiscal decision for the three partner institutions.

In addition, we have attached a document from the Department of Health and Human Services, Health Resources and Services Administration that it has withdrawn its federal interest. The letter provides the partner institutions with a withdrawal of the Filed Notice of Federal Interest for the government funding associated with the Mount Airy College Center

- D. Is there any additional information that will assist the peer reviewers and the Commission in thoroughly evaluating this request? If so, please specify:

The Mid-Maryland Allied Healthcare Education Consortium of Carroll, Frederick, and Howard community colleges remains strong and will continue for the benefit of students in the three counties. Students at the three partner community colleges who want to enroll in the health care programs previously offered at the Mount Airy College Center will continue to be eligible for in-county tuition rates at the respective campus of the community college that is offering the academic program. Students from all three counties will be able to attend the Health Information Technology A.A.S. and Certificate programs at the main campus of Carroll Community College at in-county tuition rates.

## Appendix



DEPARTMENT OF HEALTH & HUMAN SERVICES

Health Resources and Services  
Administration

Rockville MD 20857

### Department of Health and Human Services Health Resources and Services Administration

#### Withdrawal of Filed Notice of Federal Interest

I certify that as to the following identified real property, the Health Resources and Services Administration has withdrawn its Federal Interest. Circuit Court of Carroll County is authorized to annotate its records to reflect the withdrawal of the Filed Notice of Federal Interest.

Permanent Index Number:	Book 6563, Page 323
Address:	Back Acre Circle, Mt Airy, MD
Date of Filing of Original Notice:	May 25, 2011
Place of Filing:	Carroll County, State of Maryland

The space will consist of approximately 15,750 square of leasehold improvements located in a building to be constructed. The building will be approximately 24,500 square feet and will be located along Back Acre Circle in the Twin Arch Business Park, Mt. Airy, Maryland and further known as Lot 34, as shown on a plat entitled "*Final Plat Section Three, Plat Two, Lots 32 thru 34, TWIN ARCH BUSINESS PARK*" recorded in Plat Book 50 at Plat 242 among the Plat Records of Carroll County, Maryland.

This notice was prepared and signed on the 8<sup>th</sup> day of February, 2016.

Signature:

A handwritten signature in cursive script that reads "Dorothy M. Kelley".

Name:

Dorothy M. Kelley

Title:

Division Director, Grants Managements Operations  
Office of Federal Assistance Management  
Health Resources and Services Administration  
Department of Health and Human Services

**Substantive Change Proposal Addendum  
Carroll Community College  
Request to Close the Mount Airy College Center for Health Care Education  
April 18, 2016**

This addendum to the Carroll Community College Substantive Change Proposal to close the Mount Airy College Center for Health Care Education is submitted in response to answer two issues raised by the Substantive Change Committee and communicated to the College by Ms. Carmella Morrison Smith, Assistant Director for Substantive Change.

First, the address of the Mount Airy College Center for Health Care Education referred in the original Substantive Change proposal was incorrectly reported as 1712 Back Acre Circle, even though the MSCHE approval in 2012/2013 referenced 1902 Back Acre Circle as the address. The official address of the Mount Airy College Center for Health Care Education is 1902 Back Acre Circle.

Second, the Substantive Change Committee requested additional details on the courses required in the programs offered at the Mount Airy College Center for Health Care Education and which courses were offered at the site. The following presentation indicates the requirements for the A.A.S degree program and the two certificate programs offered partially at the Mount Airy Center. The program requirements are presented in the left column and the right column presents the College course delivery format and where the course or courses were offered.

Legend to right column:

**Main Campus** – Offered classroom style only on the Main Campus in Westminster, MD  
**Mt. Airy Center** – Offered classroom style at the Mt. Airy Center in Mt. Airy, MD  
**Online HIT Course** – Offered online only through the Main Campus in Westminster, MD  
**Hybrid** – Offered through a combination of classroom (Center/Main Campus) and online methods of delivery

**AAS Health Information Technology General Education Requirements (HIT)**

**All General Education courses offered on the Main Campus of Carroll Community College (except where noted)**

- **ARTS AND HUMANITIES:** Take one General Education Arts and Humanities course. Courses from the following departments count toward this requirement.
  - General Ed Fine Arts Main Campus
  - General Ed Humanities Main Campus
  - General Ed Language and Comm Main Campus
  - General Ed Performing Arts Main Campus
  - General Education English/Humt Main Campus
  - Gen Ed Speech/Communica Area Main Campus
- **BIOLOGICAL & PHYSICAL SCIENCE:**

- BIOL-105 Human Biology Offered at Center and Main Campus
- EMERGING ISSUES: Choose 1 General Education Emerging Issues course (3 credits; HLTH-101 recommended) Courses from the following departments count toward this requirement.
  - General Ed Emerging Issues Main Campus
  - General Ed Emerging HLTH/PHED Main Campus
  - General Ed. Emerging Issue Main Campus
- ENGLISH COMPOSITION & LITERATURE:
  - ENGL-101 College Writing Offered at Center and Main Campus
  - ENGL-102 Writing About Literature Main Campus
- MATHEMATICS: Choose 1 General Education Mathematics course (3-5 credits) Courses from the following departments count toward this requirement.
  - General Ed Mathematics One statistics course is offered at the Center all other GE mathematics courses are taught at the main Campus
- SOCIAL & BEHAVIORAL SCIENCE: Choose 1 General Education Social and Behavioral Science course (3 credits): Courses from the following departments count toward this requirement.
  - General Ed Soc /Behav Sciences Main Campus
  - General Education Engineering Main Campus
- Take an additional Arts and Humanities OR Social and Behavioral Science course. Courses from the following departments count toward this requirement.
  - General Ed Soc /Behav Sciences Main Campus
  - General Ed Fine Arts Main Campus
  - General Ed Performing Arts Main Campus
  - Gen Ed Speech/Communica Area Main Campus
  - General Ed Humanities Main Campus
  - General Ed Language and Comm Main Campus

### **AAS Health Information Technology Program Discipline Courses**

These courses are required:

Where/How Courses are Offered

- CIS-101 Intro. to Computer Information Systems Main Campus
- HIT-111 Medical Terminology Mt. Airy Center
- HIT-112 Healthcare Data Content and Structure Online HIT Course
- HIT-115 Pathophysiology & Pharmacology Online HIT Course
- HIT-121 Basic Diagnosis Coding Mt. Airy Center
- HIT-122 Basic Procedure Coding Mt. Airy Center
- HIT-201 Computer Applications in Healthcare Online HIT Course
- HIT-222 Advanced Coding Concepts Mt. Airy Center/Hybrid
- HIT-223 Reimbursement Methodologies Online HIT Course
- HIT-225 Healthcare Delivery Systems Online HIT Course
- HIT-270 Professional Practice in Health Information Technology Mt. Airy Center

## Health Info Technology Advanced Certificate

These courses are required:

- BIOL-105 Human Biology
- CIS-101 Intro. to Computer Information Systems
- HIT-111 Medical Terminology
- HIT-112 Healthcare Data Content and Structure
- HIT-115 Pathophysiology & Pharmacology
- HIT-121 Basic Diagnosis Coding
- HIT-122 Basic Procedure Coding
- HIT-201 Computer Applications in Healthcare
- HIT-222 Advanced Coding Concepts
- HIT-223 Reimbursement Methodologies
- HIT-225 Healthcare Delivery Systems
- HIT-270 Professional Practice in Health Information Technology

Where/How Courses  
are Offered

Center and Main Campus  
Main Campus  
Mt. Airy Center  
Online HIT Course  
Online HIT Course  
Mt. Airy Center  
Mt. Airy Center  
Online HIT Course  
Mt. Airy Center/Hybrid  
Online HIT Course  
Online HIT Course  
Mt. Airy Center

## Health Info Technology Program Core Certificate

These courses are required:

- BIOL-105 Human Biology
- HIT-111 Medical Terminology
- HIT-115 Pathophysiology & Pharmacology
- HIT-121 Basic Diagnosis Coding
- HIT-122 Basic Procedure Coding

Where/How Courses  
are Offered

Center and Main Campus  
Mt. Airy Center  
Online HIT Course  
Mt. Airy Center  
Mt. Airy Center

No degree or certificate program has ever had 100 percent of the courses offered at the Mount Airy College Center for Health Care Education. If you have any questions regarding the information in this addendum, please contact the College's Accreditation Liaison Officer Dr. Michael Kiphart at:

Michael J. Kiphart, Ph.D.  
Chief Compliance and Integrity Officer  
Title IX Coordinator  
Carroll Community College  
1601 Washington Road  
Westminster, MD 21157

Telephone: 410-386-8217  
Fax: 410-386-8415  
E-Mail: [mkiphart@carrollcc.edu](mailto:mkiphart@carrollcc.edu)



May 3, 2016

Dr. James D. Ball  
President  
Carroll Community College  
1601 Washington Road  
Westminster, MD 21157-6913

Dear Dr. Ball:

At its session on May 2, 2016, the Executive Committee for Substantive Change of the Middle States Commission on Higher Education acted:

To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Mount Airy College Center for Health Care Education, 1902 Back Acre Circle, Mount Airy, MD 21771. The Commission requires notification within thirty days of the closure of this additional location. To remind the institution of the Commission's request of March 7, 2013 regarding the Periodic Review Report due June 1, 2016.

This action is a substantive change action. An explanation of this type of action is provided in the Commission's policy *Accreditation Actions*, which is available on the Commission's website.

Enclosed is a copy of the institution's Statement of Accreditation Status (SAS) for your review. If any of the factual information is incorrect, please contact the Commission as soon as possible.

In accordance with the policy *Advertising, Student Recruitment, and Representation of Accredited Status*, the accreditation status of the institution must be accurately represented. Please ensure that published references to your institution's candidate status or accredited status (catalog, other publications, web page) are accurate and include the full name, address, and telephone number of the accrediting agency, and the effective date (month and year) when status was granted. Candidate for Accreditation is a status with the Commission that indicates that an institution has achieved membership and is progressing toward, but is not assured of, accreditation.

Please be assured of the continuing interest of the Middle States Commission on Higher Education in the well-being of Carroll Community College. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Heather F. Perfetti, Vice President.

Sincerely,

A handwritten signature in black ink, appearing to read 'George A. Pruitt'.

George A. Pruitt, Ph.D.  
Chair



**STATEMENT OF ACCREDITATION STATUS**

**CARROLL COMMUNITY COLLEGE**  
 1601 Washington Road  
 Westminster, MD 21157-6913  
 Phone: (410) 386-8000; Fax: (410) 876-8855  
 www.carrollcc.edu

**Chief Executive Officer:** Dr. James D. Ball, President

**INSTITUTIONAL INFORMATION**

**Enrollment (Headcount):** 3549 Undergraduate  
**Control:** Public  
**Affiliation:** Government-Local- Carroll County Commissioners Office  
**Carnegie Classification:** Associate's - Public Suburban-serving Single Campus  
**Approved Degree Levels:** Postsecondary Award/Cert/Diploma (>=1 year, < 2 years), Associate's;  
**Distance Education Programs:** Fully Approved

**Accreditors Recognized by U.S. Secretary of Education:** American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education

**Other Accreditors:** The Associate Degree Registered Nursing program has been approved by the Maryland Board of Nursing. The Certificate Practical Nursing Program has been approved by the Maryland Board of Nursing.

**Instructional Locations**

**Branch Campuses:** None

**Additional Locations:** Mt. Airy College Center for Health Care Education, Mount Airy, MD.

**Other Instructional Sites:** None

**ACCREDITATION INFORMATION**

**Status:** Member since 1996

**Last Reaffirmed:** June 23, 2011

**Most Recent Commission Action:**

May 2, 2016: To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Mount Airy



College Center for Health Care Education, 1902 Back Acre Circle, Mount Airy, MD 21771. The Commission requires notification within thirty days of the closure of this additional location. To remind the institution of the Commission's request of March 7, 2013 regarding the Periodic Review Report due June 1, 2016.

**Brief History Since Last Comprehensive Evaluation:**

- June 23, 2011: To reaffirm accreditation. To request that the Periodic Review Report, due June 1, 2016, report on efforts to improve the institution's financial aid processes through automation and enhanced inter-office coordination efforts (Standard 9).
- March 1, 2012: To accept the Commission-requested information report. To remind the institution that the Commission previously requested that the Periodic Review Report, due June 1, 2016, report on efforts to improve the institution's financial aid processes through automation and enhanced inter-office coordination efforts (Standard 9).
- May 1, 2012: To acknowledge receipt of the substantive change request and to include the additional location at Mt. Airy College Center for Health Care Education, 1902 Back Acre Circle, Mount Airy, MD 21771 provisionally within the scope of the institution's accreditation pending a site visit within six months of commencing operations. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the Commission previously requested that the Periodic Review Report, due June 1, 2016, report on efforts to improve the institution's financial aid processes through automation and enhanced inter-office coordination efforts (Standard 9).
- March 7, 2013: To note the visit by the Commission's representative and to affirm the inclusion of the additional location at Mt. Airy College Center for Health Care Education, 1902 Back Acre Circle, Mount Airy, MD 21771 within the scope of the institution's accreditation. To remind the institution that the Commission previously requested that the Periodic Review Report, due June 1, 2016, report on efforts to improve the institution's financial aid processes through automation and enhanced inter-office coordination efforts (Standard 9).

**Next Self-Study Evaluation: 2020 - 2021**

**Next Periodic Review Report: 2016**

**Date Printed: May 3, 2016**

## DEFINITIONS

**Branch Campus** - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

**Additional Location** - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

**Other Instructional Sites** - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

**Distance Education Programs** - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy *Accreditation Actions*.



# **CARROLL COMMUNITY COLLEGE FACILITY MASTER PLAN**

**2015 – 2025  
REVISED March 2015**

Prepared by

**Carroll Community College**

Westminster, Maryland

Approved by the Carroll Community College

Board of Trustees on March 18, 2015

Updates 2010 -2020 Master Plan

Approved March 17, 2010 by Board of Trustees

**Prepared**

In Association with

**Gaudreau, Inc.**

Architects & Planners

## **Executive Summary**

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## **EXECUTIVE SUMMARY**

- Background
- Vision & Values
- Mission
- Purpose
- Short Term Development Plan
- Long Term Development Plans
- Planning & Design Objectives

## BACKGROUND

Carroll Community College has been providing educational services in the County since 1976 when it opened with 750 students as a branch campus of Catonsville Community College. Carroll became independent in 1993 and accredited in 1996. It is governed by a seven-member Board of Trustees, appointed by the Governor of Maryland. Dr. Joseph F. Shields was the founding president. Dr. Faye Pappalardo assumed the presidency in 1999 and retired in 2014. The current president is Dr. James D. Ball. The college currently serves over 13,000 students annually.

In 1983 the Board of Carroll County Commissioners approved the development of the college's first Facilities Master Plan, to guide the physical development of the facilities required to support a comprehensive community college for the citizens of Carroll County. This original Master Plan was approved in 1984, updated in 1994, and revised in 1997. A new Facilities Master Plan for 2002-2012 was approved in 2002. This Facilities Master Plan was updated in February 2010 for the period of 2010-2010. This Facilities Master Plan is revised from that approved in 2010 and becomes Carroll's 2015–2025 Master Plan.

After existing in a number of different locations in Carroll County, in August 1990 the college celebrated the opening of its current campus on Washington Road, with two buildings—the Great Hall and Classroom Building C. A multi-purpose building M opened in the fall of 1993, followed by the Random House Learning Resources Center in 1997. The Rotary Amphitheater was added in 1998. In October 2002, the Robert Annis and Phyllis Barrett Scott Center for the Fine and Performing Arts, the Dwight and Linda Hikel Business Training Center, and the Life Fitness Building opened. The Nursing and Allied Health Building opened in fall 2004. Classroom Building 4, with English and mathematics classrooms, a full-service cafeteria, conferencing and student activity space, and offices opened in winter 2010.

## VISION AND VALUES

*Vision* - Carroll Community College is Carroll County's premier learning community for convenient and affordable postsecondary training, baccalaureate preparation, and lifelong education. As a learning-centered college, Carroll embraces student learning as its primary and defining mission; encourages students to be full and active partners in learning; creates an environment supporting student and organizational learning; assesses learning outcomes and uses the results to improve learning; and evaluates all areas of the college by how well they foster learning.

*Values* - Carroll Community College is an organization that values, recognizes, and rewards just, humane, honest, and respectful human interaction; ethical and truthful

representation of the College to students and the community; positive and collaborative problem-solving; and solutions-oriented action.





Washington Road Campus opened with the Great Hall and Classroom Building C in 1990.



The Great Hall and Classroom Building C in 1990.



Multipurpose Building M, funded entirely by Carroll County, opened in 1993.



The Random House Learning Resources Center opened in 1997.



The Rotary Amphitheater opened in 1998.



The Scott Center for the Fine and Performing Arts, the Hikel Business Training Center, and the Life Fitness Building opened in 2002.



The Dr. Faye Pappalardo Nursing and Health



Classroom Bldg. 4 opened in winter 2010.

Care Education Center opened in 2004.

## MISSION

Carroll Community College is a public, open admissions, associate-degree-granting college serving Carroll County, Maryland with baccalaureate preparation programs, career education, workforce and business development, and personal and cultural enrichment opportunities. As a vibrant, learner-centered community, the college engages students as active learners, prepares them for an increasingly diverse and changing world, and encourages their lifelong learning.

## PURPOSE

The Facilities Master Plan provides a framework and planning direction for the future development of the campus capital projects. The purpose of the master plan is to forecast future student growth that is likely to occur, to identify changes that will likely take place in pedagogy, offered courses, campus technology and to identify physical plant improvements needed to meet these changes. This master plan addresses Carroll Community College's 10-year growth, through the year 2025.

The master plan assesses the existing buildings on campus and analyzes current programs and strategic initiatives. The report includes an inventory and analysis of building conditions. The master plan focuses on an assessment of facility needs and the identification of projected capital projects. Illustrative site plan, together with a series of diagrams emphasizing circulation, parking, phasing and utilities, describe the projected growth and improvements for the foreseeable future.

Updating infrastructure is the College's highest priority. This project includes systemic improvements and renovations to facilities including heating, ventilation, and air conditioning systems. Included are Honeywell Control systems upgrades, fire alarm system upgrades, boiler replacements and chiller replacements.

With the completion of Classroom Building 4 and the added instructional capacity supported by this facility, the second most immediate unaddressed need is for additional parking spaces on campus.

## SHORT TERM DEVELOPMENT PLAN

Included in this Facility Master Plan is detail on necessary systemic improvements and renovations to facilities. Also included in the Facility Master Plan, is the identification for the location for a parking structure to respond to the short term parking problems as well as supporting future college parking needs based on expected continued growth of Carroll Community College. The Short Term Development Plan also identifies two future classroom building platforms located immediately adjacent to the existing campus structure and a location for a general storage facility. The proposed short term classroom buildings represent 80,000 SF of additional floor area.

The shortage of parking, exacerbated by the completion of Classroom Building 4, is the highest development priority. Acquisition of adjacent land is not feasible in the foreseeable future. Parking Garage 1, represented on the Short Term Illustrative Master Plan, represents the construction of 700 additional parking spaces, raising the campus parking capacity to 2,263 spaces.

## LONG TERM DEVELOPMENT PLAN

The Facilities Master Plan includes two long term Building Site Options. Both options are considered to be reasonable land use plans. The ultimate selection of one over the other will be influenced in the future by such factors as the availability of additional land in near proximity to the campus and the demand for athletic field space as a priority as the college continues to grow. This Facility Master Plan proposes both options with a final selection to be made as implementation of the plan requires. In the near future, 5 to 10 years it is anticipated that the Short Term Development Plan will guide construction growth on campus.

Both long term master plan options provide a viable development strategy to expand the college on the current 80 acre property. Under either planning scenario, the current open space on campus will be significantly impacted. Minimally, a portion of the athletic fields will be utilized as parking and academic building sites. Each long term option depicts approximately 300,000 SF future academic and support space allocated within two and three story buildings configured in a collegiate quadrangle setting.

## PLANNING AND DESIGN OBJECTIVES

Throughout the development of the short-term and long-term master plans, several important planning and design objectives emerged:

- Expand the campus within the fundamental design framework and contextual image of the current Carroll Community College campus;
- Explore the means to double the size of the current academic and support facilities over the next 20 to 25 years;
- Maintain the views from Washington Road, protecting the axial approach of the central vehicular entrance to the College's entrance courtyard;
- Explore the best options to solve the short-term and long-term parking requirements, remaining sensitive to the architectural scale and rural character of the campus;
- Respect area stakeholders, Westminster and Carroll County as important partners of the College;

- Establish short-term and long-term planning solutions, emphasizing flexibility and orderly growth.
- Be aware of and prepared to adhere to the goals of PlanMaryland. The significance of PlanMaryland in keeping the College and its role within Carroll County is of utmost importance.



## **COLLEGE OVERVIEW** 1

- Early History
- Accreditation & Governance
- Mission and Goals
- Current Strategic Priorities
- Annually-Updated Strategic Initiatives
- Student Enrollment Trends
- Student Characteristics
- Continuing Education Student Characteristics
- Weekly Student Contact Hours
- Enrollment Forecasts
- Faculty & Staff
- Programs Of Study
- Unique Institutional Characteristics
- New Initiatives and Facility Implications
- New or Expanded Programs & Facility Requirements

## EARLY HISTORY

The idea for the institution began in January 1974, when the Commissioners of Carroll County appointed a citizens' committee to recommend higher educational alternatives for the County. In November 1974, the committee recommended that a branch campus of an existing community college be established to serve the County.

An Advisory Committee was appointed by the County Commissioners in June 1975. Specifications for the community college bidding process were drafted. Catonsville Community College was willing to provide a full spectrum of community college services and was selected by the committee to open a branch campus.

The Advisory Committee was given broader responsibilities by the County Commissioners in 1976 and renamed the Advisory Board to the Carroll County Branch of Catonsville Community College. The Advisory Board, composed of citizen advocates, acted as a liaison between the college and the community.

On September 22, 1976, the Carroll County Branch of Catonsville Community College ushered in a new era of higher education within Carroll County by offering its first classes in the vacated Robert Moton Elementary School at 300 South Center Street in Westminster. A total of 750 students enrolled.

Growth of the student body and program demands resulted in numerous facility changes. During 1978, building sites in Carroll County were evaluated with thoughts of future expansion. That same year, the County, following the recommendation of the Advisory Board, purchased an 80-acre site on Route 32 on Washington Road in Westminster for a future campus.

In the spring of 1979, the East End Elementary School was made available for additional classroom space. In January 1982, this building was vacated when the County made available the North Center Street Building, formerly the Carroll County Center for Exceptional Children. Agreements with the Carroll County Board of Education allowed extensive use of the public school facilities for evening classes.

In April 1983, the State passed legislation permitting Carroll County to request State capital funds under the provisions applying to all community colleges. This resulted in planning for the creation of permanent facilities. A planning committee, charged with interviewing architectural firms, was formed in 1983. This group recommended that Probst-Mason, Inc., Architects of Baltimore be selected to prepare the Master Plan for the new campus. The County Commissioners and the State Board for Community Colleges approved the Master Plan in 1984.

A groundbreaking ceremony at the College's present Washington Road location took place in October of 1985. The contract for site construction was awarded to C. J. Miller, Inc., of Hampstead, Maryland, and the construction contract to Lake Falls Construction, Inc., of Baltimore. The construction manager was Heery Program Management, Inc.

In the first building phase, the Master Plan called for an Academic/Administration Building and an attached classroom building to be built. It also included plans for an additional academic building and a Library/Learning Resources Center in the second phase. The third phase included plans for a performing arts center, a physical education facility, and a business training building.

The state funding formula for community colleges changed in 1988, prompting the Catonsville administration and the County Commissioners to evaluate the issue of independence. In 1989 the County Commissioners appointed a fifteen-member "Future of Carroll Community College Task Force" composed of business people, educators and citizens. After much study, the task force recommended that Carroll County move toward the development of its own comprehensive community college.

In August 1990, the Washington Road campus opened with the Great Hall and Classroom Building C. The college celebrated the official dedication of the campus on October 21, 1990 with Governor William Donald Schafer presiding. Carroll Community College remained a branch campus of Catonsville Community College. In February 1992, a transition team was appointed to implement a plan to seek independent status.

In September 1992, the Maryland Higher Education Commission (MHEC) passed a resolution directing the Secretary of Higher Education to begin the process for Carroll Community College to achieve degree-granting status as a two-year community college. In late 1992, the leadership of the college met with staff from the Middle States Association of Colleges and Schools to initiate the process of applying for candidate status for accreditation. After visits by evaluating teams representing MHEC and Middle States, degree-granting status was granted by MHEC in July of 1993. Candidacy status with Middle States was awarded in August of 1993.

On July 1, 1993, Carroll Community College became Maryland's 18th community college with the then Governor William Donald Schaefer appointing a seven-member governing Board of Trustees. The first graduating class from the newly independent Carroll Community College was in May 1994. The Commission on Higher Education of the Middle States Association of Colleges and Schools granted accreditation to Carroll Community College in February of 1996.

## ACCREDITATION AND GOVERNANCE

The college is governed by a seven-member Board of Trustees, appointed by the Governor of Maryland. Dr. James D. Ball is the president. Carroll is a state-approved two-year college. It is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

## MISSION AND GOALS

The college's mission statement, approved by the Board on February 15, 2012, follows:

Carroll Community College is a public, open admissions, associate-degree-granting college serving Carroll County, Maryland with baccalaureate preparation programs, career education, workforce and business development, and personal and cultural enrichment opportunities. As a vibrant, learner-centered community, the college engages students as active learners, prepares them for an increasingly diverse and changing world, and encourages their lifelong learning.

The college's mission is expressed in the following goals:

1. Provide an affordable center of learning with supportive and caring faculty and staff, appropriate admissions practices, effective learner support services, relevant programs, and a variety of teaching and learning strategies.
2. Provide opportunities for all learners to develop competencies in communications skills, critical thinking, quantitative and scientific reasoning, information and technological literacy, creativity, global awareness, and personal development.
3. Prepare students for completion of the baccalaureate degree through rigorous transfer programs, appropriate advising and support services, and effective articulation agreements.
4. Provide career preparation, job skill enhancement, continuing professional education, and career development services through credit and noncredit programs.
5. Ensure learning through ongoing assessment of student progress and achievement, and evaluation of the effectiveness of instructional programs and support services.
6. Support county business growth by providing training and services directly to businesses, and by partnering with industry, community organizations, Carroll County schools, higher education institutions, and government entities to advance economic and community development.
7. Embrace an increasingly diverse and changing world by encouraging students, faculty, and staff to value diversity, cultivate global awareness, and practice responsible citizenship.
8. Provide cultural and community enrichment through lifelong learning opportunities, creative arts activities, and special events that educate and entertain.



9. Nurture a learning-centered, inclusive, and collaborative organizational culture that fosters personal and professional growth, leadership skills, and the development and implementation of best practices.
10. Employ the college's financial, physical, and technological resources effectively and efficiently to fulfill the college's mission.

## CURRENT STRATEGIC PRIORITIES

In September 2005, the college adopted *Compass: Charting the Course to 2010*, its strategic plan for FY2006-FY2010. At its annual retreat in 2009, the Executive Team decided to extend *Compass* through FY2012 so the new multi-year strategic plan could incorporate suggestions from the college's Self Study and Middle States team report. *Compass 2012* contained six strategic priorities: student achievement, instructional programs, technology, assessment and improvement, facilities enhancement, and Foundation and institutional development. The current multi-year strategic plan, *Compass 2015*, was adopted June 7, 2012 and runs through the end of fiscal year 2015. *Compass 2015* has five priorities:

- I. **STUDENT ACHIEVEMENT.** Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.
- II. **ENROLLMENT DEVELOPMENT.** Respond to community and student needs through innovation and resourcefulness in instruction, programs, and services.
- III. **PARTNERSHIPS.** Collaborate through partnerships with local businesses, nonprofit organizations, Carroll County schools, other institutions of higher education, and internally to advance the college's mission.
- IV. **CONTINUOUS IMPROVEMENT.** Invest in the college's employees, technology, and decision support systems in continuous improvement efforts to further the college's excellence.
- V. **RESOURCE MANAGEMENT.** Develop resource management strategies to respond to anticipated levels of governmental and student revenues.

## ANNUALLY-UPDATED STRATEGIC INITIATIVES

The college employs a rolling, annually-updated strategic planning process to accomplish the goals in *Compass*. The president announces the college's Strategic Initiatives in late May, following endorsement by the Board of Trustees. The initiatives guide area and office planning for the coming year and specify the tasks necessary to make progress toward the accomplishment of the priorities in the college's multi-year plan. The president may also include additional initiatives for emphasis. The annually-updated initiatives document is titled the

college's Strategic Plan because it is tied to *Compass* and to reflect the college's view that planning is dynamic, resource-dependent, and subject to revision as circumstances change.

### STUDENT ENROLLMENT TRENDS

A total of 12,064 individuals took at least one class at Carroll Community College during the fiscal year ending June 30, 2014.

Unduplicated Headcount Enrollment, Fiscal Years 2005-2014										
	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
Credit	4,392	4,478	4,662	4,825	4,908	5,442	5,600	5,473	5,476	5,186
Noncredit	8,230	9,271	8,273	9,221	9,266	9,110	8,969	8,949	8,266	7,368
Total	12,307	13,425	12,606	13,658	13,533	13,987	13,949	13,881	13,191	12,064

NOTE: Total does not equal sum of credit and noncredit headcounts since approximately three percent of students each year enroll in both credit and noncredit classes. Total unduplicated headcount declined in FY2009 even though unduplicated headcounts of both credit and noncredit students increased because the number of students who enrolled in both credit and noncredit courses during the year increased.

The college generated a total of 2,920 full-time-equivalent (FTE) enrollments in fiscal year 2014. FTE enrollment has fallen back to FY2009 levels, reflecting changes in the age composition of the county's population.

State-funded Full-time-equivalent (FTE) Enrollment, Fiscal Years 2005-2014										
	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
Credit	1,934	1,934	2,053	2,224	2,265	2,519	2,660	2,626	2,618	2,410
Noncredit	559	602	464	643	656	620	687	547	549	510
Total FTEs	2,493	2,536	2,517	2,867	2,921	3,138	3,347	3,173	3,167	2,920

NOTE: Data are for state-funded enrollments only. FTE figures have been rounded.

Approximately half of the Carroll County residents who start college in Maryland as full-time students in the fall enroll at Carroll Community College. The college's market share of part-time undergraduates has been two-thirds or higher since 2000.

Market Shares of Carroll County Undergraduates, Fall Semesters, 2005-2013									
	2005	2006	2007	2008	2009	2010	2011	2012	2013
First-time FT	47.5	47.4	50.0	50.8	54.6	51.1	47.0	49.0	46.4
Part-time	69.2	67.1	69.5	69.0	71.6	73.3	72.9	73.4	71.5

NOTE: Data are percent of Carroll County residents attending a Maryland college or university as an undergraduate who attended Carroll Community College. Top row is market share of first-time, full-time freshmen; second row is market share of part-time undergraduates.

Recent high school graduates are a primary market served by the college. Twenty-two percent of the 2,180 graduates of Carroll County public high schools in spring 2014 enrolled at Carroll Community College in fall 2014.

Enrollment Rate of Carroll County High School Graduates, Fall 2005-Fall 2014										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
CCPS grads	2,159	2,320	2,347	2,380	2,425	2,313	2,296	2,332	2,177	2,180
Enrolled CCC	467	551	600	569	656	637	544	604	518	483
Enroll Rate	21.6	23.8	25.6	23.9	27.1	27.5	23.7	25.9	23.8	22.2

NOTE: Rate is percent of Carroll County public high school graduates enrolling at Carroll Community College the fall following their high school graduation. It is an enrollment rate, not a market share.

Registrations in continuing education courses, including contract training, open enrollment workforce development courses, and personal enrichment courses, totaled 12,933 in FY2014.

Continuing Education Registrations, by Course Type, Fiscal Years 2005-2014										
	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
Contract	4,783	6,326	4,333	5,085	5,227	4,698	5,489	4,588	4,345	3,744
Workforce	2,984	3,123	3,131	3,521	3,681	3,997	3,932	4,215	3,876	3,903
Enrichment	5,009	5,170	5,695	5,774	5,468	5,721	5,424	5,563	5,930	5,286
Total	12,776	14,619	13,159	15,239	15,344	14,416	14,845	14,366	14,151	12,933

NOTE: Data are course registrations, not headcounts. A student may account for multiple registrations.

## STUDENT CHARACTERISTICS

*Course load* - Full-time students accounted for 37 percent of the college's credit students in fall 2014. In fall 2008, full-timers accounted for 47 percent.

Course load of Fall Credit Students, Fall Semesters, 2005-2014										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Full-time	1,327	1,441	1,620	1,631	1,730	1,793	1,647	1,614	1,437	1,352
Part-time	1,788	1,775	1,821	1,829	2,183	2,315	2,394	2,489	2,357	2,309
Total students	3,115	3,216	3,441	3,460	3,913	4,108	4,041	4,103	3,794	3,661
Mean load	9.05	9.25	9.46	9.51	9.37	9.42	9.49	9.40	9.35	9.32

NOTE: Full-time students carry 12 or more billable hours; hours in developmental courses are counted.

*Credit Programs of Study* - General Studies has been the most popular program of study at Carroll. Three other transfer programs, Arts and Sciences, Teacher Education (including the

Associate of Arts in Teaching degree), and Business Administration have been the next three most-popular programs of study. Seventy-seven percent of the college's credit students identified a transfer program as their major in fall 2014. Since introduction of the Registered Nursing Associate's Degree program in 2004, Nursing has been the college's most popular career program.

Declared Majors of Credit Students, Fall Semesters, 2005-2014										
Program	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
General Studies	1,180	1,193	1,325	1,412	1,732	1,905	1,893	1,974	1,825	1,618
Arts and Sciences	864	908	923	853	971	968	884	877	747	674
Teacher Education	260	268	284	286	350	304	268	255	229	220
Business Admin.	297	309	347	324	285	255	265	250	247	240
Engineering	NA	NA	NA	NA	NA	NA	22	34	54	54
Music	NA	NA	NA	NA	NA	NA	NA	NA	8	15
<i>Total transfer</i>	<i>2,601</i>	<i>2,678</i>	<i>2,879</i>	<i>2,875</i>	<i>3,338</i>	<i>3,432</i>	<i>3,332</i>	<i>3,390</i>	<i>3,110</i>	<i>2,821</i>
Nursing	103	115	122	137	132	173	209	226	206	221
Computer Info. Sys.	57	61	70	78	87	92	84	96	95	90
Computer Graphics	79	94	95	98	93	84	87	82	67	72
Accounting	63	67	69	89	85	83	94	66	68	64
Health Info. Tech.	11	7	16	29	34	49	50	59	61	58
Early Childhood Ed.	51	42	33	30	28	46	50	52	54	42
Physical Ther. Asst.	36	46	53	48	22	46	49	51	54	57
Comp-aided Design	32	38	42	34	41	29	24	19	22	21
Law Enforcement	18	8	21	11	26	29	15	15	11	11
Emer. Medical Serv.	NA	NA	NA	NA	NA	NA	2	15	12	23
Office Technology	14	26	8	10	10	10	11	6	8	4
Visual Arts	NA	NA	NA	NA	NA	2	1	3	2	2
Other career prog.	1	2	2	1	2	1	2	2	3	1
<i>Total career</i>	<i>465</i>	<i>506</i>	<i>531</i>	<i>565</i>	<i>560</i>	<i>644</i>	<i>678</i>	<i>692</i>	<i>663</i>	<i>666</i>
Undecided/Non-d.	49	32	31	20	15	32	31	21	21	174
<b>Total headcount</b>	<b>3,115</b>	<b>3,216</b>	<b>3,441</b>	<b>3,460</b>	<b>3,913</b>	<b>4,108</b>	<b>4,041</b>	<b>4,103</b>	<b>3,794</b>	<b>3,661</b>

NOTE: In addition to the Early Childhood Education Associate of Applied Sciences (A.A.S.) career program, shown above, students may pursue an Associate of Arts in Teaching (A.A.T.) degree in Early Childhood Education. Students majoring in the Early Childhood Education A.A.T. program are included in the Teacher Education transfer programs total in the above table. The Arts and Sciences program includes numerous transfer curricular options. Among these are Associate of Arts (A.A.) degrees in Criminal Justice and Nursing. The Law Enforcement and Nursing totals shown above are for Associate of Applied Science (A.A.S.) and Associate of Science (A.S.) career programs. The 2014 data reflect a new category of "non-degree-seeking" as an option to declaring a program major. Previously, non-degree-seeking students were assigned a program, typically General Studies.

*Credit Student Age Profile* – College attendance and course loads are highly correlated with age. In fall 2005, 42.3 percent of the college’s credit students were under age 20; by 2014 this decreased to 39.7 percent.

Age Profile of Fall Credit Students, Fall Semesters, 2005-2014										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Under 18	312	367	397	310	386	332	313	307	313	275
18 – 19	1,007	1,057	1,240	1,207	1,334	1,391	1,296	1,312	1,195	1,179
20 – 24	884	897	918	971	1,093	1,172	1,259	1,291	1,199	1,155
25 – 29	224	234	240	274	348	388	373	426	358	383
30 – 39	341	316	297	285	303	364	335	328	313	312
40— 49	260	255	254	275	294	297	295	277	241	194
50 – 59	65	69	76	112	115	123	133	120	120	113
60 and older	20	20	15	26	39	41	37	42	55	50
Unknown age	2	1	4	0	1	0	0	0	0	0
Total students	3,115	3,216	3,441	3,460	3,913	4,108	4,041	4,103	3,794	3,661

*Credit Student Residence* - Eighty-nine percent of the college’s credit students in fall 2014 were residents of Carroll County. Westminster provided the most students, 1,227 or a third of all credit students. The number of students from Pennsylvania has increased slowly over time, from nine in 2000 to 79 in 2014.

Residence of Fall Credit Students, Fall Semesters, 2005-2014										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Westminster	1,076	1,064	1,122	1,122	1,274	1,357	1,348	1,390	1,270	1,227
Sykesville	536	587	686	663	746	773	789	774	672	632
Hampstead	268	236	290	294	328	340	335	342	316	293
Mount Airy	185	195	217	197	248	258	250	234	238	214
Manchester	202	211	196	206	243	262	254	262	241	240
Finksburg	189	182	198	196	227	233	213	214	212	211
Taneytown	127	140	155	152	170	187	186	188	193	186
New Windsor	106	122	120	111	142	124	125	121	97	85
Union Bridge	40	51	39	46	55	58	61	70	60	57
Other Carroll	164	144	121	148	124	157	108	112	111	114
Total Carroll	2,893	2,932	3,144	3,135	3,557	3,749	3,669	3,707	3,410	3,259
Balt. County	121	150	149	168	187	190	186	198	181	200
Other MD	58	79	82	92	86	107	123	128	137	121
Pennsylvania	43	52	61	62	79	58	58	63	61	79
Other states	0	3	5	3	4	4	5	7	5	2
Total students	3,115	3,216	3,441	3,460	3,913	4,108	4,041	4,103	3,794	3,661

NOTE: Data were sorted by zip code; Carroll County town names are used to identify areas of the county only. Other Carroll includes Keymar, Marriotsville, Reisterstown, Upperco, and Woodbine.

## CONTINUING EDUCATION STUDENT CHARACTERISTICS

Two-thirds (65 percent) of the college’s Continuing Education and Training students in FY2014 were age 30 or older. In contrast, only 18 percent of the college’s credit students were age 30 or older. Most of the college’s “adult learners” are served by Continuing Education and Training courses. At the same time, Continuing Education served over a thousand students under 18 years of age, driven largely by the Summer Kids@Carroll program.

In contrast to credit students, 89 percent of whom live in Carroll County, 73 percent of the college’s noncredit students were County residents. The larger proportion of out-of-county students reflects students in contract training courses, working for Carroll County employers, who reside outside the County.

Age and Residence of Continuing Education Students, Fiscal Years 2005-2014										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Under 18	486	853	946	1,076	1,045	1,114	1,086	1,064	1,235	1,065
18 – 19	195	199	209	286	403	349	367	303	254	247
20 – 24	651	746	599	729	891	778	860	796	814	699
25 – 29	665	631	514	658	698	690	607	626	594	538
30 – 39	1,468	1,483	1,227	1,327	1,251	1,191	1,174	1,085	927	839
40 – 49	1,895	2,063	1,807	1,868	1,707	1,673	1,618	1,516	1,289	1,177
50 – 59	1,529	1,621	1,435	1,528	1,502	1,530	1,605	1,619	1,390	1,271
60 and older	1,184	1,363	1,379	1,537	1,530	1,524	1,531	1,572	1,614	1,474
Unknown age	157	312	157	212	239	261	121	368	149	56
Carroll resident	5,503	6,291	5,983	6,791	6,786	6,779	6,632	6,360	6,159	5,408
Baltimore County	799	838	710	695	742	713	682	677	593	515
Frederick County	424	445	346	419	424	382	328	386	327	270
Howard County	254	274	198	226	188	179	154	178	169	206
Other Maryland	608	854	549	581	486	569	735	826	551	531
Pennsylvania	461	456	415	441	417	386	382	412	404	349
Other states	49	98	72	62	62	72	56	107	59	87
Unknown	132	15	0	6	161	30	0	3	4	0
Total students	8,230	9,271	8,273	9,221	9,266	9,110	8,969	8,949	8,266	7,366

NOTE: Profile includes all CET students; demographic data are not always collected in contracted courses and Kids@Carroll summer program, accounting for the large number of not provided/unknown.

## WEEKLY STUDENT CONTACT HOURS

In fall 2014, weekly student contact hours (WSCH) in degree-credit courses totaled 33,572. Eighty-five percent occurred before 5:00 p.m.

Weekly Student Contact Hours, Fall Semesters, 2005-2014										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>DEGREE-CREDIT COURSES</b>										
<b>On campus</b>										
Before 5:00 p.m.	23,946	23,472	25,172	25,949	28,900	30,782	29,994	30,308	28,865	28,450
5:00 p.m. or after	7,198	7,222	7,768	7,235	8,033	8,251	7,496	7,161	5,698	4,725
<b>Off-campus</b>										
Before 5:00 p.m.	236	328	0	0	0	0	2	334	676	238
5:00 p.m. or after	211	217	150	52	14	7	16	144	244	162
Distance ed.	172	NA	NA	NA	NA	NA	NA	NA	NA	NA
<i>Total credit WSCH</i>	<i>31,764</i>	<i>31,239</i>	<i>33,090</i>	<i>33,236</i>	<i>36,946</i>	<i>39,040</i>	<i>37,509</i>	<i>37,946</i>	<i>35,483</i>	<i>33,572</i>
<b>CONTINUING EDUCATION AND TRAINING</b>										
<b>On campus</b>										
Before 5:00 p.m.	3,692	4,139	2,606	3,461	7,666	6,587	5,859	4,279	5,433	3,162
5:00 p.m. or after	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Off-campus</b>										
Before 5:00 p.m.	5,825	7,533	3,756	8,196	6,966	5,324	5,273	3,904	4,398	5,048
5:00 p.m. or after	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Distance ed.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<i>Total CET WSCH</i>	<i>9,517</i>	<i>11,672</i>	<i>6,362</i>	<i>11,657</i>	<i>14,632</i>	<i>11,911</i>	<i>11,132</i>	<i>8,183</i>	<i>9,831</i>	<i>8,210</i>

NOTE: Source is MHEC S-6 report. Contact hours for Continuing Education include eligible courses only, averaged for August, September, and October of previous fiscal year. Totals only reflect data requested by MHEC. Hours have been rounded.

## ENROLLMENT FORECASTS

Enrollment forecasts are necessary for capital planning purposes. Facilities planners must have some idea of the number of students likely to be attending in the future to justify and design new buildings. Yet producing accurate long-term forecasts is difficult. Studies of community college enrollment forecasting models used in Maryland have revealed reasonable forecasting accuracy in the short term (two to three year time horizon) but larger errors in the long term. Given the modest long-term forecasting record, planners are well advised to recognize that forecasts are not predictions. They are reasonable sets of planning data based on historical enrollment patterns and the county's demographic outlook, that are modified as new information becomes available. Many factors impact enrollment that are not incorporated into the models used to generate the forecasts used here. Caution in application of these forecasts is recommended.

The Maryland Higher Education Commission staff publishes ten-year enrollment projections for each public higher education institution each year. The MHEC forecasts include full- and part-time credit headcount, total credit and noncredit FTEs, and for the last year, full-time-day-equivalents (FTDEs) for credit enrollment. The most recent MHEC projections were published in June 2014. Actual credit headcount in fall 2014 was 3,661; MHEC staff forecast this will increase to 4,523 by fall 2023 (FY2024). This would be a 24 percent increase.

Fall Credit Headcount Projections, Fiscal Years 2015-2024 Maryland Higher Education Commission, June 2014										
	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Full-time	1,352	1,548	1,616	1,668	1,702	1,743	1,773	1,788	1,852	1,907
Part-time	2,309	2,389	2,419	2,439	2,468	2,513	2,530	2,575	2,605	2,616
Total	3,661	3,937	4,035	4,107	4,170	4,256	4,303	4,363	4,457	4,523

NOTE: Forecasts are for fall semester headcounts; e.g., FY16 (Fiscal Year 2016) forecast is for fall 2015. FY15 (fall 2014) is actual.

The MHEC staff also produces forecasts for full-time-equivalent (FTE) enrollment, for both credit and noncredit students. In fiscal year 2014, the college generated 2,410 credit FTEs and 510 noncredit FTEs, or a total of 2,920. This is forecasted by MHEC to increase to 3,768 by FY2023—a 29 percent increase.

FTE Projections, Fiscal Years 2015-2024 Maryland Higher Education Commission, June 2014										
	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Credit FTE	2,645	2,713	2,803	2,871	2,921	2,986	3,028	3,062	3,148	3,216
Noncredit FTE	563	570	577	584	591	598	605	612	620	NA
Total FTE	3,208	3,283	3,380	3,455	3,512	3,584	3,633	3,674	3,768	NA

NOTE: Forecasts are for state-eligible FTEs only. MHEC has forecasted noncredit FTEs through FY2023.

## FACULTY AND STAFF

Following government reporting guidelines, the college employed 677 individuals in fall 2014, 270 full-time and 407 part-time.

The number of full-time employees increased steadily from 2000 to 2012, increasing by 71 employees or 35.5 percent over this seven-year period. Full-time employment has been stable since 2012.



Carroll Community College Employees, Fall 2005-2014

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>Credit faculty</b>	<b>210</b>	<b>208</b>	<b>223</b>	<b>258</b>	<b>288</b>	<b>277</b>	<b>275</b>	<b>293</b>	<b>271</b>	<b>265</b>
<i>Full-time</i>	60	62	61	68	69	73	75	77	78	77
<i>Part-time</i>	150	146	162	190	219	204	200	216	193	188
<b>Faculty librarians</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<i>Full-time</i>	3	3	3	3	3	4	4	4	4	4
<b>Professional staff</b>	<b>43</b>	<b>45</b>	<b>49</b>	<b>56</b>	<b>65</b>	<b>69</b>	<b>71</b>	<b>77</b>	<b>77</b>	<b>117</b>
<i>Full-time</i>	40	44	48	55	58	61	64	70	68	69
<i>Part-time</i>	3	1	1	1	7	8	7	7	9	48
<b>Technical/Paraprof.</b>	<b>23</b>	<b>24</b>	<b>28</b>	<b>36</b>	<b>45</b>	<b>55</b>	<b>69</b>	<b>63</b>	<b>65</b>	<b>44</b>
<i>Full-time</i>	13	14	13	13	15	18	18	16	17	18
<i>Part-time</i>	10	10	15	23	30	37	51	47	48	26
<b>Clerical/Secretarial</b>	<b>74</b>	<b>70</b>	<b>82</b>	<b>74</b>	<b>66</b>	<b>79</b>	<b>77</b>	<b>73</b>	<b>74</b>	<b>73</b>
<i>Full-time</i>	46	50	54	57	55	57	56	58	58	56
<i>Part-time</i>	28	20	28	17	11	22	21	15	16	17
<b>Service/Maintenance</b>	<b>25</b>	<b>29</b>	<b>22</b>	<b>24</b>	<b>26</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>
<i>Full-time</i>	19	21	19	20	21	24	23	24	25	25
<i>Part-time</i>	6	8	3	4	5	7	9	9	9	10
<b>Administrative</b>	<b>19</b>	<b>19</b>	<b>22</b>	<b>23</b>	<b>23</b>	<b>22</b>	<b>21</b>	<b>22</b>	<b>20</b>	<b>21</b>
<i>Full-time</i>	19	19	22	23	23	22	21	22	20	21
<b>CET faculty</b>	<b>211</b>	<b>246</b>	<b>259</b>	<b>253</b>	<b>234</b>	<b>150</b>	<b>168</b>	<b>151</b>	<b>141</b>	<b>118</b>
<i>Part-time</i>	211	246	259	253	234	150	168	151	141	118
<b>Total employees</b>	<b>608</b>	<b>644</b>	<b>688</b>	<b>727</b>	<b>750</b>	<b>687</b>	<b>717</b>	<b>716</b>	<b>686</b>	<b>677</b>
<i>Full-time</i>	200	213	220	239	244	259	261	271	270	270
<i>Part-time</i>	408	431	468	488	506	428	456	445	416	407

SOURCE: Employee Data System. Beginning in 2010, per statewide agreement, date parameters for counting Continuing Education adjunct faculty narrowed, resulting in lower counts. Beginning in 2014, part-time tutors were reclassified from technical-paraprofessionals to professional staff.

## PROGRAMS OF STUDY

Lifelong learning is an integral part of the institution's philosophy resulting in the continued growth of both credit and noncredit program options. This commitment to serving the learner places Carroll Community College as the leading provider of postsecondary education for Carroll County. In responding to the needs of its varied constituents, the College assumes multiple roles within the community. The continuum of educational delivery spans the needs of County youth in summer programs, high school graduates, young adults and employees in the workforce, professionals, business owners and individuals with the desire to learn for personal enrichment.

Complementing the full degree options is a selection of certificate programs that focus on the technical aspects of the degree demonstrated by the successful completion of approximately 30 credits. Letters of Recognition are available in selected disciplines and generally require the

completion of three courses. Students interested in computer-related technology, accounting, education, office technology, criminal justice or music can advance their skills by selecting one of these non-degree academic program options.

**DEGREE-CREDIT PROGRAM OFFERINGS  
ACADEMIC YEAR 2014 – 2015**

CODE	Program	AA/AAT	AAS/AS/ASE	CERTIF	LOR
4910 01	Arts and Sciences	19		0	2
491007	Music	1			
494002	Computer Engineering (ASE)		1		
494003	Electrical Engineering (ASE)		1		
4950 01	General Studies	1		0	0
4960 01	Teacher Education	1		0	0
4960 09	Early Childhood Ed. A.A.T.	1		0	0
4960 11	Elementary Ed. A.A.T.	1		0	0
4960 30	Secondary Ed-Chemistry A.A.T.	1		0	0
4960 31	Secondary Ed-Math A.A.T.	1		0	0
4960 33	Secondary Ed-Spanish A.A.T.	1		0	0
4960 34	Secondary Ed-English A.A.T.	1			
4970 01	Business Administration	3		0	0
5002 01	Accounting		1	1	0
5002 02	Certified Bookkeeping			1	
5005 01	Office Technology		0	1	4
5009 00	Technical & Professional Studies		1		
5012 06	Computer Graphics		3	3	3
5101 01	Computer Info. Systems		1	1	1
5208 01	Nursing		1	1	0
5209 01	Licensed Practical Nursing			1	
5213 01	Health Information Tech.		0	1	1
5219 01	Physical Therapist Asst.		1	0	0
5299 00	Emergency Medical Services-Paramedic		1		
5304 01	Computer-aided Design		1	1	1
5503 01	Early Childhood Ed.		1	0	1
5505 01	Law Enforcement		1	0	0

NOTE: The above program offerings are approved by the Maryland Higher Education Commission. Within a given program, the college may offer multiple curricular options or transfer patterns.

Carroll Community College is committed to the development of a highly qualified local, state, and regional workforce. In addition to its degree-credit programs, the College supports economic development by offering non-credit occupational training programs including State and industry certification training; continuing education for the professions; exam preparation, and

contractual, on-demand, specialty and technical courses for local businesses. The College now offers 45 competency-based Continuing Education Training Certificate programs ranging from 75- 400+ hours of instruction. The Miller Center for Small Business Development is a key partner in the Carroll County Business Path initiative and provides access to technology, networking opportunities, and courses and seminars to promote entrepreneurship and support business start-ups in the County. The Hikel Business Training Center houses classrooms, labs and other resources to support workforce training and organizational development services to local employers.

Continuing Education and Training offers adult education programs that help to improve the basic skills needed to earn a high school diploma. Classes prepare students to take the GED exam and earn a high school diploma. Adults who are seeking a high school diploma and have mastered basic skills through life experience are eligible for the External Diploma Program of independent study and portfolio development. English classes for foreign-born students are offered through the ESOL program.

Continuing education provides non-credit personal enrichment educational activities for adults that stimulate creativity, broaden knowledge, expand perspectives and support healthy living. A broad selection of courses and activities are designed to accommodate changing lifestyles and balancing work, home and self. The College's Kids and Teens@Carroll programs also provide summer enrichment programs for youth ages 6 – 15 years of age and volunteer and paid camp counselor opportunities

## SELECTING A PROGRAM STUDY

Most full-time students and a large percentage of part-time students plan to transfer to a four-year institution after leaving Carroll Community College. From the time students select their first courses, they are making decisions that greatly affect their transfer plans. The Admissions Office, Advising and Transfer Center as well as the Career Center have personnel and resources devoted to assist students with effective academic, transfer and career planning and decision making.

Full and Part-time advising staff work with students upon entry and thereafter to assist with academic planning and program/course selection. The college uses Datatel's Colleague academic planning and degree audit system as tools to assist students in monitoring degree progress. Every new student participates in "First Advising," a program designed to orient them to the process of academic Program/Course selection and transfer processes. Students are given opportunities to declare majors and/or learn about ongoing events within our "Areas of Study" structure. Seven individual areas of study are run by the faculty who conduct associated learning opportunities relating to their community both in-side and out-side of class. Areas of study are designed to demystify the college major and the world of work by exposing students to learning activities and opportunities to engage in exploration of career pursuits related to a given area of study. Students participating in areas of study events connect classroom learning with related learning opportunities including service learning, field trips, films, seminars, debates, lectures and many other activities.

The Advising and Transfer Center contains a library of in-state and many out-of-state college catalogs as well as computer access to the Articulation System of Maryland (ARYTSYS) and online access to college webpage's. Applications for area colleges are available, as well as comparative information for making college selection decisions. An active Transfer Services webpage is also maintained on the College's webpage containing useful information regarding the transfer process and links to area universities

<http://www.carrollcc.edu/services/advising/articulation/default.asp>

Students can use the online "Discover System" to conduct a national search for colleges that meet their special requirements. Discover is also used as a career development tool whereby students can research various career possibilities as well as take online assessments to assist in pointing direction for career decision making. Carroll Community College sponsors two Transfer Advising Days each year. Representatives from transfer institutions are available to talk to prospective students in the Great Hall.

A variety of degrees, courses and curricula are offered by the College for students seeking to supplement their education or to work toward a career or a transfer degree. To ease transfer, the College has developed agreements on the acceptance of credits with the University System of Maryland and select Maryland private institutions. These agreements can be accessed via the articulation program for the University System of Maryland (ARTSYS) at <http://artweb.usmd.edu>.

In addition, agreements with several out-of-state colleges exist. Advisers will assist students in selecting transferable courses.

Students may complete an Associate of Arts degree (A.A.) in the following programs:

- Arts and Sciences
- Arts and Sciences - Criminal Justice
- Arts and Sciences - Forensics
- Arts and Sciences - Legal Studies
- Arts and Sciences - Music
- Arts and Sciences – Nursing
- Arts and Sciences - Psychology
- Business Administration - General Business
- Business Administration- International Business
- Business Administration - Management Information Studies
- General Studies
- Health and Exercise Science
- Legal Studies
- Nursing - ADN
- Paralegal Studies
- Teacher Education
- Associate of Fine Arts
- Associate of Arts in teaching (AAT) - Early Childhood

Associate of Arts in Teaching (AAT) – Elementary Education  
Associate of Arts in Teaching (AAT) - Secondary Education, Concentrations in  
Mathematics, Spanish, English, Physical Education and Chemistry  
Associate of Applied Sciences  
Associate of Science in Engineering  
Associate of Science in Computer and Electrical Engineering

Students who plan to transfer can use the programs listed above to create a curriculum consisting of the College's general education requirements and the undergraduate courses required by transfer institutions. The possibilities are endless but include such majors as:

American Studies  
Anthropology  
Art, Fine and Applied  
Biology  
Biotechnology  
Chemistry  
Communications  
Economics  
Environmental Science  
Geography  
Geology  
Health Sciences  
Pre-Law  
Mathematics  
Pre-Medicine  
Meteorology  
Music  
Nursing  
Political Science  
Psychology  
Science Technology  
Sociology  
Social Work  
Speech/Communication  
Theatre

## CAREER PROGRAMS

Through Carroll Community College, students may complete an Associate of Applied Science degree (A.A.S.) in the following programs:

Accounting  
Administrative Assistant  
Computer-Aided Design

Computer Graphics – Graphic Design  
Computer Graphics - Multimedia Design  
Computer Graphics Web Design  
Computer Information Systems  
Computer Information Systems – User Support Technology  
Computer Information Systems - Microcomputer Services  
Computer Information Systems - Application Software Support  
Computer Information Systems - Local Area Network (LAN)  
Early Childhood Education  
Health Information Technology  
Law Enforcement  
Physical Therapist Assistant (selective admissions)  
Technical and Professional Studies

## CERTIFICATES

Students who would like to focus on the technical aspect of the degree may consider the following Certificates:

Accounting - CPA Exam Qualification  
Accounting - Tax  
Accounting - Management  
Computer-Aided Design  
Computer Graphics - Design  
Computer Graphics - Multimedia Design  
Computer Information Systems - Programming Language, Visual Basic  
Computer Information Systems - Programming Language, C/C++  
Computer Information Systems - Microcomputer Services  
Computer Information Systems - Application Software Support  
Computer Information Systems - Local Area Network (LAN)  
Early Childhood Education  
Practical Nursing  
Office Technology

## LETTERS OF RECOGNITION

Students who would like to take courses in selected disciplines that can be completed within a short time frame may consider the following Letters of Recognition:

Art History  
Computer-Aided Design  
Computer Graphics  
Computer Graphics - Web Page Publishing  
Computer Information Systems - Programming Language, Visual Basic  
Computer Information Systems - Programming Language, C/C++

Computer Information Systems - Microcomputer Services  
Computer Information Systems - Application Software Support  
Computer Information Systems - Local Area Network (LAN)  
Criminal Justice  
Early Childhood Education  
Music  
Office Technology - Administrative Assistant  
Office Technology - Legal Secretary  
Office Technology - Medical Transcription

*Concurrent Enrollment* - To enhance learning, students may be simultaneously enrolled in both high school and a post-secondary institution. With approval, selected students can earn credit at Carroll Community College by taking classes that support their overall educational plan and career interests and are a logical extension of their planned sequence of study. This Concurrent Enrollment program allows high school students to take Carroll courses while still in high school and get a head start on college.

*Distance Learning* – Distance Learning is the general term for learning opportunities accessed via remote electronic access (not in the traditional classroom). Distance Learning is provided at Carroll Community College for credit and credit-free courses, as well as for businesses and professionals. Several delivery modes are available at Carroll, including on-line (Internet), and satellite teleconferencing and hybrid courses which deploy a face-to-face and online learning component in a given course.

The Internet provides an enhanced mechanism for the delivery of credit and credit-free coursework and student/faculty interaction. Internet based instruction provides time and location independent learning opportunities often found to be useful for working adults. The college uses the Blackboard Course Management System as a virtual course presence for 98% of all courses. This enables students to have 24/7 access to all course materials in online and face to face courses.

National and regional teleconferences are down linked via satellite for businesses and professionals. These live teleconferences bring pertinent issues and topics (for example, management, agri-business, and educational trends) of national magnitude and nationally renowned presenters to the College.

*Maryland Online* - In addition to the many distance learning courses that originate at Carroll, credit seeking students can take advantage of Carroll's membership in the Maryland Online and get on-line and live interactive video courses from selected other community colleges. Students register and pay Carroll tuition even though the course may originate from another college.

Continuing Education and Training offers a diverse array of affordable and accessible lifelong learning opportunities for Carroll County residents. Courses and training programs assist individuals and groups to prepare for and keep pace in career, occupational, professional,

personal, and cultural growth areas. Noncredit courses are delivered in formats that are convenient and flexible for learners of all ages and abilities, including online courses, self-directed learning, small group seminars, traditional classroom, field study, clinical practicum, and conferences. Working closely with local businesses, government, and non-profit agencies, Continuing Education and Training provides customized training that meets specific workplace needs.

### **Career Training, Technical Skill Development and Continuing Professional Education** -

Continuing Education and Training offers courses and training programs to prepare individuals to enter the workforce, upgrade current job skills and advance in their careers. State and industry certifications and pre-licensing qualifications are offered in some areas. Following are current non-credit offerings by major content areas; new training programs are developed and offered each year.

***Nursing and Health Care*** - Training programs and continuing professional development in the nursing and health care occupations are available for individuals currently working in the healthcare and for those who are considering a career in the field.

Entry level training includes:

- Medical Assistant
- Nursing Assistant (Geriatric option)
- Pharmacy Technician
- Medicine Aide
- EKG Technician
- Medical Billing and Coding
- Home Healthcare Aide
- Dental Assistant
- Ophthalmic Assistant
- Assisted Living Manager
- Phlebotomy Technician
- Physical Therapy Aide
- Occupational Therapy Aide
- Patient Care Technician
- Sleep Technician

Continuing Professional Education courses are also offered for nurses and health care professionals (physical therapists, EMTs, massage therapists and others) in a variety of topics throughout the year. CEUs are offered by the College in conjunction with professional organizations.

***Information Technology*** - Courses are available for IT professionals seeking to update computer skills, individuals seeking industry certifications, and for those who have minimal computer experience. Courses are offered in topics related to all major computer software suites;



internet use; desktop publishing; computer graphics and web design; architectural and engineering software, and cyber security.

IT Certifications: the college offers coursework to prepare for industry exams in IT careers including A+, Net+, Security+, CCNA, MSDBA, Linux, and Healthcare IT. Classroom and on-line options are offered.

Office Technology and Administration: Courses in general office technology are offered throughout the year in self-paced formats. Topics include keyboarding, word processing, machine transcription, terminology, and office practices. Classroom and lab based training programs for specific office settings such as dental office and medical office administration are also offered

Continuing Education Certificate programs offered in the Information Technology area include: Computer Graphics, Computer Support Specialist, Web Site Design, Business Technology, and Office Administration.

**Child Care** - Childcare courses are approved by the Maryland State Department of Education Office on Child Care. Pre-certification courses provide the classroom requirements for individuals seeking teacher and director positions in child care settings. These courses are available in credit and non-credit options. Additionally, a variety of continuing education courses are to assist childcare professionals in meeting their license renewal requirements.

**Other Occupational Training Programs** - A broad array of courses to prepare students to work in, or advance in, a variety of occupations are offered. Some College offerings in the trades are held at the Carroll County Career and Technology Center. Some offerings are held in partnership with local community colleges. Some of the following training programs are also designated as Continuing Education Certificate Programs.

- Electrical Apprenticeship
- HVAC Technician
- HVAC Apprenticeship
- Home Inspection
- Home Improvement
- Swimming Pool Operator
- Food Service and Alcohol Management
- Management Development
- Real Estate Sales
- Real Estate Appraising
- Mortgage Loan Officer
- Travel Agent
- Machine trade technology
- Welding
- Industrial maintenance technology

- Veterinary Assistant
- Animal Control Officer
- Canine Management
- Public Purchasing
- Commercial Vehicle Driver—CDL A/ B

***Business Training and Services*** - A well trained staff is an organization's most valuable asset and essential to helping it meet its strategic goals. Training provided by Carroll Community College can help build employees' skills, increasing both productivity and profitability. The College provides quality, cost effective, and flexible learning opportunities for career, professional, and personal growth. Classes can be designed to meet specific organizational needs, and is delivered to employees at times and locations most convenient for the employer.

Carroll Community College partners with several national and international training organizations bringing world renowned training to local employers. Alliances with DDI©, Achieve Global©, and other globally recognized curriculum providers enable us to deliver widely acclaimed programs in leadership, management and customer service. A partnership with Global Corporate College enables the College to serve the training needs of companies that have regional, national and international operations by assisting in delivering quality, consistent training to employees - no matter where in the world they work.

Programs and Services include:

- Customized training, tailored to meet specific business needs in convenient and flexible formats.
- Industry-specific technical skills to prepare employees for technological changes within the company.
- IT software training and certification programs in high-end training facilities.
- Mobile laptop computer lab to take training directly to a business.
- Licensure and pre-certification programs designed to meet state, national, and professional association requirements in a broad range of industries.
- Consortium training designed to help small businesses pool resources to address common training needs.
- Communication skills, including English for speakers of other languages (ESOL) and Spanish for the workplace.
- Consulting services, including language translation, strategic planning facilitation, technical writing, employee skill assessment, technology planning, and other topics related to organizational development
- Adult Basic Education, diploma programs including GED and External Diploma, and English for Speakers of Other Languages (ESOL)
- Conferencing services that meet the continuing education needs of the agencies, businesses and the professions.
- Partnerships with state and national associations that bring pre-licensing and continuing education courses (CEUs) to professionals in the region.

To further the mission of providing services to the business community, the College has established partnerships with the Maryland Department of Business and Economic Development, Carroll County Office of Economic Development, Small Business Development Center, Business and Employment Resource Center, Carroll Technology Council, Carroll County Chamber of Commerce, Carroll County Public Schools, Public Libraries, and numerous other business associations in the County.

Partnerships with several national and international training organizations bring renowned training services to local employers. Alliances with DDI© International enable staff to deliver widely acclaimed programs in leadership, management and customer service. A partnership with NxLevel provides a nationally recognized, comprehensive and intensive business development program for entrepreneurs and a specialized track for agribusiness.

For businesses interested in maximizing the health of their employees while minimizing health care costs, corporate wellness programs can be designed for specific employers and employee needs. CPR, first aid, and other safety programs are offered that help keep employees safe and ensure company compliance with OSHA/MOSHA regulations. Carroll Community College is an approved training center for the American Heart Association and the National Safety Council.

***Start-Up Business Development and Entrepreneurship*** - The Miller Center for Small Business offers courses, seminars, technical assistance, business resources and referrals for entrepreneurs and those seeking to start a new business. The College is a founding partner in a unique small business development initiative, the Carroll Business Path. Partners include Carroll County Economic Development, the Small Business Development Center (SBDC) and several other key business organizations. The Miller Center plays a role in the County's goal of increasing business revenues through new business starts and growth.

***Professional Development, Licensure, and Certification*** - Through ongoing interaction with state licensing divisions, professional associations and other colleges, courses are developed to meet educational needs in the professions of real estate, insurance, child care, health care, accounting, counseling, environmental services, alcohol and food management, human resources management, construction and building maintenance, volunteer management, and other professions in the health and human services fields. Courses are held in a variety of formats including on-line, interactive video, and traditional classroom settings. New courses are developed each year to keep professionals current in their field.

***Life Long Learning and Community Development*** - Personal enrichment courses are designed for lifelong learning in many diverse subject areas. These courses contribute to county residents' quality of life through educational activities that broaden knowledge, stimulate creativity, expand perspectives and support healthy living. Courses about timely local, state, national and global issues and concerns are offered to keep the community abreast of events affecting our lives and community. New courses and subject areas are continually added in the personal enrichment and community development areas.

**Children and Youth** - Kids@Carroll and Teens@Carroll are enrichment programs designed for children and youth ages 6 – 15 and are offered throughout the summer. These half and full-day programs emphasize creativity, world culture, technology, and hands-on learning in a camp-like environment. Over one hundred and fifty unique camps are offered in age differentiated categories. This is the fastest growing lifelong learning program reaching nearly 2000 enrollments in 2014.

**Older Adults and Retirees** - Learning is for a lifetime! Special programming is designed for senior adults. Senior adults may engage in learning experiences designed with their interests and needs in mind. Courses are offered at community senior centers and area retirement communities and on the College campus. Courses are offered in art, computer applications, humanities and health and health and wellness. New courses are regularly developed and offered based on participant interest.

**Arts, Humanities and Personal Development** - A variety of courses are scheduled that are intended to enrich and expand the creative world through the visual, musical and written arts. Classes in painting, drawing, photography, craft and writing for pleasure and profit are offered. Additional courses in history, culture and foreign language are offered, as well as classes intended to enhance the activities of daily life. Special programs for homeowners focus on home and garden themes, including sustainable living practices and the culinary arts. Motorcycle safety training provides instruction for State licensure and safe driving methods.

**Adult Education & English for Speakers of Other Languages (ESOL)** - GED preparation courses are designed to assist adults who are seeking a high school diploma through the GED test. These basic education classes are offered at varying levels and provide educational support to adults needing additional skills prior to taking the GED test.

The External Diploma Program (EDP) provides an alternative for adults who are seeking a high school diploma. Students work independently to demonstrate academic skills. Assessors test and document the progress of the students until all skills have been achieved. One-on-one tutoring is also available for EDP participants.

English classes for foreign-born persons who want to learn or improve their English are offered. Classes are small to meet the needs of the students and intensive instruction is given in listening, speaking, reading and writing. Students also learn about the American culture and democracy.

The Adult education and ESOL programs also provide guidance to students who wish to continue their education through post-secondary academic or training programs. Students who are job ready are also referred to appropriate job assistance agencies.

All adult education and ESOL programs are open to adults over 16 years and most are free. They are supported in part by a grant through the Maryland State Department of Labor and Licensing.

## UNIQUE INSTITUTIONAL CHARACTERISTICS

Carroll Community College is the most popular provider of undergraduate and continuing education for Carroll County residents. The college supports economic development of the county and region and works with organizations such as the Chambers of Commerce, the county's Economic Development Commission, the Carroll Technology Council and numerous business organizations. The College has partnered with area businesses to provide customized training and workforce development programs. It serves as a key resource for the County with the capability of providing support as requested for welfare-to-work reform initiatives, school-to-work programs, advanced technology training, and continuing adult education.

Carroll Community College has fully embraced the tenets of the learning college. The college operates under the belief that credibility in learning outcomes assessment and institutional effectiveness is a hallmark of leading institutions in the 21st century. As such, the college has developed an extensive continuum of institutional plans and monitoring systems that allows it to continuously improve its ability to fulfill its mission, vision and strategic initiatives.

The contemporary design of the college's architecture creates an impressive learning environment and a unique identity within the county. Each of the current buildings is attached to the Great Hall, an open and airy space that creates a sense of "community" within the institution. Highlights of the facilities include "smart" classroom technology in all instructional spaces, wireless capability throughout the campus, a fully equipped and modern academic center and a multi-level learning resource center. Carroll Community College has been a leader in developing technology-enhanced learning programs and was a founding member of both the Maryland Community College Teleconsortium and Maryland Online. The college has won several national awards for its extensive and effective implementation of technological recourses.

Characteristic of Carroll is an understanding that as a small college, partnerships are essential to extending reach and access to a greater diversity of programs. As such, the college has developed a number of cooperative arrangements such as the Mid-Maryland Allied Health Program Consortium with Frederick and Howard Community Colleges.

The college is a hub of cultural activity and has steadily expanded its cultural programming for the public, including art exhibitions and music and theater performances. The college houses a substantial collection of art works of the world class abstract expressionist, Hiram Williams. In conjunction with Random House Publishers and local businesses, Carroll hosts an annual Book Fair, a weeklong event featuring national and local authors, workshops and competition for writers. The college also partners with the Carroll County Historical Society to conduct an annual Civil War symposium featuring presentations by scholars, tours, displays, and reenactments.

The credit instructional program provides high quality learning experiences for traditional and nontraditional students, offering one of the lowest student-to-teacher ratios in Maryland. Central to the credit curriculum is the incorporation of core higher-order knowledge application competencies into the general education curriculum. Carroll's General Education Learning Goals

are achieved through completion of the general education core course requirements combined with further coursework in programs and majors and in concert with engaging and innovative academic and co-curricular experiences. General Education goals and competencies are as follows:

1. Communication

Students will communicate effectively in writing and in speech, and interpret the written and oral expression of others. Toward attaining this goal, students will:

- Assess and address a specific audience to accomplish a goal
- Craft an arguable thesis statement and support it with evidence
- Explore and respond to differing perspectives
- Use standard English in academic and professional settings

2. Critical Thinking

Students will practice analytical and evaluative thinking with a view toward continuous improvement. Toward attaining this goal, students will:

- Independently identify problems and pose questions
- Gather, read, evaluate, and integrate relevant information
- Explore alternative perspectives and their implications
- Draw well-reasoned conclusions

3. Quantitative and Scientific Reasoning

Students will apply mathematical and scientific concepts and theories to identify and analyze problem solving situations. Toward attaining this goal, students will:

- Apply models and methods to define, represent, and solve mathematical and scientific problems
- Make observations, identify problems, formulate questions and hypotheses
- Collect and interpret data in order to draw valid conclusions and identify logical relationships
- Distinguish scientific arguments from non-scientific arguments

4. Information & Technology Literacy

Students will research, create, and communicate information through appropriate technology or media. Toward attaining this goal, students will:

- Select appropriate search methods for gathering information
- Evaluate the authority, reliability, accuracy, and currency of information sources
- Demonstrate an awareness of the ethical, legal, and cultural issues and responsibilities in the uses of information and technology
- Design, develop, and produce media that effectively communicate information and ideas

## 5. Creativity

Students will explore and appreciate the creative processes that shape the human experience. Toward attaining this goal, students will:

- Appreciate creative expression as a reflection of culture and history
- Identify how creative processes lead to discovery and innovation
- Define and analyze stylistic nuances in artistic forms
- Examine a significant work of art or great idea and its cultural influence

## 6. Global Awareness

Students will acknowledge and comprehend the beliefs, behaviors, and values of diverse populations within a global environment. Toward attaining this goal, students will:

- Analyze and evaluate the significance of cultures and societies from a variety of perspectives
- Explain the impact of economic, political, and technological changes on diverse cultures
- Examine the interdependence of humanity
- Appreciate the commonalities and the differences among world cultures

## 7. Personal Development and Social Responsibility

Students will recognize and engage in personal and social behaviors responsible for the wellness of self and community. Toward attaining this goal, students will:

- Develop a framework for ethical decision making and personal responsibility
- Examine how personal behaviors affect self and others
- Collaborate with others to achieve a common goal
- Participate in and reflect on personal learning experiences

Central elements of the noncredit curriculum are a high degree of customization and a high level of responsiveness to clientele. These features have produced healthy and growing FTE and recognition for Continuing Education and Training (CET). Carroll Community College produces noncredit FTE at higher levels than many of the community colleges our size. Eighty or more businesses contract with Continuing Education and Training each year for specialized training and/or services. There are now forty-five competency based Continuing Education Certificate programs preparing students for employment in high demand occupations. CET partners with numerous organizations and agencies to maximize resources to meet workforce and community development needs.

## NEW INITIATIVES AND FACILITY IMPLICATIONS

The College's modern and attractive facilities have been a tremendous asset in attracting students and responding to their learning needs. Traditional and non-traditional students alike

feel comfortable and at home while on campus. Classroom Building 4, at approximately 80,000 gross square feet, houses additional classrooms for credit English, mathematics, Computer Graphics design and general classroom space. It also houses space for expansion of business development and workforce training and features a sub-dividable conferencing space for 200 participants. The building also features a new food service and student co-curricular space in the center of the facility.

For the next decade and longer, the need to continue to expand operations and facilities will increase based on projections reported herein by Maryland Higher Education Commission and based on State growth projections for Carroll County. Credit programs will be expanded, especially those in Allied Health, Science Technology Engineering and Mathematics (STEM), and other technical areas projected to be in high demand in Maryland for the foreseeable future. Additional classroom buildings will be needed to house these new specialized programs as well as to meet our needs to expand existing career, transfer and general education offerings.

Of the future initiatives that will have facility implications, program expansion in Allied Health and STEM related programs will have the most significant need for expanded space and for specialized learning environments to be created. Additionally, the college plans to add an athletics program to our offerings and a new gymnasium will be needed.

Anticipated new and expanded programs to be developed over the next ten years include:

**Projected New Academic Program Implementation by Academic Year 2015-2025**

Program	14	15	16	17	18	19	20	21	22	23	24	25
Cyber Security			X									
Digital Broadcast Communications				X								
Dental Hygiene							X					
Engineering Technologies							X					
Alternative Energy Systems							X					
Power Systems Management							X					
Fiber Optics							X					
Mechanical Systems							X					
Robotics							X					
Information Technology Program Expansions					X							
Medical Laboratory Technology							X					
Public Relations/Professional Communications and Media					X							



*STEM and Engineering Technologies, Occupational Training, and Science Laboratory Expansion*

- The critical shortage of prepared workforce in STEM related areas is well documented in Maryland. Carroll Community College is currently developing the first two engineering program options available under the new Associate in Engineering Degree Program (ASE). To recruit students into this program the college is currently expanding our partnership with Carroll County Public Schools (CCPS) and working in tandem to expand STEM related enrollments through such programs as "Project Lead the Way" and the "STEM Invitational Competition", an engineering and science related competition conducted by CCPS and held on Carroll Community College's campus. In addition, emerging green technologies and alternative energy/power systems and control simulations programs will be needed to prepare the future regional workforce. Current science related facilities do not exist to support such program. A major component of campus expansion will be devoted to providing adequate space for credit and non-credit programs related to these emerging technologies.

*Teacher Education* - The critical statewide shortage of certified teachers is well documented, particularly in the areas of math, science, technology and special education. Additionally, certification requirements for early childcare workers have been increased causing the need for current child care workers to become degreed. All teacher education programs combined in Maryland produce between two and three thousand new teachers annually while the need is projected to be in excess of nine to ten-thousand openings annually. The gap will widen as baby boomers retire in mass numbers. Community colleges have been asked to take a significant role in recruiting and educating prospective teachers. Carroll Community College has expanded our teacher education offerings in the form of AAT tracts in Early Childhood, Elementary and Secondary Education. We anticipate an expansion of seats in our education program offerings to assist in meeting the demands of teacher replacement over the next decade and beyond.

*Allied Health Programs* - The exploding demand for employees in healthcare occupations is well documented in local and regional labor market studies. The College stands prepared to serve the Carroll County healthcare community by starting new programs of study and expanding existing curricula in degree, certificate, and continuing education and training programs. The college projects expansion of current facilities and construction of new Nursing and Allied Health facilities. The Nursing and Allied Health Building expansion will provide for specialized clinical laboratories, multi-media learning support labs, and classrooms to support the College's nursing and allied health curriculum expansion. This facility will enable the College to at least double our current student enrollment base in these programs. A new on-campus facility is needed to meet this challenge.

*Physical Education/Athletics Programs* - The Fitness Center supports the current program of health and life fitness offerings. These offerings include credit and noncredit classes to support our Health and Exercise Science Credit program as physical education credit offerings as well as numerous lifetime fitness non-credit offerings. The facilities also support limited intramural activities offered with our student life program. However, these facilities cannot support the wide range of activities/programs necessary to meet the needs of the increasing number of transfer students and new programs in health, physical education, leisure and recreation, teacher

education, and corporate wellness, nor do they provide adequate facilities for offering intercollegiate athletics or aquatics.

A comprehensive Physical Education facility will allow the College to provide the following expanded services:

1. Individual and team sports such as racquetball, badminton, volleyball, basketball, soccer, lacrosse, tennis and golf
2. Fitness courses such as Weight Control, Swimming for Total Fitness, Bicycling, Canoeing and Camping, Aerobic Dance and Social, Folk and Ballroom Dance
3. Cardiovascular Fitness programs for high risk populations
4. Facility for college/community athletic events requiring large open areas

Maximum capacity schedule for gymnasium use:

1. Intramural sports
2. Intercollegiate sports
3. Recreation and Parks Department Rec Hours
4. Credit and Continuing Education course offerings, including corporate programs
5. Graduation, health fairs, special events, etc.

*Continuing Education and Training (non-credit courses and training programs)* -\_CET expects rapid growth in all entry-level career/job training programs and especially in the allied health professions. In addition, the growth of the emerging green economy and development of green careers and jobs will soon provide new opportunities for career/job training. An increased demand for workers in the construction trades and energy systems as part of the national economic stimulus program will result in increased demand for training as well. Demand for training programs leading to industry certification and licensure, particularly in the health care and information technology field is anticipated to continue well into the future.

In a prosperous economy, people have money to spend on leisure time pursuits and that is when the Continuing Education and Training experiences an increase in enrollments in the lifelong learning area particularly in the humanities, the arts and languages. In a slowed economy, people are searching for ways to secure their lives and be financially prudent. During these times, personal enrichment interest shifts to do-it-yourself classes as well as short inexpensive leisure activities such as crafts and lectures. There has been a growing interest in lifestyle activities including cooking and home improvement classes. Health and wellness courses are anticipated to continue to be in demand as our culture embraces nutrition, weight management, and mental and physical fitness as key to healthy living and longevity and healthcare cost management.

Busy adults want flexible learning options. Increasingly, they want to be able to access training and education from home or work and at any time, day or night. There has been rapid growth in online enrollments over the past several years and that is anticipated to continue to grow. Additionally, the use of asynchronous on-line interaction among students and faculty is a

value-added component of classroom-based training. Continuing Education will be accelerating web-based components to classroom training and will continue to grow these hybrid types of course offerings. Case studies and situational problem solving will be presented on-line as an enhancement to the knowledge and skills employees learn in the classroom. ESOL courses using pod casting for instructional reinforcement have been well received. The adult education program will continue adding instructional technology enhancements to their courses.

As the senior adult population grows, the College can expect to see more participation of older adults in credit courses as well as non-credit courses in personal enrichment areas, computer and internet applications, and training for re-entry into the workforce.

## NEW OR EXPANDED PROGRAMS

The following program development activities will need to be implemented to meet workforce demands and community interest:

1. Develop new and expand existing training programs and continuing professional education courses in nursing and healthcare to meet the local and regional labor force needs and the professional advancement of healthcare workers.
2. Expand industry certifications, training programs and courses in information technology, and cyber security that support resident businesses, assist in attracting new business, and prepare individuals for jobs in the region.
3. Work with adjunct faculty and trainers to expand and improve implementation of learning outcomes assessments in workforce courses and increase the number of Continuing Education Certificate programs offered.
4. Increase licensure and certification programs in response to new regulations and local need.
5. Increase on-line training programs and courses, add new innovative online course vendors and integrate robust on-line components to classroom training.
6. Adjust lifelong learning courses in response to changing economic conditions and the increased diversity of the older adult demographic.
7. Increase services and programs to assist students' transition from adult education diploma and ESOL programs to workforce training and/or academic coursework..
8. Continue to expand summer programs for children and youth to expose this age group and their parents to the community college and meet their needs and interest for summer enrichment programs.

9. Place a major emphasis and resource allocation on expanding contracted training and services to area business to assist them in employee development and business growth and to meet the challenges of new technologies in the workplace.
10. Align development of new career training programs and continuing professional education to emerging employment areas and high demand occupations.
11. Work with other areas of the College to develop pathways for students to receive academic credit for industry credentials, skills and knowledge gained through continuing education coursework and training programs to accelerate their progress to a degree. Areas to be explored: apprenticeships/construction trades, health informatics, cyber security, juvenile services/law enforcement, healthcare.

## **NEW OR EXPANDED FACILITY REQUIREMENTS**

Facilities will be needed to accommodate the following growth areas:

1. Expand space for growing demand for CET healthcare training programs. New specialized spaces will be needed to meet demand to expand the Medical Assisting program, offer Personal Care Technician Training and to bring the high demand Dental Assisting program back to the Carroll campus and to add other new programs as needed. .
2. Create technical training spaces to accommodate the emerging training demand for manufacturing related training, apprenticeship programs and cyber security.
3. Training spaces with access to water will be needed to expand training programs in high demand.
4. Access to dedicated classroom space for long career courses (100+ hrs./yr.) to provide a consistent, quality environment for these classes. Currently, many long courses are required to change classrooms many times throughout the year to accommodate them.
5. The need for an easily accessible dedicated business training and services space/facility that incorporates small and large meeting rooms, lobby spaces, computer and technical labs, spaces for business receptions and conferences, and rooms for business counseling is needed for the College and the community.



## **COLLEGE FACILITIES 2**

- General Facilities Description
- Utilization
- Space Guide Calculations
- Planned & Proposed Facilities Projects
- Identification of Specific Facilities & Academic Programs

## GENERAL FACILITIES DESCRIPTION

The college, located at 1601 Washington Road, is approximately 267,000 gross square feet. It consists of seven buildings joined together by passageways. It is located on 80 acres.

The Administration Building and Classroom Building I were first used in September of 1990. These two facilities were jointly funded by Carroll County Government and the State of Maryland. The Multipurpose Building opened in September of 1993. This facility was funded by the Carroll County Government. The Learning Resource Center, jointly funded by Carroll County Government and the State of Maryland, opened in November of 1997. An Amphitheater was added to the site in 1998. This 3,500 gross square foot outdoor performance center was funded by private contributions, and a state grant.

The construction of Classroom Building III (Fine and Performing Arts Center, Business and Training Center and the Life Fitness Center) was finished in the fall of 2002 and was jointly funded by the Carroll County Government and the State of Maryland. Classroom Building III is a 59,000 square foot facility designed to accommodate a multi-purpose auditorium, art gallery, and various classrooms and labs to provide a comprehensive Liberal Arts curriculum. This facility also includes a Business and Training Center and a Fitness/Wellness Center, providing for expansion of programs and services currently offered to both the students and citizens of Carroll County. The facility provides a vital element of comprehensive community educational environment for the students and provides a cultural center, as well as expanded business and industry training opportunities for the citizens of Carroll County, enhancing both quality of life and economic development.

The college added a Nursing and Allied Health Building in 2004 jointly funded by the Carroll County Government and the State of Maryland. This 31,000 gross square foot facility supports the colleges growing Nursing and Allied Health Curriculums supported by both credit and non – credit class offerings.

The college constructed an 80,000 gross square foot Classroom Building 4 facility jointly funded by the Carroll County Government and the State of Maryland. This facility houses classrooms, labs, faculty and staff offices, and a conferencing center as well as a child development center and a cafeteria.

The Administration Building and Classroom Building I received their occupancy permits during the fall of 1990. The Multi-Purpose Building received its occupancy permit during the fall of 1993, and the Learning Resource Center received its occupancy permit in November of 1997. The Fine and Performing Art/Business Training Center and the Life fitness Center received their occupancy permits in September of 2002. The Nursing and Allied Health Building received its occupancy permit in the fall of 2004. All codes, safety requirements, and certifications have been received in compliance with the laws of the State of Maryland and Carroll County. These facilities are in excellent condition. Classroom Building 4 is the newest facility on campus. It received its occupancy permit in January 2010 and provides additional instructional and specialized spaces as well as office space, storage area, meeting rooms, and support space.

UTILIZATION

Space at Carroll Community College is efficiently utilized. Classrooms and laboratories are utilized near capacity. The most immediate facility deficit is in parking spaces. The college did add approximately 267 spaces to its inventory during the fall of 2008. However, the college’s growth has already seen half of these spaces being utilized even prior to the opening of Classroom Building 4.

The following represents a summary review of existing classroom and laboratory usage.

Maryland Higher Education Commission  
Community College Space Utilization Survey Room Worksheet

College           Carroll Community  
                       College  
 Campus         Westminster Main  
                       Campus

	HEGIS 110	HEGIS 210	HEGIS 210
		Natural Sciences, Social Sciences and Humanities	Specialized - Occupational, Technical and Career
Number rooms dedicated to Credit course use	35	29	3
Number rooms dedicated to non-credit course use	3	0	9
Number of mixed-use rooms	1	0	5
Total	39	29	17

## GREAT HALL

Building Designation:	"A" Building
Total Floors:	2 Floors
Net Assignable Square Feet:	39,145 SF
Gross Building Area:	73,000 SF
Net-to-Gross Efficiency:	54%
Year Constructed:	1990
Renovations & Additions:	None

Program: Administrative Offices, Classrooms & Studios

General Conditions: Good

Adequacy of Space: Good

Sprinkler System: Yes

### General Description:

The "Great Hall" Administration / Classroom Building is the campus center, serving as the Student Union and Administrative facility for the College, as well as housing numerous classrooms and labs.

The design of the campus plan focuses around the "Great Hall" atrium. The two level sky-lit space is the social space of the campus for students and faculty. Classrooms, offices, and labs open onto this atrium, providing an ideal atmosphere for the learning experience. The success of the College's physical environment is primarily due to the quality of and social atmosphere of the "Great Hall's" atrium. Natural light is a primary component of the space, marking dark, narrow corridors nonexistent on campus.

### Architectural and Structural Condition:

The building has been maintained in very good condition by means of an annual maintenance program funded by Carroll County and jointly implemented by College and County staff.

### Mechanical and Electrical Conditions:

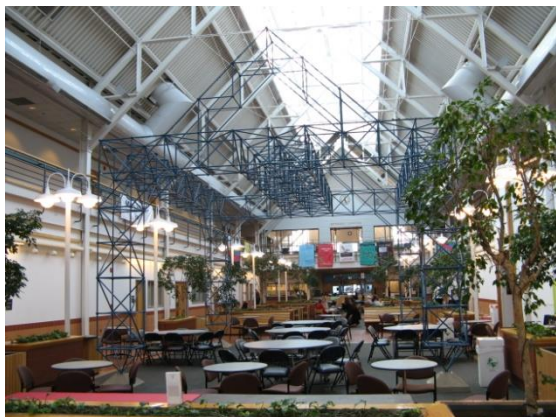
*Mechanical Equipment* - The central plant in the Lower Level of the "Great Hall" serves the majority of the space on campus. This system is in need of replacement and is reflected in the systemic renovations project outlined in this document. The Carroll County Government has thus far approved this project in its 2017 capital improvement program and it has been requested for State funding.

*Electrical Equipment* - The main service equipment is served by a utility owned, pad-mounted transformer through a concrete encased duct bank into a utility approved current



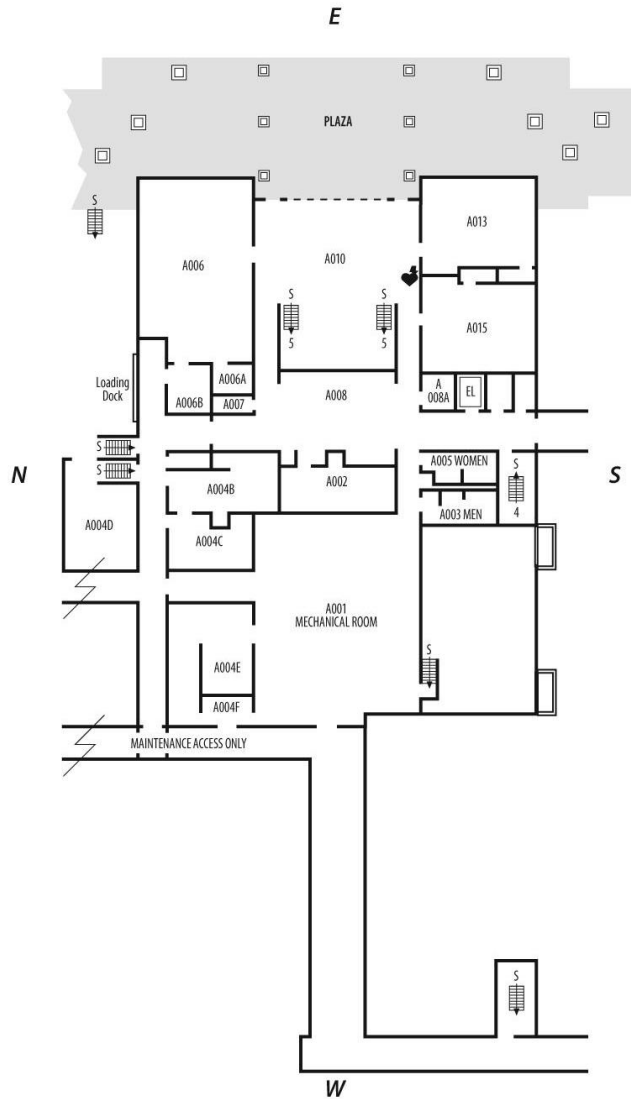
transformer cabinet for utility metering. Secondary power in the building is provided at 480/277 volts, 3-phase, 4-wire. A distribution switchboard is provided in the main electrical room of the facility to distribute power throughout the building and elsewhere on campus through a utility tunnel. The electrical equipment is in very good condition.

# GREAT HALL PHOTOGRAPHS



# GREAT HALL A Building Lower Level

Carroll Community College

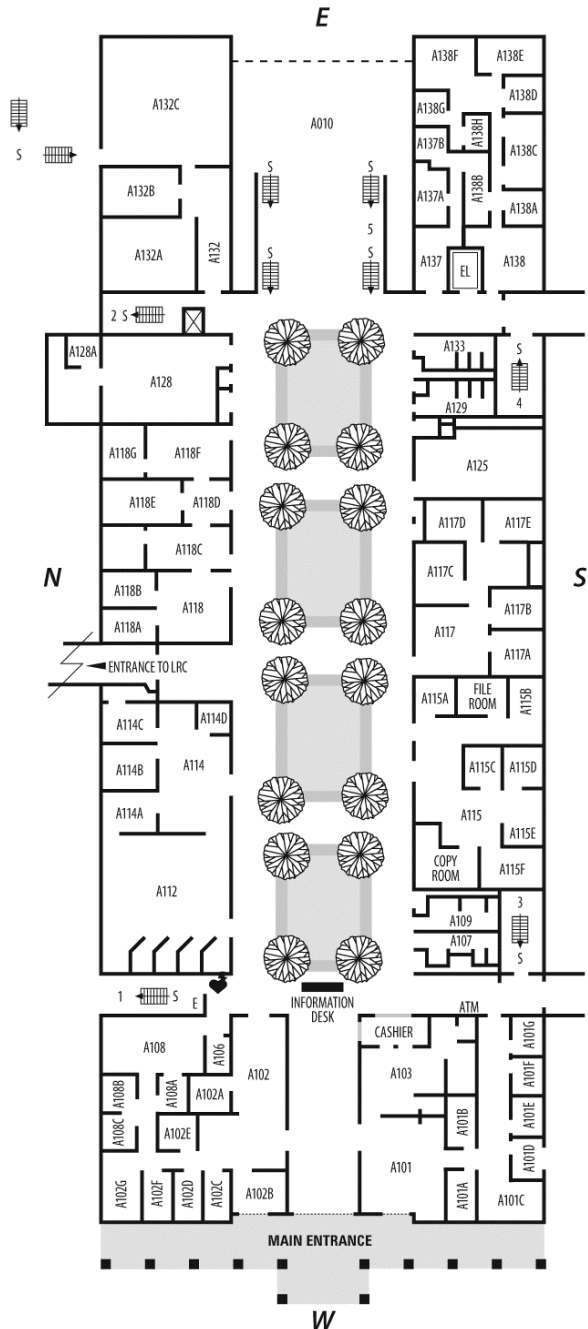


## ***A Building – Lower Level***

- A001 Mechanical Room
- A002 Food Locker
- A003 Men's Room
- A004A Bookstore Storage
- A004B Storage
- A004C Lawn Shop
- A005 Women's Room
- A006 Bookstore
- A006A Bookstore Office
- A006B Bookstore Receiving
- A007 Bookstore Office
- A008 Vending Area
- A010 Café Seating
- A013 Art Studio
- A015 Art Studio

# GREAT HALL A Building Main Level

Carroll Community College

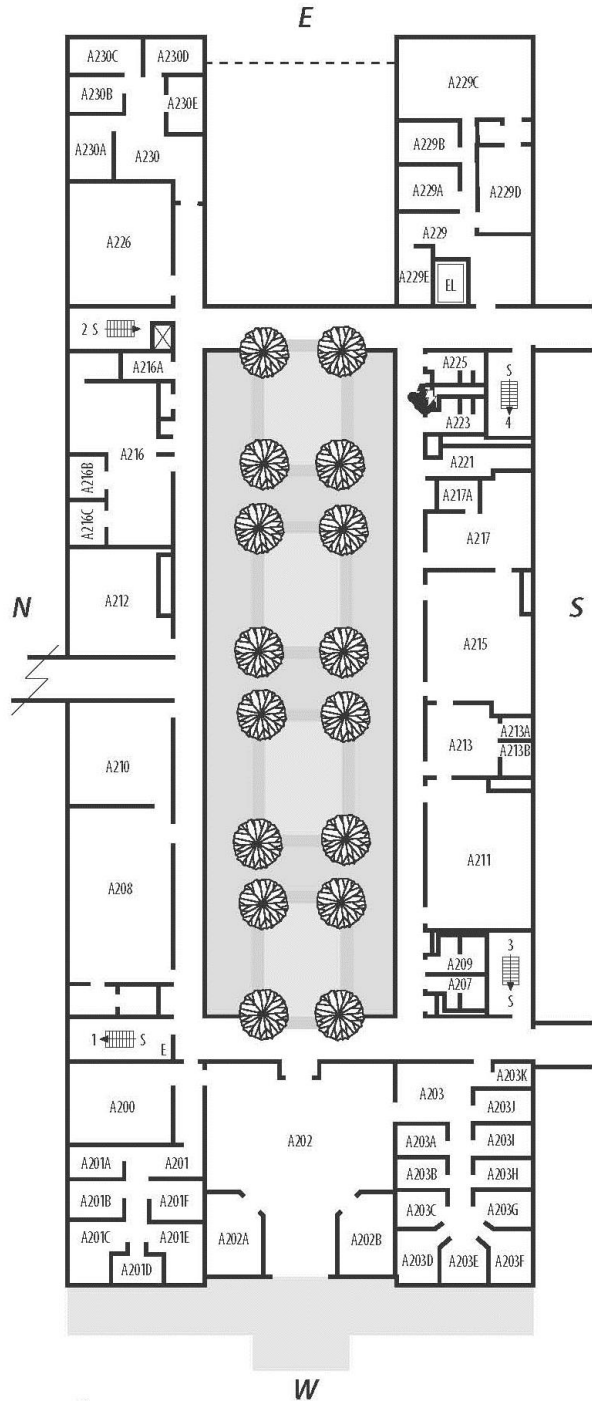


## A Building – Main Level

- A010 Seating Below
- A101 A-G Admissions, Articulation & ADA Services
- A102 A-G Advising & Transfer Services
- A103 Business Office
- A106 Electrical
- A107 Men's Room
- A108 Career & Transfer Services
- A109 Women's Room
- A112 A-C Records & Registration
- A114 Financial Aid
- A115 Continuing Education & Training
- A117 A-E Learning Outcomes Assessment; Integrity & Judicial Affairs Advocate; Office of the Deans
- A118 Student Life, Service Learning, Student Government & Career Development
- A125 Classroom
- A128 Computer Center
- A128A Electrical
- A129 Women's Room
- A132 A-C Testing Center
- A133 Men's Room
- A137 A-B Office of Public Safety & Security
- A138 A-I Human Resources

# GREAT HALL A Building Upper Level

Carroll Community College



- A Building – Upper Level**
- A200 Classroom
  - A201 A-F Accounting / Purchasing
  - A202 Student Center
  - A202A Meeting Room
  - A202B Meeting Room
  - A203 A-K Facilities Mgt. Security Chief
  - A207 Men's Room
  - A208 Computer Classroom
  - A209 Women's Room
  - A210 Computer Classroom
  - A211 Science Laboratory
  - A212 Computer Classroom
  - A213 Science Prep Room
  - A213 A –B Science Prep Storage
  - A215 Science Laboratory
  - A216 Learning Technology Support Office
  - A216 A-C Staff Office
  - A217 Science Staff Offices
  - A217A Staff Office
  - A221 Student Newspaper
  - A223 Women's Room
  - A225 Men's Room
  - A226 Office Technology Lab
  - A229 President's Office
  - A230 Instruction & Student Development Administration Office

## CLASSROOM BUILDING

Building Designation:	"C" Building
Total Floors:	3 Floors
Net Assignable Square Feet:	14,313 SF
Gross Building Area:	21,000 SF
Net-to-Gross Efficiency:	68%
Year Constructed:	1990
Renovations & Additions:	None
Program:	Classrooms
General Conditions:	Good
Adequacy of Space:	Good
Sprinkler System:	Yes

### General Description:

The three level classroom building with one level below grade was constructed as a wing to the "Great Hall". It houses various classrooms, science labs and staff office space.

### Architectural and Structural Condition:

The building has been maintained in very good condition by means of an annual maintenance program funded by Carroll County and jointly implemented by College and County staff.

### Mechanical and Electrical Conditions:

*Mechanical Equipment* - The central plant in the Lower Level of the "Great Hall" serves the majority of the space on campus. This system is in need of replacement and is reflected in the systemic renovations project outlined in this document. The Carroll County Government has thus far approved this project in its 2017 capital improvement program and it has been requested for State funding.

*Electrical Equipment* – The building is served by the central electrical room in the "Great Hall". All local panel boards and the distribution system are in very good condition.

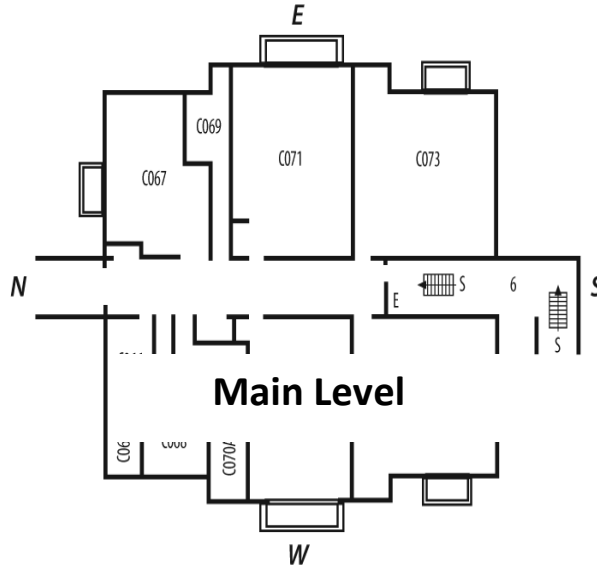


# CLASSROOM BUILDING PHOTOGRAPHS



# C Building Lower Level

Carroll Community College

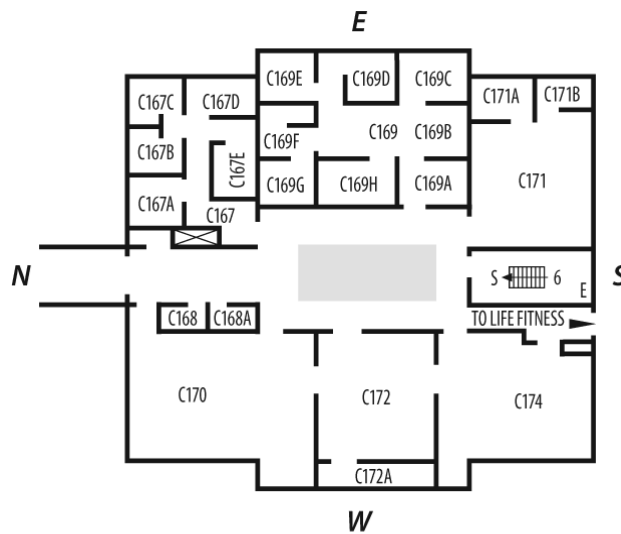


Classroom Building C

## Classroom Building C

- C067 Mechanical
- C068 Environmental Service
- C069 Environmental Service
- C070 SGO Storage
- C070A Storage
- C071 Computer Classroom
- C073 Classroom
- C074 Computer Classroom
- C076 Classroom

# C-Building Main Level



Classroom Building C

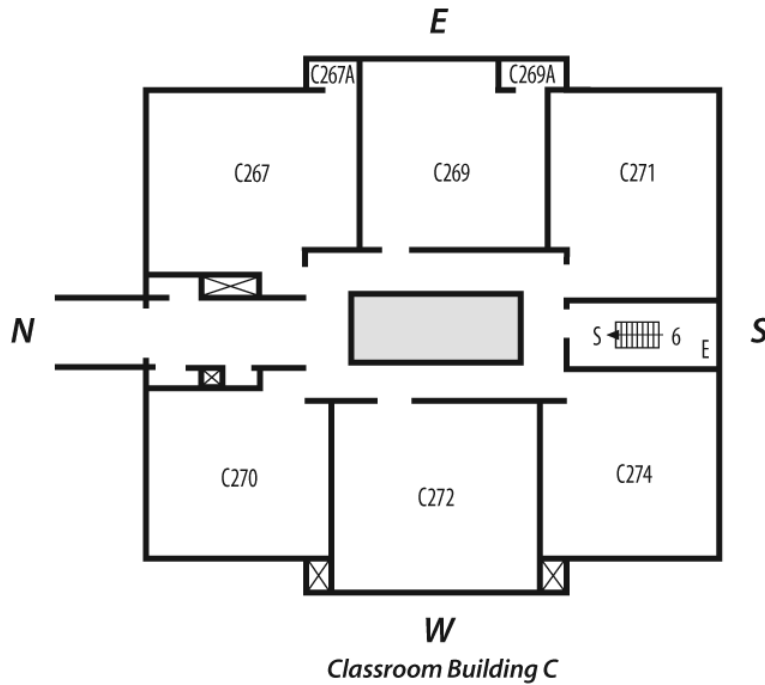
## Classroom Building C

- C167 A-E IT Offices
- C168 Closet
- C168A Closet
- C169 A-H IT Offices
- C170 Science Lab
- C171 Information Technology
- C171 A & B Staff Offices
- C172 Science Prep Room
- C172A Staff Office
- C174 Science Lab



# C Building Upper Level

Carroll Community College



**Classroom Building C**

C267	Classroom
C267A	Closet
C269	Classroom
C269A	Closet
C270	Classroom
C271	Classroom
C272	Science Lab
C274	Science Lab

## LEARNING RESOURCE CENTER

Building Designation:	“L” Building
Total Floors:	3 Floors
Net Assignable Square Feet:	32,160 SF
Gross Building Area:	57,000 SF
Net-to-Gross Efficiency:	56%
Year Constructed:	1997
Renovations & Additions:	None
Program:	Classrooms, Campus Library
General Conditions:	Good
Adequacy of Space:	Good
Sprinkler System:	Yes

### General Description:

The “Learning Resource Center” is composed of 3 levels housing the active campus library, video and digital resources, a distance learning lab and various classroom facilities. The center connects at each floor with the “Great Hall”.

### Architectural and Structural Condition:

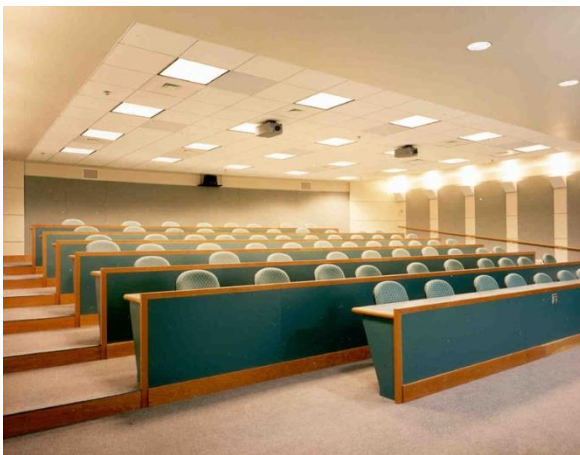
The building has been maintained in very good condition by means of an annual maintenance program funded by Carroll County and jointly implemented by College and County staff.

### Mechanical and Electrical Conditions:

*Mechanical Equipment* - The central plant in the Lower Level of the “Great Hall” serves the majority of the space on campus. This system is in need of replacement and is reflected in the systemic renovations project outlined in this document. The Carroll County Government has thus far approved this project in its 2017 capital improvement program and it has been requested for State funding.

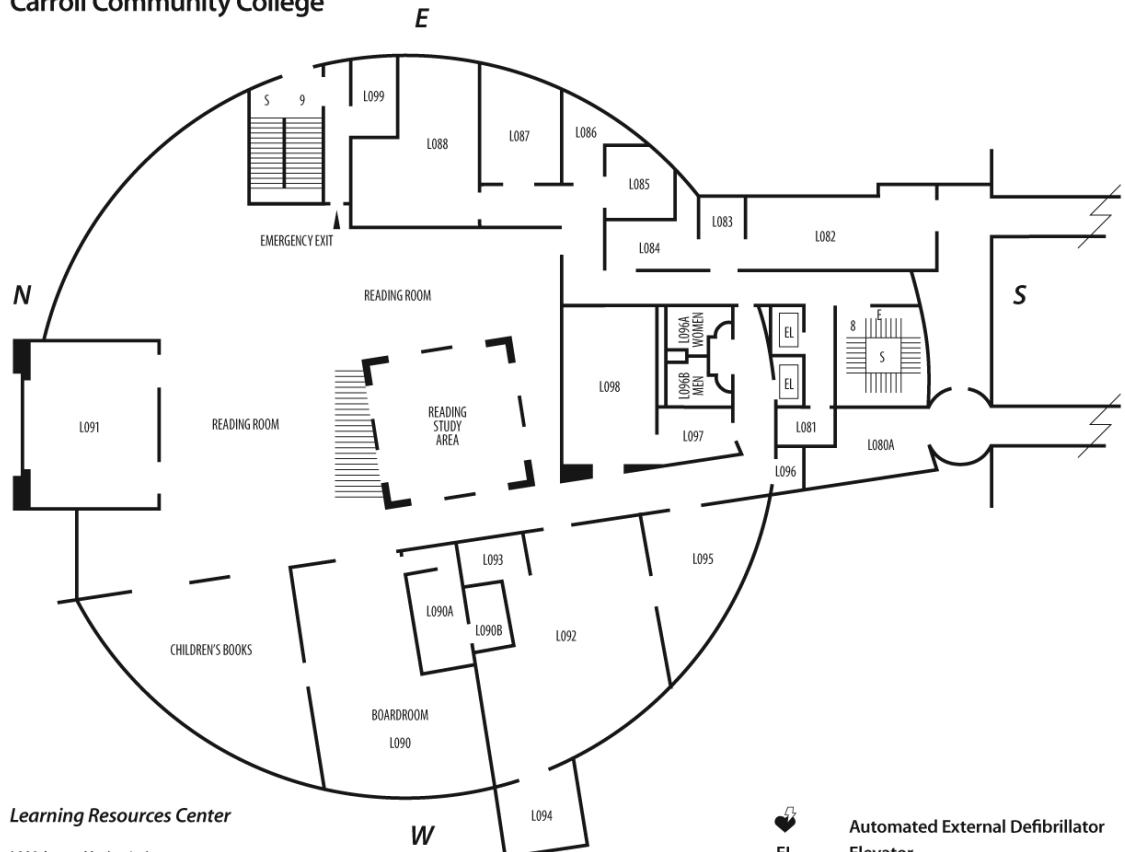
*Electrical Equipment* – The building is served by the central electrical room in the “Great Hall”. All local panel boards and the distribution system are in very good condition.

# LEARNING RESOURCE CENTER PHOTOGRAPHS




# L Building Lower Level

Carroll Community College

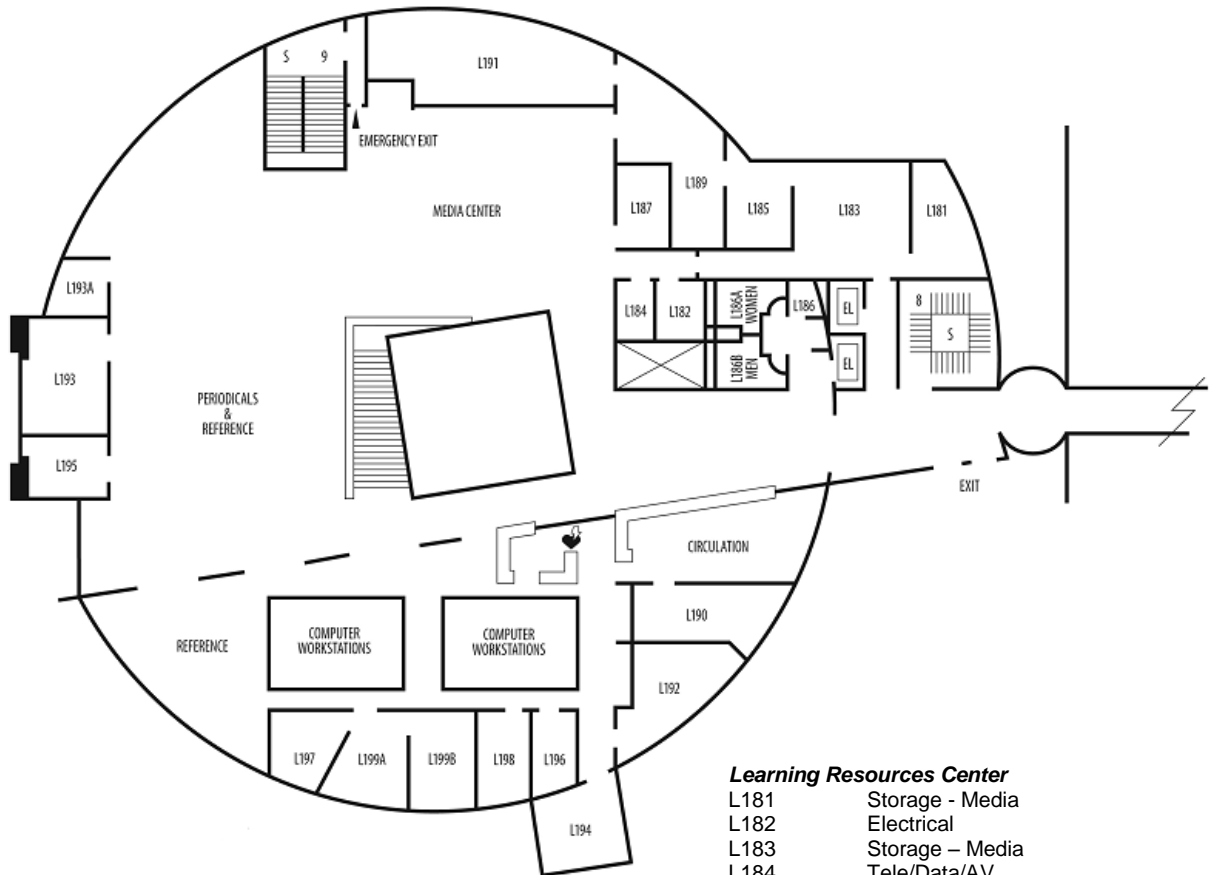


**Learning Resources Center**

- L080 A Mechanical
- L081 Elevator Room
- L082 Central Warehouse
- L083 Receiving
- L084 Mail Center
- L085 Electrical
- L086 Tele/Data/AV
- L087 Copy Center
- L088 College Maintenance
- L090 Board Room
- L090 A Storage
- L090 B Kitchenette
- L091 Classroom
- L092 Processing/Technical Services
- L093 Lounge
- L094 Library Office
- L095 Technical Services
- L096 Shipping/Receiving
- L096 Janitorial
- L096 A Women's Room
- L096 B Men's Room
- L097 Speech Department Coordinator & Speech Team
- L098 Classroom
- L099 Fire Closet

-  Automated External Defibrillator
- EL Elevator
- S Stairs
- E Evac+Chair

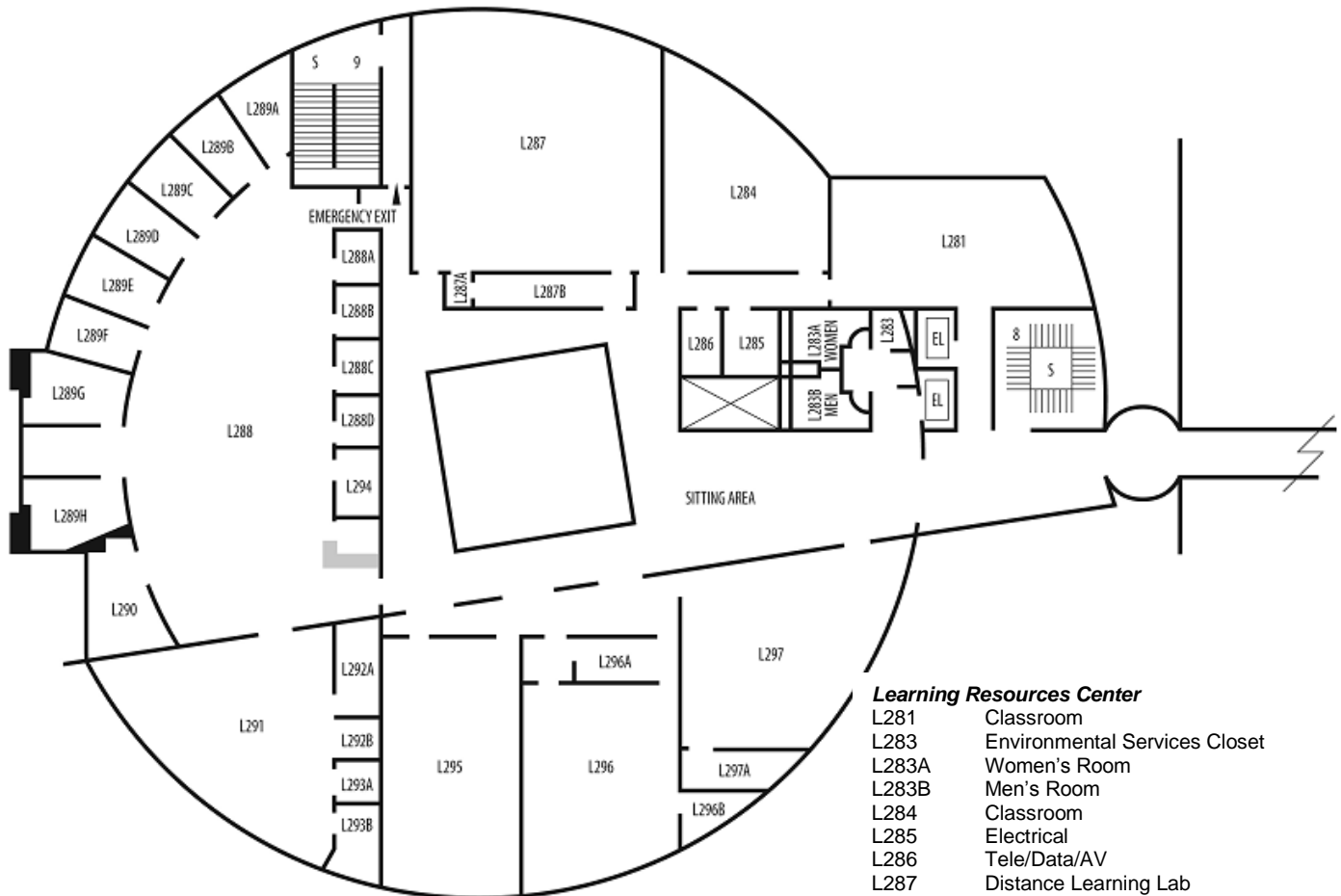
# L Building Main Level



## **Learning Resources Center**

- L181 Storage - Media
- L182 Electrical
- L183 Storage - Media
- L184 Tele/Data/AV
- L185 Storage - Media
- L186 Environmental Services
- L186A Women's Room
- L186B Men's Room
- L187 Media Group Study
- L189 Media Offices
- L190 Circulation Department
- L191 Media Center Broadcast
- L192 Blackboard/Distance Learning Office
- L193 Conference Room
- L193A Group Study Room
- L194 Center for Teaching & Learning
- L195 Group Study Room
- L196 Inter-Library Loan Office
- L197-199B Library Offices

# L Building Upper Level



**Learning Resources Center**

- L281 Classroom
- L283 Environmental Services Closet
- L283A Women's Room
- L283B Men's Room
- L284 Classroom
- L285 Electrical
- L286 Tele/Data/AV
- L287 Distance Learning Lab
- L287A Storage
- L287B Control Booth
- L288 Academic Services Center
- L288 A-D Faculty Offices
- L289 A-E Faculty Offices
- L289 G-H Faculty Offices
- L289F Student Support Services
- L290 Conference Room
- L291 The Write Way Lab
- L292A Faculty Office
- L292B Faculty Office
- L293A Kitchenette
- L293B Faculty Office
- L294 Faculty Office
- L295 Classroom
- L296 Distance Learning Lab
- L296B Storage
- L297 Computer Lab
- L297A Storage

## MULTI-PURPOSE BUILDING

Building Designation:	“M” Building
Total Floors:	3 Floors
Net Assignable Square Feet:	13,041 SF
Gross Building Area:	21,270 SF
Net-to-Gross Efficiency:	61%
Year Constructed:	1993
Renovations & Additions:	None
Program:	Classrooms, Labs & Conference Rooms
General Conditions:	Good
Adequacy of Space:	Good
Sprinkler System:	Yes

### General Description:

The three level classroom building with one level below grade was constructed as a wing to the “Great Hall”. It houses various classrooms, science labs and staff office space.

### Architectural and Structural Condition:

The building has been maintained in very good condition by means of an annual maintenance program funded by Carroll County and jointly implemented by College and County staff.

### Mechanical and Electrical Conditions:

*Mechanical Equipment* - The central plant in the Lower Level of the “Great Hall” serves the majority of the space on campus. This system is in need of replacement and is reflected in the systemic renovations project outlined in this document. The Carroll County Government has thus far approved this project in its 2017 capital improvement program and it has been requested for State funding.

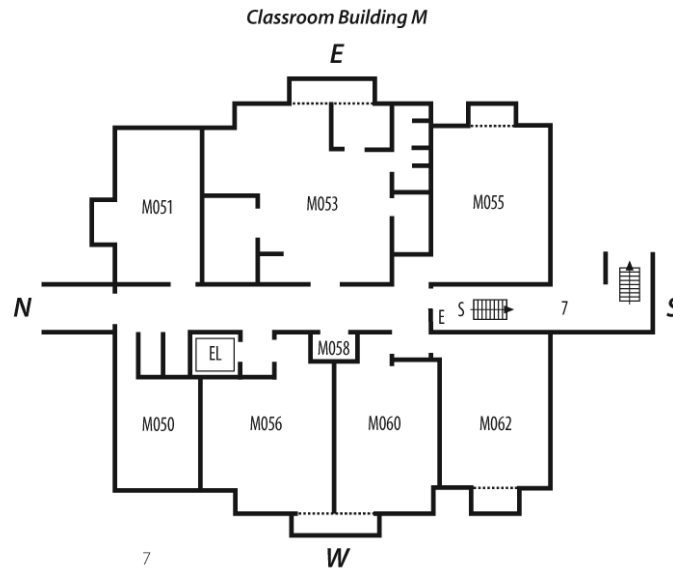
*Electrical Equipment* – The building is served by the central electrical room in the “Great Hall”. All local panel boards and the distribution system are in very good condition.

# MULTI-PURPOSE BUILDING PHOTOGRAPHS





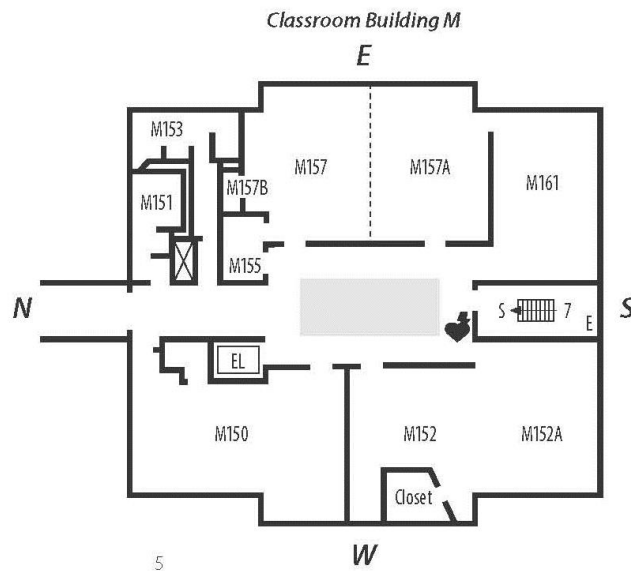
## M Building Lower Level



### Classroom Building M

M050	Adjunct Faculty Office
M051	Mechanical Room
M053	County Maintenance
M055	Classroom
M056	Classroom
M058	Electrical Closet
M060	Classroom
M062	Computer Classroom

## M Building Main Level

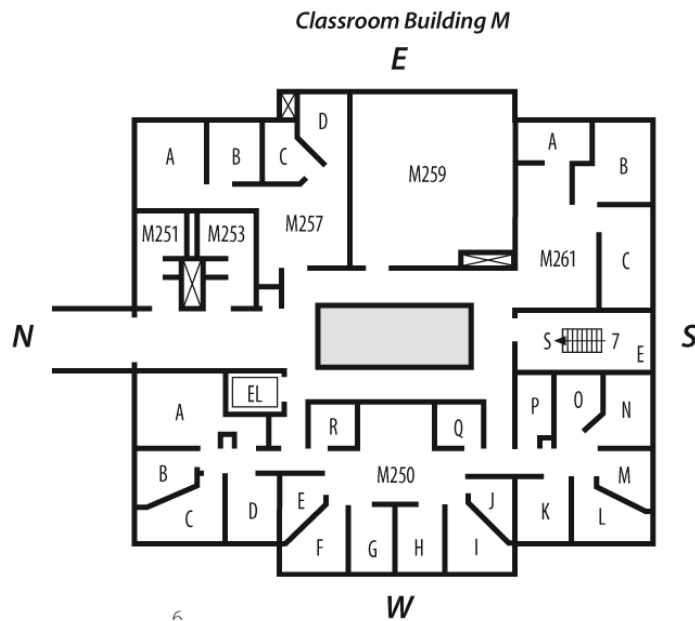


### Classroom Building M

M150	Dry Science Lab
M151	Women's Room
M152	Engineering/Physics Lab
M152A	Engineering/Physics Lab
M153	Men's Room
M155	Kitchenette
M157	Conference Suite
M157A	Conference Suite
M157B	Storage
M161	Dental Labs

# M Building Upper Level

Carroll Community College



- Classroom Building M**
- M250A Conference Room
  - M250 B- Faculty Offices
  - R
  - M251 Women's Room
  - M253 Men's Room
  - M257 A- Foundation Storage /
  - D Faculty Offices
  - M259 Classroom
  - M261 Institutional Development & College Foundation
  - M261 A-B Staff Offices
  - M261C Storage

## NURSING & ALLIED HEALTH BUILDING

Building Designation:	"N" Building
Total Floors:	2 Floors
Net Assignable Square Feet:	19,051 SF
Gross Building Area:	31,557 SF
Net-to-Gross Efficiency:	60%
Year Constructed:	2004
Renovations & Additions:	None
Program:	Lab, Classroom & Office
General Conditions:	Good
Adequacy of Space:	Good
Sprinkler System:	Yes

### General Description:

The "Nursing & Allied Health" facility is designed to accommodate a variety of laboratories, classrooms & office spaces. This building forms the north edge of the Entry Court and connects directly into the top floors of the "Great Hall" building.

### Architectural and Structural Condition:

The building has been maintained in very good condition by means of an annual maintenance program funded by Carroll County and jointly implemented by College and County staff.

### Mechanical and Electrical Conditions:

*Mechanical Equipment* – Building N has its own stand-alone mechanical system. Gas-fired boilers and chillers provide hot and chilled circulated water respectively. Heating water for the project will be utilized for air handling unit coils, terminal unit coils, baseboard radiation and miscellaneous space heating. Chilled water for the building will be provided to serve the cooling coils in each air handling unit.

Cooling and ventilation air is provided by multiple penthouse mounted air handlers. The air handling units are variable air volume type, each provided with a chilled water cooling coil, a hot water heating coil and a humidifier section. Return air fans are provided for each system as well.

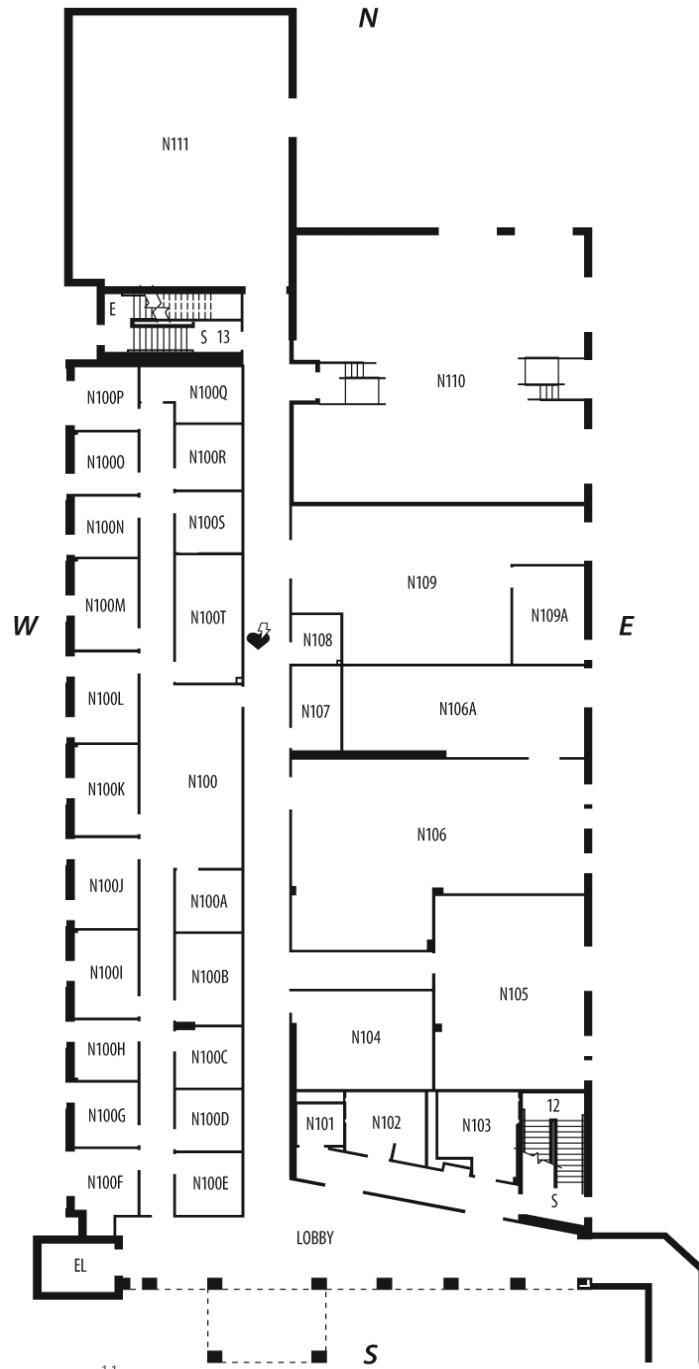
The overall condition of the mechanical system is very good. All of the major components, including circulating pumps, have been replaced or reconditioned during their current 19 year life. The College and Carroll County has an excellent preventive maintenance program.

*Electrical Equipment* - The main service equipment is served by a utility owned, pad-mounted transformer through a concrete encased duct bank into a utility approved current transformer cabinet for utility metering. Secondary power in the building is provided at 480/277 volts, 3-phase, 4-wire. A distribution switchboard is provided in the main electrical room of the facility to distribute power throughout the building. The electrical equipment is in very good condition.

# NURSING & ALLIED HEALTH BUILDING PHOTOGRAPHS



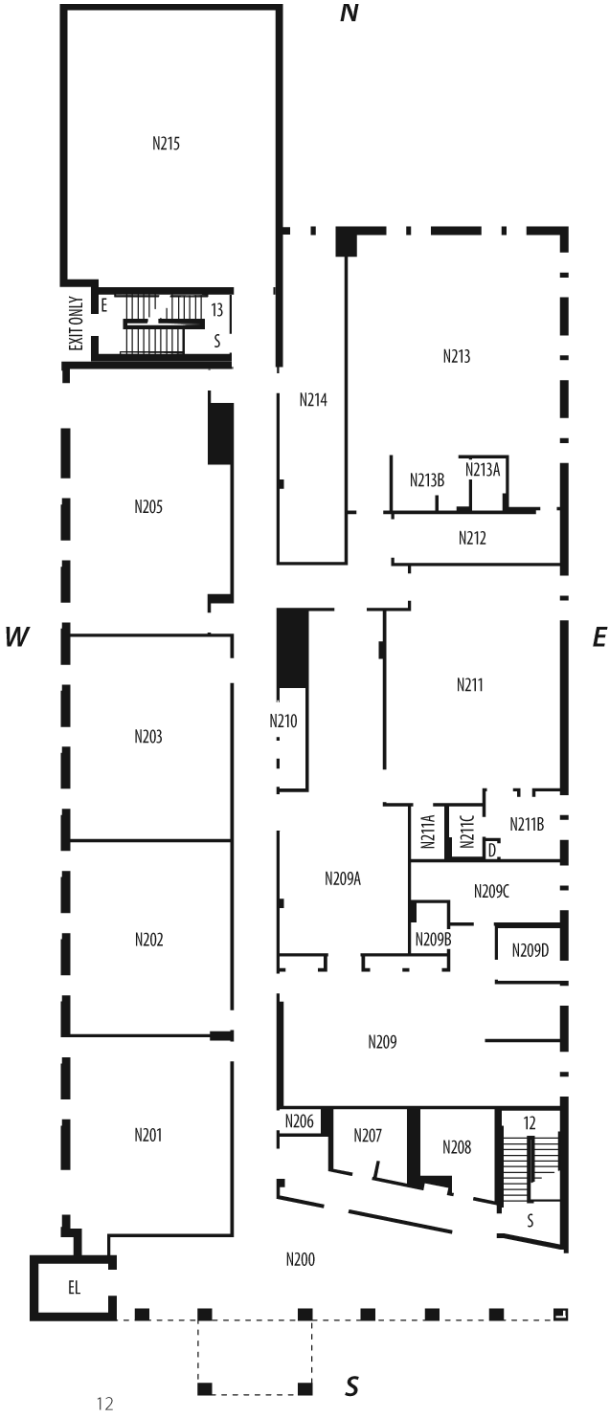
# N Building Main Level



## **N Building**

- N100 Faculty Offices
- N100A Copy Room
- N100B File Room
- N100 Faculty Offices
- C-S
- N100T Conference Room
- N101 Elevator Room
- N102 Men's Room
- N103 Women's Room
- N104 Adjunct Offices
- N105 Classroom
- N106 EMC Lab
- N106A EMC Storage
- N107 Telephone/Data
- N108 Environmental Services
- N109 Facilities Storage
- N109A Electrical
- N110 Mechanical
- N111 Facilities Storage

# N Building Upper Level



- N Building**
- N200 Lounge
  - N201 Computer Lab
  - N202 Classroom
  - N203 Skills Lab
  - N205 Classroom
  - N206 Environmental Services
  - N207 Men's Room
  - N208 Women's Room
  - N209 Allied Health Lab
  - N209A Nursing & Allied Health Storage
  - N209B Patient Bathroom
  - N209C Living Room
  - N209D Examination Room
  - N210 Telephone/Data
  - N211 Nursing Lab
  - N211A Nursing Storage
  - N211B Patient Room
  - N211C Patient Bathroom
  - N211D Closet
  - N212 PTA Storage
  - N213 PTA Lab
  - N213A Patient Bathroom
  - N213B Patient Kitchen
  - N214 Nursing Lab
  - N215 Facilities Storage

## LIFE FITNESS CENTER

Building Designation:	“P” Building
Total Floors:	1 Floor
Net Assignable Square Feet:	11,457 SF
Gross Building Area:	17,540 SF
Net-to-Gross Efficiency:	65%
Year Constructed:	2002
Renovations & Additions:	None
Program:	Multi-Purpose Gymnasium, Classrooms
General Conditions:	Good
Adequacy of Space:	Good
Sprinkler System:	Yes

### General Description:

The “Life Fitness Center” is located adjacent to the existing athletic fields on campus and provides a gymnasium, training rooms & classrooms.

### Architectural and Structural Condition:

The building has been maintained in very good condition by means of an annual maintenance program funded by Carroll County and jointly implemented by College and County staff.

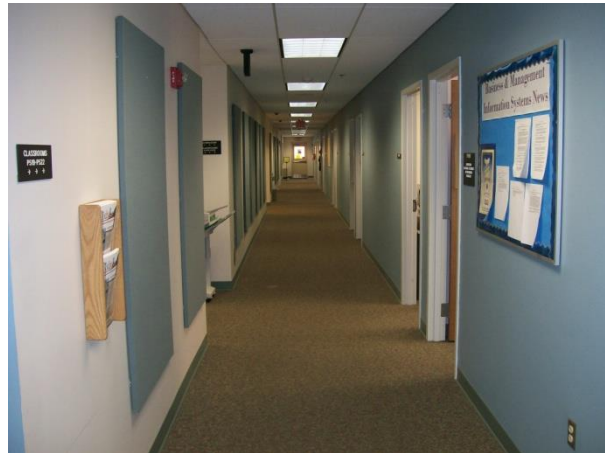
### Mechanical and Electrical Conditions:

*Mechanical Equipment* - The central plant in the Lower Level of the “Great Hall” serves the majority of the space on campus. This system is in need of replacement and is reflected in the systemic renovations project outlined in this document. The Carroll County Government has thus far approved this project in its 2017 capital improvement program and it has been requested for State funding.

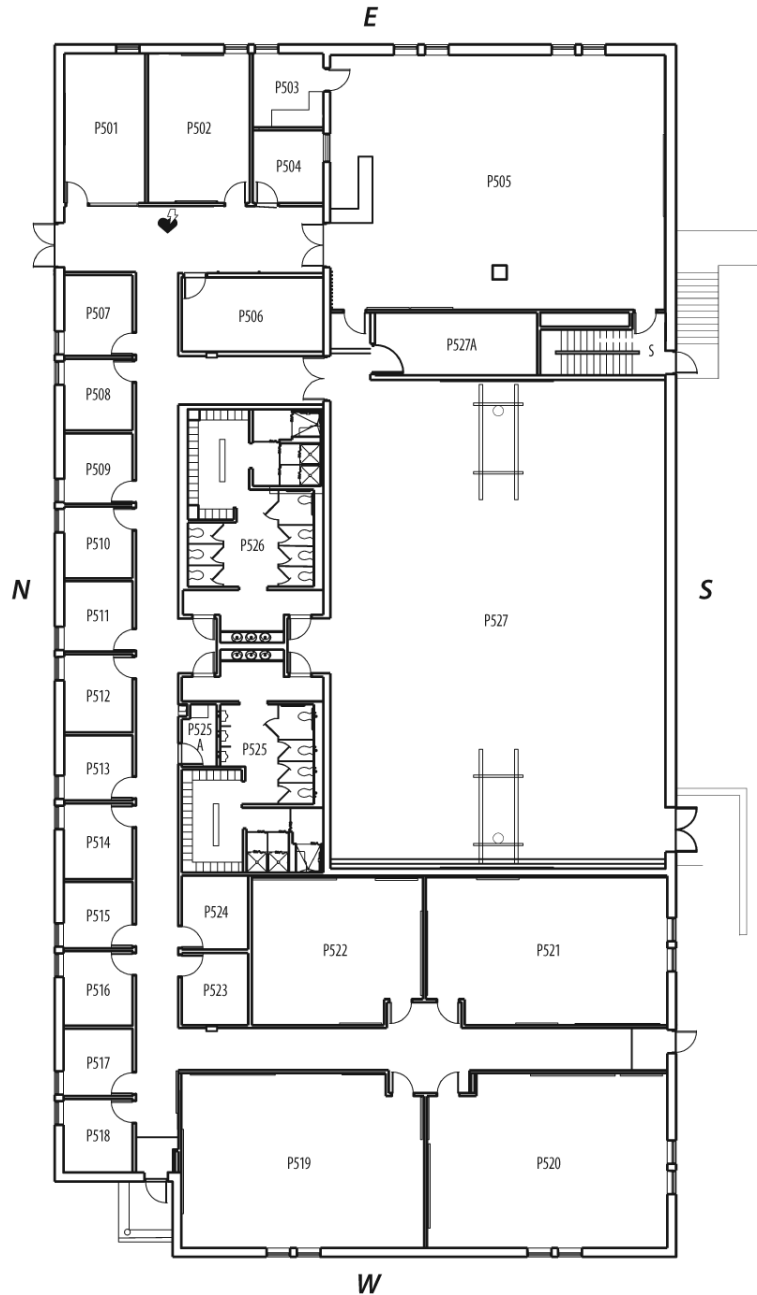
*Electrical Equipment* – The building is served by the central electrical room in the “Great Hall”. All local panel boards and the distribution system are in very good condition.



# LIFE FITNESS CENTER PHOTOGRAPHS



# P Building Main Level



- P Building**
- P501 Health Science Lab
  - P502 Faculty Resource Room
  - P503 Fitness Technician Office
  - P504 Staff Office
  - P505 Fitness Center
  - P506 Exercise Science Lab
  - P507-518 Faculty Offices
  - P519 Acting Studio
  - P520 Classroom
  - P521 Classroom
  - P522 Classroom
  - P523 Electrical
  - P524 Telephone/Data
  - P525 Men's Locker Room
  - P525A Environmental Services
  - P526 Women's Locker Room
  - P527 Gymnasium
  - P527A Fitness Storage

## FINE & PERFORMING ARTS / BUSINESS TRAINING CENTER

Building Designation:	“T” Building
Total Floors:	2 Floors
Net Assignable Square Feet:	21,631 SF.
Gross Building Area:	44,050 SF
Net-to-Gross Efficiency:	49%
Year Constructed:	2002
Renovations & Additions:	None
Program:	Multi-Purpose Auditorium, Labs & Studios
General Conditions:	Good
Adequacy of Space:	Good
Sprinkler System:	Yes
General Description:	

The “Fine & Performing Arts” component provides the College with a 477 seat, two level, multi-purpose auditorium cable of a broad range of musical, theatrical, and academic venues. Associated with the art gallery, art studios, music classrooms, and music practice rooms, the auditorium will strongly enhance the College’s Fine Arts programs it can offer the community. The building also provides office space and training rooms for the Business and Continuing Education Center of campus.

### Architectural and Structural Condition:

The building has been maintained in very good condition by means of an annual maintenance program funded by Carroll County and jointly implemented by College and County staff.

### Mechanical and Electrical Conditions:

*Mechanical Equipment* - The central plant in the Lower Level of the “Great Hall” serves the majority of the space on campus. This system is in need of replacement and is reflected in the systemic renovations project outlined in this document. The Carroll County Government has thus far approved this project in its 2017 capital improvement program and it has been requested for State funding.

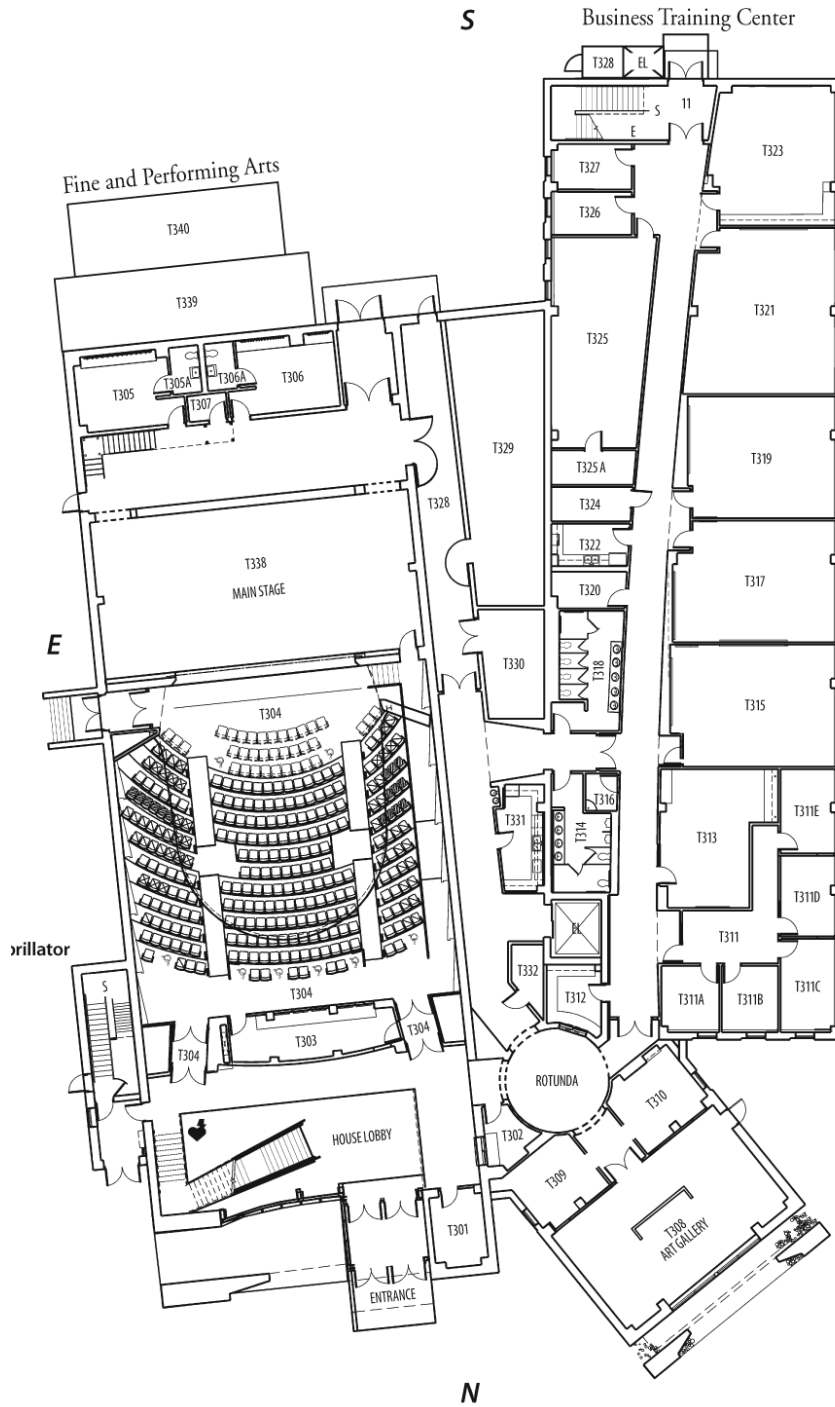
*Electrical Equipment* – The building has its own transformer and main electrical room. All equipment, panel boards and the distribution system are in very good condition.

FINE & PERFORMING ARTS / BUSINESS TRAINING CENTER



# T Building (Scott Center) Main Level

Carroll Community College



## T Building – Fine & Performing Arts Center

- T301 Coat Room
- T302 Ticket Office
- T303 Control Room
- T304 Theater
- T305 Women's Dressing Room
- T305A Women's Restroom
- T306 Men's Dressing Room
- T306A Men's Restroom
- T307 Environmental Services
- T308 Art Gallery
- T309 Gallery Office
- T310 Art Storage

## T Building – Business Training Center

- T311 BTC Administration Reception
- T311 A- BTC Administration
- E
- T312 BTC Reception
- T313 Conference Room
- T314 Men's Room
- T315 Training Room
- T316 Environmental Services
- T317 Training Room
- T318 Women's Room
- T319 Computer Lab
- T320 Storage/Duplicating
- T321 Computer Lab
- T322 Kitchenette
- T323 Miller Center for Small Business
- T324 Telephone/Data
- T325 Training Room
- T325A Storage
- T326 Staff Office
- T327 Staff Office
- T328 Mechanical/Electrical
- T329 Mechanical
- T330 Electrical
- T331 Kitchenette
- T332 Elevator Room
- T338 Main stage
- T339 Theater Workshop
- T340 Theater Workshop Storage




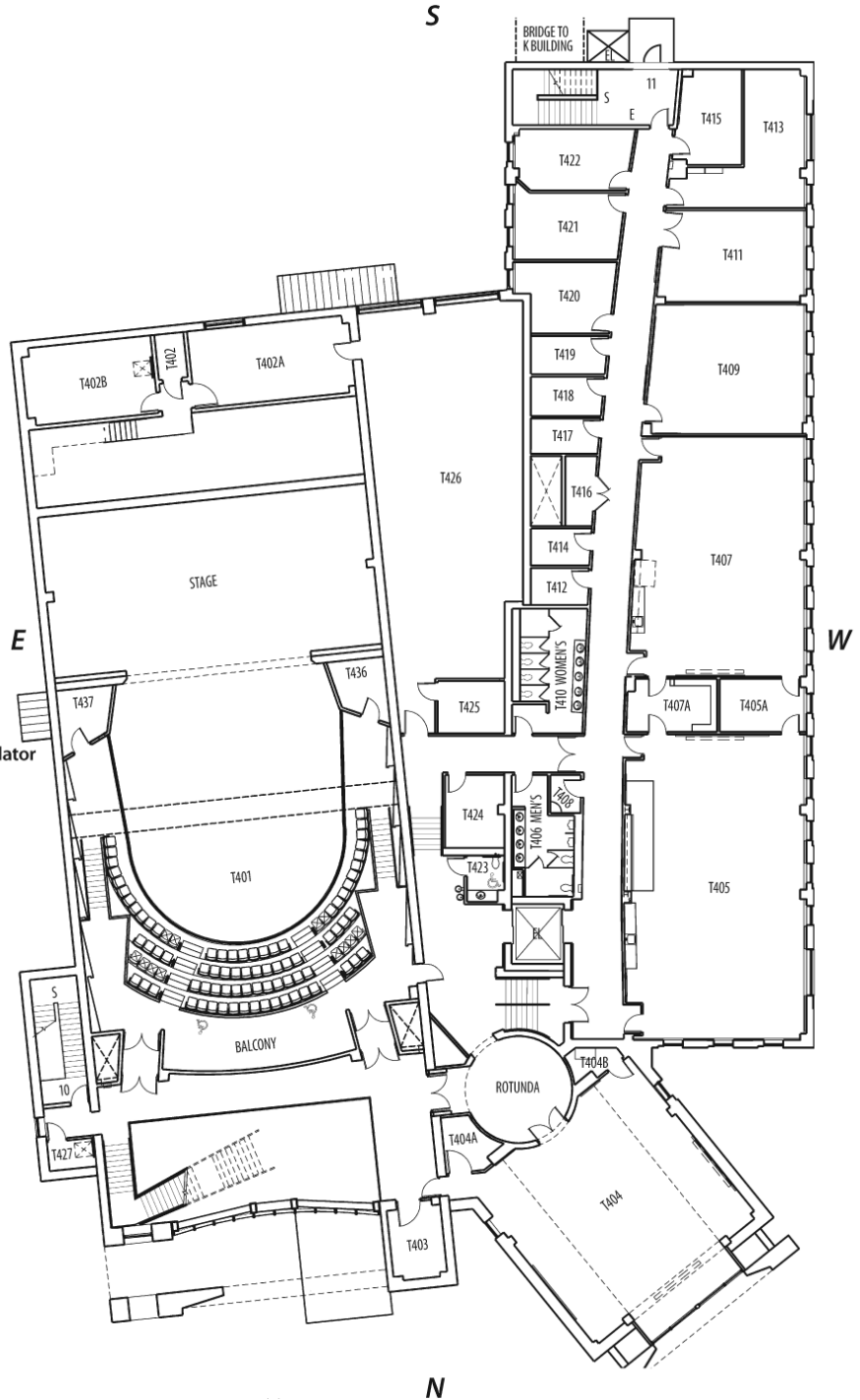
# T Building (Scott Center) Upper Level

Carroll Community College

## Fine and Performing Arts Center

- T401 Balcony
- T402 Electrical
- T402 A Mechanical
- T402 B Storage
- T403 Storage
- T404 Rehearsal Hall/Percussion Studio
- T404 A Storage
- T404 B Storage
- T405 Drawing and Painting Studio
- T405 A Art Storage
- T406 Men's Room
- T407 Design Studio
- T407 A Design Storage
- T408 Housekeeping
- T409 Electronic Piano Lab
- T410 Women's Room
- T411 Piano Studio
- T412 Practice Room
- T413 Fine & Performing Arts Office
- T414 Practice Room
- T415 Vocal Studio
- T416 Telephone/Data
- T417-T419 Practice Rooms
- T420 Faculty Office
- T421 Theater Department Office
- T422 Music Department Office
- T423 Handicapped Bathroom
- T424 Adjunct Faculty
- T425 Electrical
- T426 Mechanical
- T427 Storage
- T436 Rigging Room
- T437 Rigging Room

-  Automated External Defibrillator
- EL Elevator
- S Stairs
- E Evac+Chair



## AMPHITHEATER

Building Designation:	'Amphitheater'
Total Floors:	1 Floor
Net Assignable Square Feet:	
Gross Building Area:	
Net-to-Gross Efficiency:	
Year Constructed:	
Renovations & Additions:	None
Program:	Performance
General Conditions:	Good
Adequacy of Space:	Good
Sprinkler System:	N/A

### General Description:

The amphitheater is designed as an outdoor performance venue. The elevated covered stage is lit for evening performances. The facility also houses a small storage room, utility room and public toilet facilities for the adjacent athletic fields.

### Architectural and Structural Condition:

The building has been maintained in very good condition by means of an annual maintenance program funded by Carroll County and jointly implemented by College and County staff.

### Mechanical and Electrical Conditions:

The facility has no heating and cooling equipment, except for space heating and exhaust ventilation within the public toilet rooms. Water service is valved and heat-traced for seasonal use. The equipment is in very good condition.

AMPHITHEATER PHOTOGRAPHS





## CLASSROOM BUILDING 4

Building Designation: 'K Building'  
Total Floors: 3  
Net Assignable Square Feet: 47,360 SF  
Gross Building Area: 80,000 SF  
Net-to-Gross Efficiency: 59%  
Year Constructed: Completed 2009  
Renovations & Additions: None

Program: Student Services, Lab, Classroom & Office

General Conditions: Excellent

Adequacy of Space: Good

Sprinkler System: Yes

### General Description:

The three story building consists of a variety of classroom and student support facilities, including a food service facility, campus bookstore, student life facilities, multimedia meeting rooms, training rooms, staff offices, chemistry/forensic labs, mathematic classrooms, English classrooms and a testing center.

### Architectural and Structural Condition:

The building is in new condition, having opened in Fall 2009.

### Mechanical and Electrical Conditions:

*Mechanical Equipment* – Building K has its own stand-alone mechanical system. Gas-fired boilers and chillers provide hot and chilled circulated water respectively. Heating water for the project will be utilized for air handling unit coils, terminal unit coils, baseboard radiation and miscellaneous space heating. Chilled water for the building will be provided to serve the cooling coils in each air handling unit. Cooling and ventilation air is provided by multiple penthouse mounted air handlers. The air handling units are variable air volume type, each provided with a chilled water cooling coil, a hot water heating coil and a humidifier section.

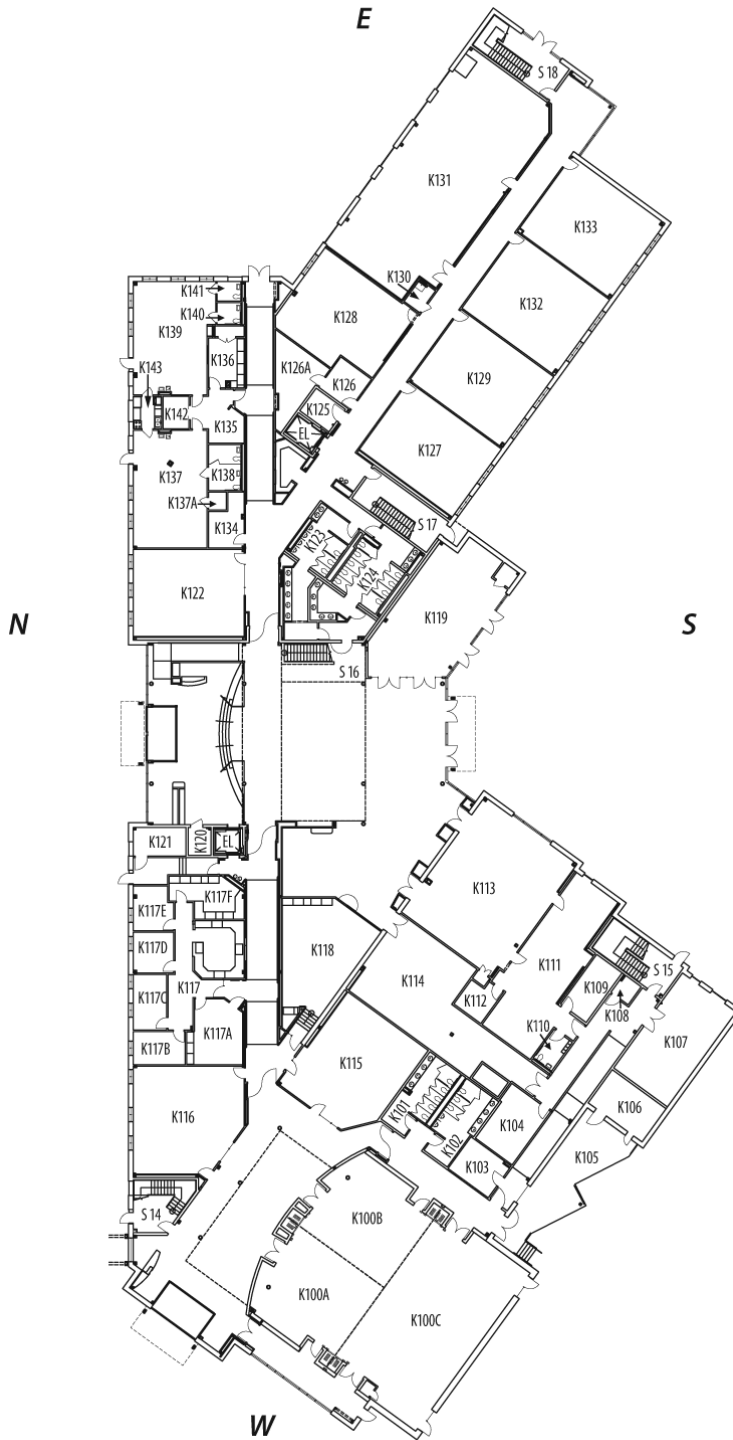
*Electrical Equipment* - The main service equipment is served by a utility owned, pad-mounted transformer. Secondary power in the building is provided at 480/277 volts, 3-phase, 4-wire. A distribution switchboard is provided in the main electrical room of the facility to distribute power throughout the building.

All mechanical and electrical equipment is in new condition as of Fall 2009.

K BUILDING PHOTOGRAPH



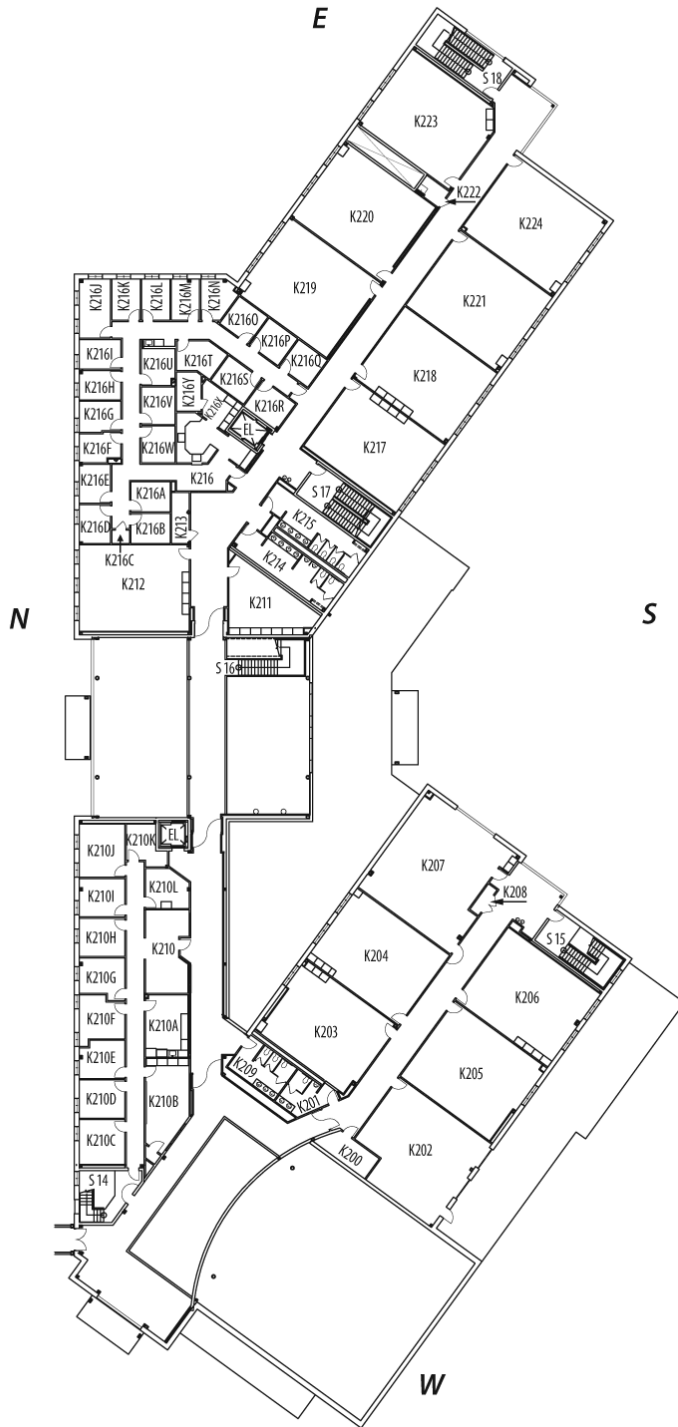
# K Building Main Level



## K Building – Main Level

- K100A Meeting Room 1
- K100B Meeting Room 2
- K100C Meeting Room 3
- K101 Women's Room
- K102 Men's Room
- K103 Catering
- K104 Telephone/Data
- K105 Loading Dock
- K106 Electrical
- K107 Mechanical
- K108 Soap Storage
- K109 Dry Storage
- K110 Kitchen Bathroom
- K111 Kitchen
- K112 Kitchen Office
- K113 Servery
- K114 Facilities Storage
- K115 Classroom
- K116 Classroom
- K117A CET Conference Room
- K117 B-F Continuing Education
- K118 Private Dining
- K119 Student Life Lounge
- K120 Elevator Machine Room
- K121 Water/Sprinkler
- K122 Classroom
- K123 Men's Room
- K124 Women's Room
- K125 Elevator Machine Room
- K126 Electrical
- K126A Telephone/Data
- K127 Classroom
- K128 Classroom
- K129 Classroom
- K130 Environmental Services
- K131 Mechanical
- K132 Classroom
- K133 Classroom
- K134 Technical Support
- K135 Child Development Center
- K136 Child Development Office
- K137 Early Childhood 1
- K137A Storage
- K138 Bathroom/Diaper Station
- K139 Early Childhood 2
- K140 Bathroom
- K141 Bathroom
- K142 Child Development Observation
- K143 Child Development Kitchen

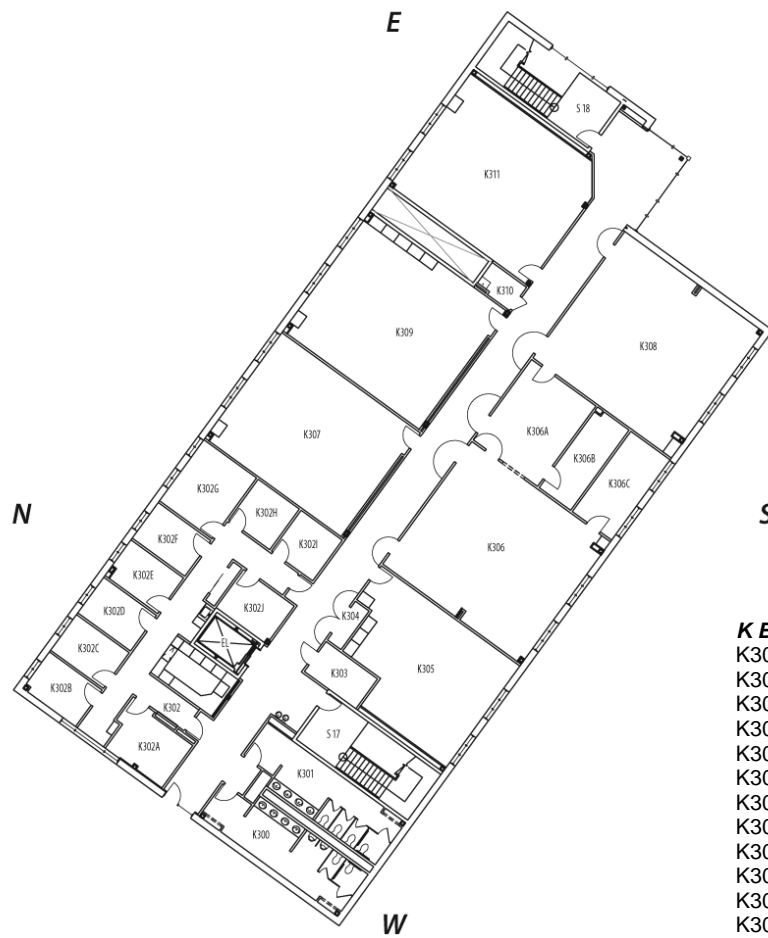
# K Building Second Level



### ***K Building – Second Level***

- K200 Telephone/Data
- K201 Men's Room
- K202 Mechanical
- K203 Multi-Media Lab
- K204 Multi-Media Lab
- K205 Classroom
- K206 Graphics Lab
- K207 Multi-Media Lab
- K208 Electrical
- K209 Women's Room
- K210 A-L Planning, Marketing & Assessment
- K211 Conference Room
  
- K212 English Writing Lab
- K213 Electrical
- K214 Men's Room
- K215 Women's Room
- K216 A-Y Faculty Offices
- K217 Math Development Lab
- K218 Math Development Lab
- K219 English Classroom
- K220 English Classroom
- K221 English Classroom
- K222 Environmental Services
- K223 Language Classroom
- K224 English Classroom

# K Building Third Level



## ***K Building – Third Level***

- K300 Men's Room
- K301 Women's Room
- K302 A-J Faculty Offices
- K303 Telephone/Data
- K304 Electrical
- K305 Math Lab
- K306 Organic Chemistry
- K306 A Chemistry/Forensic Prep
- K306 B Chemical Storage
- K306C Instrument Storage
- K307 Math Classroom
- K308 Chemistry/Forensic Lab
- K309 Math Classroom
- K310 Environmental Services
- K311 Classroom

## SPACE GUIDELINE CALCULATIONS

On the following pages are the College's space guideline calculations using the currently approved Maryland Higher Education Commission community college guidelines.







<b>COMPUTATION OF SPACE NEEDS</b>							
COLLEGE NAME: Carroll Community							
July 1, 2014							
HEGIS CODE	HEGIS CATEGORY	Need 2013	Inventory 2013	Surplus/ (Deficit)	Need 2023	Inventory 2022	Surplus/ (Deficit)
<b>100 (110-115)</b>	<b>CLASSROOM</b>	<b>44,312</b>	<b>34,482</b>	<b>(9,830)</b>	<b>54,807</b>	<b>34,482</b>	<b>(20,325)</b>
<b>200</b>	<b>LABORATORY</b>	<b>49,343</b>	<b>42,618</b>	<b>(6,725)</b>	<b>61,027</b>	<b>42,618</b>	<b>(18,409)</b>
210-15	Class Laboratory	41,594	39,692	(1,902)	51,443	39,692	(11,751)
220-25	Open Laboratory	7,749	2,926	(4,823)	9,584	2,926	(6,658)
250-55	No Allowance						
<b>300</b>	<b>OFFICE</b>	<b>61,557</b>	<b>46,833</b>	<b>(14,724)</b>	<b>75,553</b>	<b>46,833</b>	<b>(28,720)</b>
310-15	Office/ Conf. Room	59,884	46,833	(13,051)	73,662	46,833	(26,829)
320-25	Testing/Tutoring	1,673	0	(1,673)	1,891	0	(1,891)
350-55	Included w 310						
<b>400</b>	<b>STUDY</b>	<b>14,888</b>	<b>12,874</b>	<b>(2,014)</b>	<b>20,403</b>	<b>12,874</b>	<b>(7,529)</b>
410-15	Study	11,531	1,411	(10,120)	14,263	1,411	(12,852)
420-30	Stack/Study	2,157	8,651	6,494	4,386	8,651	4,265
440-55	Processing/Service	1,200	2,812	1,612	1,754	2,812	1,058
<b>500</b>	<b>SPECIAL USE</b>	<b>40,326</b>	<b>8,769</b>	<b>(31,557)</b>	<b>45,046</b>	<b>8,769</b>	<b>(36,277)</b>
520-23	Athletic	37,450	6,546	(30,904)	41,820	6,546	(35,274)
530-35	Media Production	1,876	2,223	347	2,226	2,223	(3)
580-85	Greenhouse	1,000	0	(1,000)	1,000	0	(1,000)
<b>600</b>	<b>GENERAL USE</b>	<b>36,656</b>	<b>40,130</b>	<b>3,474</b>	<b>41,398</b>	<b>40,130</b>	<b>(1,268)</b>
610-15	Assembly	12,690	13,832	1,142	13,564	13,832	268
620-25	Exhibition	1,673	830	(843)	1,891	830	(1,061)
630-35	Food Facility	11,220	7,020	(4,200)	13,872	7,020	(6,852)
640-45	No Allowance						
650-55	Lounge	3,300	3,491	191	4,080	3,491	(589)
660-65	Merchandising	1,773	3,715	1,942	1,991	3,715	1,724
670-75	No Allowance						
680-85	Meeting Room	6,000	11,242	5,242	6,000	11,242	5,242
<b>700</b>	<b>SUPPORT</b>	<b>16,869</b>	<b>12,943</b>	<b>(3,926)</b>	<b>18,960</b>	<b>12,943</b>	<b>(6,017)</b>
710-15	Data Processing	2,500	1,191	(1,309)	2,500	1,191	(1,309)
720-25	Shop/ Storage	10,166	8,829	(1,337)	12,216	8,829	(3,387)
730-35	Included w 720						
740-45	Included w 720						
750-55	Central Service	4,000	2,923	(1,077)	4,000	2,923	(1,077)
760-65	Hazmat Storage	203	0	(203)	244	0	(244)
<b>800</b>	<b>HEALTH CARE</b>	<b>569</b>	<b>0</b>	<b>(569)</b>	<b>656</b>	<b>0</b>	<b>(656)</b>
<b>900</b>	<b>No Allowance</b>						
<b>050-090</b>	<b>No Allowance</b>						
<b>Total NASF:</b>		<b>264,520</b>	<b>198,649</b>	<b>(65,871)</b>	<b>317,850</b>	<b>198,649</b>	<b>(119,201)</b>
				<b>ACTUAL</b>	<b>PROJECTED</b>		
				Fall 2013	Fall 2023-MHEC		
ONLY ON CAMPUS	ENROLLMENT/		FTDE-C	1,845	2,282		
PERMANENT SPACE SHOULD	EMPLOYMENT		FTDE-N				
BE INCLUDED ON THIS TABLE	STATISTICS		FTDE-T	1,845	2,282		
			WSCH-Lec-C	29,541	36,538		
SEE "SPACE ALLOCATION			WSCH-Lec-N				
GUIDELINES" SHEET FOR			WSCH-Lec-T	29,541	36,538		
FORMULAS AND DEFINITIONS			WSCH-Lab-C	5,942	7,349		
			WSCH-Lab-N				
			WSCH-Lab-T	5,942	7,349		
			FTE	1,157	3,386		
			BVE	21,570	43,860		
			FT-Fac	78	96		
			FT-Libr	4	5		
	N/A =		PT-Fac	334	413		
			FTEF	166	204		
	Hard Data =		FT-Staff	188	233		
			PHC-T	1,100	1,360		
				<b>ACTUAL</b>	<b>PROJECTED</b>		
				Fall 2013	Fall 2023-MHEC		
Formulas =	#DIV/0!	Headcount		4,041	4,879		

<b>COMPUTATION OF PARKING NEEDS</b>							
<b>COLLEGE NAME: Carroll Community</b>							
<b>July 1, 2014</b>							
<b>PARKING CATEGORY</b>	<b>FACTOR</b>	<b>Need Current</b>	<b>Inventory 2013</b>	<b>Surplus/ (Deficit)</b>	<b>Need 10 Years</b>	<b>Inventory 2023</b>	<b>Surplus/ (Deficit)</b>
FTDE-T	0.75	1,384	1,294	(90)	1,712	1,797	85
FT-Fac and FT-Staff	0.75	200	222	22	247	222	(25)
<b>SUBTOTAL</b>		<b>1,584</b>	<b>1,516</b>	<b>(68)</b>	<b>1,959</b>	<b>2,019</b>	<b>60</b>
Visitors	0.02	32	4	(28)	39	4	(35)
<b>REGULAR SPACES</b>		<b>1,616</b>	<b>1,520</b>	<b>(96)</b>	<b>1,998</b>	<b>2,023</b>	<b>25</b>
Reserved Accessible*			43	43		54	54
<b>ALL SPACES</b>		<b>1,616</b>	<b>1,563</b>	<b>(53)</b>	<b>1,998</b>	<b>2,077</b>	<b>79</b>
* In addition to the regular parking spaces, the Americans with Disabilities Act requires reserved spaces for disabled individuals. Reserved accessible spaces shall conform to the requirements in the space allocation guidelines:							
	<b>TOTAL SPACES</b>	<b>REQUIRED ADA</b>	<b>TOTAL SPACES</b>	<b>REQUIRED ADA</b>			
	<= 25	1	201 - 300	7			
	26 - 50	2	310 - 400	8			
	51 - 75	3	410 - 500	9			
	76 - 100	4	501 - 1,000	2% of total			
	101 - 150	5	> 1,000	20 plus 1 for each			
	151 - 200	6		100 beyond 1,000			
ONLY PARKING FOR ON CAMPUS SPACE SHOULD BE INCLUDED ON THIS TABLE							
"NEED" DATA FOR RESERVED ACCESSIBLE SPACES MUST ENTERED MANUALLY USING THE ABOVE ADA GUIDELINES							
"NEED" DATA FOR ALL OTHER CATEGORIES ARE ENTERED AUTOMATICALLY FROM THE ENROLLMENT/EMPLOYMENT STATISTICS ON TABLE 3							

## PLANNED AND PROPOSED FACILITIES PROJECTS

The current 80 acres at the 1601 Washington Road facility are expected to be adequate for the next ten years and beyond. Expanded growth can only take place on the existing site if current athletic fields are converted to building sites and parking areas. There are plans to seek to purchase additional acreage near the college's current location, if and when, it becomes available.

The existing acreage adequately houses the Administration Building, Classroom Building I, the Multi-Purpose Building, the Learning Resource Center, an Amphitheater, Fine & Performing Arts Center/Business and Training Center and the Life Fitness Center, the Nursing and Allied Health Facility and Classroom Building 4 (the "K" Building).

The college's Master Plan reflects three additional building platforms immediately adjacent to the existing structures. Once those facilities have been constructed all future buildings and parking will need to occur on current athletic fields and surface parking areas.

## SYSTEMIC RENOVATION

### Central Plant Upgrades – Scope of Work

Existing Conditions: The existing chiller arrangement involves two chillers and an ice storage system. The larger chiller is connected to both the ice storage tanks and a plate frame heat exchanger with a glycol piping loop. The smaller chiller is connected to the heat exchanger and the building chilled water distribution loop with pure water piping. At night, the larger chiller generates low temperatures and this is used to freeze the water in the ice tanks. During the day, the chiller will run at higher temperatures and the ice is used to further cool the glycol mixture such that as it passes through the heat exchanger, the leaving water temperature is suitable for the building distribution loop.

The primary benefit of such a system is to shift the main electrical load of the system from during the day to the night. Many electrical utility rates provide an incentive for off-peak electrical use in the form of either a reduced kwh rate or no off-peak demand charge. This incentive is necessary because this system of producing ice inherently has some inefficiencies associated with it such as greater pumping energy to move the glycol mixture back and forth through the ice tanks, the lower discharge temperatures of the chiller, and the poor thermal conductivity properties of glycol. The current electrical rate structure provides no kwh off-peak incentive and the peak demand charge is very small relative to the overall electrical cost.

The existing boilers are, at best, 80% efficient and oversized for the current load. This makes the boilers operate even more inefficiently during the colder seasons and the summer when there is a reduced load. The secondary heating loop also responds to a temperature reset schedule, however, the non-condensing nature of the boilers means that they cannot take full benefit of the potential efficiency gains from such a control strategy.

Proposed system: It is proposed to replace the existing ice generating system with a

standard water loop with the chillers operating in parallel. This will replace both chillers (as they are both at the end of their service lives) with high efficiency units, remove all the glycol piping from the mechanical room, remove the heat exchanger, and abandon in place the glycol piping leaving the mechanical room and the ice storage tanks. The chillers will then operate according to a standard parallel chiller sequence of operation and be able to benefit from a chilled water reset strategy.

It is also proposed to remove the existing boilers and replace them with modular condensing boilers that can better respond to the load of the combined buildings.

### Demolition and Removal Work

Disconnect, remove and properly dispose of one existing 300 ton chiller and one 525 ton chiller.

Disconnect, remove and properly dispose of two 250 hp boilers.

Disconnect, remove and properly dispose of Chilled Water, Condenser Water, Hot Water, Fuel Oil, Natural Gas, and Glycol piping as required for new installation.

Drain, cap, and abandon in place existing glycol piping exiting main mechanical room.

Drain, cap, and abandon in place the existing ice storage tanks.

Disconnect, remove and properly dispose of all other materials or debris related to this project.

Disconnect, remove and properly dispose of gas flue as required.

Remove and properly dispose of all old refrigerant and oils.

Disconnect and secure electrical connections to the chillers and boilers.

### New Installation Work

- Mechanical
  1. Provide and install new chillers.
  2. Provide and install new boilers.
  3. The chiller shall be located in the existing location with chilled water piping, condenser water piping and all other piping extended as required for connection.
  4. Reconnect chilled water piping to each new chiller. Match the existing pipe size.
  5. Reconnect condenser water piping to each new chiller. Match the existing pipe size. Reconnect the refrigerant relief piping to each new chiller.
  6. The boilers shall be located in the existing location with gas piping, hot water piping and all other piping extended as required for connection
  7. Reconnect HW Piping to the new boilers. Match the existing pipe size.
  8. Reconnect natural gas piping to the new boiler. Match existing pipe size.
  9. Provide new sealed combustion venting to exterior wall for concentric vent as required. Vent material shall be PVC installed for Category IV venting.
  10. Provide condensate piping from boilers to nearest floor drain with condensate neutralization kit.
  11. Insulate new piping, valves and fittings as required.
  12. Provide and install new refrigerant monitor as required to comply with new

- refrigerant type.
13. Start-up, checkout and verify all modes (stages) of operation (by factory authorized representative) to include measurement and verification of “part load” and “full load” efficiencies, and all unit control features per manufacturers’ start-up and checkout procedures.
  14. Reuse existing piping, pipe fittings, pipe hangers, isolation valves, strainers, check valves, thermal wells, and pressure sensor wells where feasible and serviceable.
  15. Connect factory-mounted and wired controls.
  16. Disconnect and reconnect to existing controls and control valves. Replace “failed” valves as needed.
  17. Provide interface with building automation system as necessary
  18. Install each new chiller per manufacturer’s criteria and local codes
  19. Contractor to flush all new water pipe and bleed air from the system.
  20. Contractor is responsible for ensuring that the correct equipment is ordered, installed, and compatible with existing electrical and gas service, infrastructure, mechanical rough-in and all other requirements that make the newly installed unit a seamless transition after the removal of the existing units.
  21. Contractor is solely responsible for all “trades” necessary to complete the installation including but not limited to; touch-up painting, wall repairs, and all other necessary repairs directly related to the new equipment installation.
  22. Contractor shall be responsible for all permitting required.
  23. Contractor is responsible for a complete and functional hot water heating system and chilled water system.

### Controls

\*\*All low voltage (less than 120 Volts) wiring and connections by Controls Contractor\*\*

1. Connect to new building management system.
2. Set up hourly trends of totalized kWh and totalized BTUs delivered. Data to be available for a minimum of 13 months.

### Electrical

\*\*All line voltage (120 Volts and greater) wiring and connections by Electrical Contractor\*\*

1. Connect power to new chillers and boilers. Reuse existing electrical devices and wiring. If devices and wiring are found to be of insufficient size, insufficient length, or in poor condition, replacement required.
2. Install kW meter as required for measurement and verification.

Start-Up and Checkout Forms: Provide start-up, checkout and verification of all modes (stages) of operation (by factory authorized representative) including measurement and verification of “part load” and “full load” efficiencies, and all unit control features per manufacturers’ start-up and checkout procedures.

## Fire Alarm System Replacement – Scope of Work

We are no longer able to purchase parts for the existing fire alarm system and currently we are using “band aids” to keep the system operational. This project will include removing the existing and installing new fire alarm control panels, annunciators, audio amplifiers and addressable initiating devices and interface modules in all buildings. The new system shall match or exceed the existing system’s functions and sequence of operations.

- Furnish and install new IFC2-3030 addressable fire alarm control panels to replace all MXL control panels.
- Devices/Modules to be removed and replaced include smoke detectors, heat detectors, monitor modules, control modules, relay modules, and pull stations.
- Install new air duct smoke detectors and addressable control relays for AHU shutdown
- Program new fire alarm panels to function in the same manner as the existing fire alarm systems.
- Network new fire alarm control panels to allow two way communications between all new panels and centralized annunciation in the Maintenance Supervisor’s office in lower level of the M Building
- Fire alarm shop drawings, power supply and battery calculations, and catalog submittal documentation shall be provided as well as record drawings and O&M Manuals
- System test and Inspection per NFPA 72

### Key Aspects of the Proposed Equipment/ System Design:

- Proposed solution is not a code upgrade. The new system will be programmed to match the existing functions and sequence of operations.
- Existing wiring and device locations are to be utilized throughout.
- Existing speaker, horn, and strobe circuits and devices shall be maintained and replaced only as necessary.
- Proposal provides the latest generation state of the art system to provide the infrastructure, technology, and expansion capacity to support future expansion, renovation, and code upgrade.
- Our approach permits reuse of existing field wiring and audible/visual appliances while allowing the fire alarm control equipment and initiating devices to be upgraded to the latest intelligent addressable standards.
- Proposal provides multichannel audio and networked voice to allow paging between panels.
- Provides digital audio system that eliminates the analog amplifiers and greatly improves sound quality. Digital backup amplifiers are also included.
- New system provides capability of being re-programmed to accomplish additional mass notification functions and/or sequences of operations as required for non-fire emergencies, (signal prioritization based on campus threat/vulnerability assessment).
- One new #18 2-conductor UTP cable will be installed between control panels for

the new fire alarm network circuit. This will enable continuity of operation for both the existing and new systems during the upgrade process, with a single temporary interface between the MXL and new JCI IFC systems maintained until the last MXL is removed.

- Provide, install, and program a JNCA (Network Control Annunciator) to allow all new fire alarm control panels to be controlled and monitored from a central location.
- Provide and install new JPRN-6 event printer to provide a hard copy printout of all system events, status changes, and reports.
- Proposal provides a BACNET Gateway for integration with building automation system for ancillary monitoring of fire alarm.
- Provide Intelligent Fire Integrator (IFI) Fire Alarm UL Listed Graphics work station with full command and control.
- Includes (2) new Custom Graphic Annunciators to replace the existing.
- Includes installation of new surge protection on existing 120VAC fire alarm circuits.
- Includes record drawings developed in AutoCAD format.

Addressable field devices to be replaced:

- Furnish and install approx. (400) new addressable smoke detectors to replace existing. Note: some smoke detectors cannot be accessed (i.e. ceiling mounted detectors in Great Hall). These devices will be abandoned and replaced with long range beam detectors.
- Furnish and install approx. (120) new addressable manual stations to replace existing.
- Furnish and install approx. (75) new air duct smoke detectors including duct housing, smoke sensor, sampling tubes, Remote test stations to replace existing.
- Furnish and install (75) new addressable relay modules for AHU shutdown or damper control.
- Furnish and install approx. (45) new addressable heat detectors in place of existing.
- Furnish and install new addressable supervision modules to monitor existing sprinkler flow switches, tamper switches/ pre-action releasing panel (approx. 105 points).
- Furnish and install approx. (25) new addressable relays for misc. building functions to match existing life safety control functions (i.e. door release, door holder)
- Furnish and install (28) addressable relay modules for elevator recall, shut-trip, and emergency signal. (7) addressable monitor modules for power monitoring.
- Provide new addressable control modules for activation of existing and new NAC panels (approx. 12)
- Furnish and install (5) new LCD-160 LCD annunciators to replace existing.

Summary of Existing FACP Configuration: All existing control panels to be replaced/upgraded with intelligent addressable fire alarm control panels. New system to include all cabinets, CPUs, control equipment, network cards, digital voice command components, digital communicator, inputs/outputs, audio amplifiers, backup amplifiers, auxiliary power, conduit & fittings (at panel locations), and all components necessary for a complete operating system, with spare capacity for future expansion.

### Clarification and Exclusions:

- The existing cable and back boxes will be reused.
- The existing notification devices (speaker/strobes, horn/strobes and strobes) shall be reused..
- 120V AC Power at existing fire alarm control panels will be reused for new FACP installation.
- No core drilling is included.

### PARKING SHORTAGE

The parking situation at the 1601 Washington Road campus is becoming inadequate. There are 1,566 parking spaces on campus, serving the students, staff, faculty and visitors. Included in this amount is the 258 space surface lot constructed in the southwest quadrant of the parcel in September, 2008. This newest lot displaced an existing softball field, increased the amount of impervious surface and negatively impacted the stormwater management plan. The majority of the parking spaces are open parking, but there are 222 spaces marked for faculty and staff.

The majority of the handicapped parking is provided in a small lot located between buildings N and L. This lot is the closest and most convenient lot on campus. Other handicapped parking is available to the front of the N building and to the front of the K building. The current quantity and design of the HC and van spaces meet building code and ADA requirements.

### IDENTIFICATION OF SPECIFIC FACILITIES AND ACADEMIC PROGRAMS

Over the next five years, the following activities have specific needs that need to be met in order to establish viable programs:

- 1) Systemic Renovations
- 2) Parking
- 3) Nursing and Allied Health Programs
- 4) Expansion of core curriculum





## **CAMPUS ANALYSIS 3**

- Introduction
- Geographic Summary
- Zoning Impact
- Site Utilities & Infrastructure
- Access & Vehicular Circulation
- Existing Parking
- Projected Parking Shortage
- Proposed Parking Solution
- Pedestrian Circulation
- Open Space
- Campus Landscape & Image
- Potential Building Sites

## CAMPUS ANALYSIS INTRODUCTION

This Master Plan is a design solution that responds to the existing site features, campus improvements currently underway, governmental regulation, projected programmatic needs and economic considerations. All of these issues have been revised by the College's Facilities Master Plan Committee, its executive officers, the college board of directors and its architectural consultant to ensure that the proposed future development is in keeping with the College's original design concepts and long-term needs. The College has continued to experience growth beyond expectations during the past ten years. Carroll Community College's most recent addition is the 80,000 SF Classroom Building 4, a multi-purposed academic facility.

The master plan team members systematically reviewed zoning, land use, utility infrastructure, stormwater management structures, vehicular traffic, parking conditions, site vegetation and topographic conditions while developing the following updated master plan illustrations and narrative.

## GEOGRAPHIC SUMMARY

Carroll County is located fifty miles north of Washington, DC and thirty miles northeast of Baltimore, MD. The region surrounding these two cities continues to experience above average growth in new households to the area and commercial development. Carroll County, on the other hand, continues to experience slower, yet steady growth, resulting from planned county government policy. Despite evident commercial growth along the county's major transportation arteries, Carroll County remains an agricultural community recognized for its scenic landscape, historic homes and beautiful farms. It is a region that has combined rural solitude with concentrated residential communities.

Westminster, the largest metropolitan area, is the governmental and economic center of the County. It is also the educational center, offering the academic options of several public primary and secondary schools, various private schools, McDaniel College and Carroll Community College. As can be seen on the following regional map, several state highways and major roadways converge on Westminster, the geographical center of the county.

The Community College is located close to the southeastern city limits of Westminster on an eighty (80.157) acre parcel. Two major roadways, State Route 97 and Route 32 (Washington Road), border the College's east and west property lines respectively.

The area surrounding the College consists of a variety of land uses. To the north are Robert Morton Elementary School, Carroll County Vocational Technical Center and Westminster High School. South of the College is the Carroll Counter Family YMCA. Land areas east and west of the property are primarily agricultural, sparsely developed by private

residences. All property surrounding the college parcel is either developed land or productive farmland.

The current development of the College enhances the surrounding area. Much of the campus is open, providing several athletic fields to the south, natural tree stand immediately north and south of the campus buildings and several acres of surface parking lots. The campus' large rolling land forms preserve the rural characteristics that Carroll County is known for.

## ZONING IMPACT

Two types of development are permitted on the campus, i.e. Conservation and Transitional. Both development types permit the expansion of the College facilities, although each future building project must be approved by the Zoning and Planning Commission of Carroll County.

Route 97 is a limited access state highway. Route 32 is a state highway that requires a minimum distance of 750 feet between each vehicular entrance. Two-way access roads connecting parking lots and public roads must be at least 20 feet wide. One-way access roads shall be a minimum width of 15 feet. Per zoning regulations, the minimum parking space size is 9 by 18 feet with a credit of one foot overhang if the adjoining space at the front of the space is a landscaped area.

## SITE UTILITIES AND INFRASTRUCTURE

Buried utilities are organized about the service loop road that surrounds the campus buildings, with the exception of Classroom Building 4 and the Amphitheater. Water, storm drains and sanitary pipes follow the loop service road, providing connections at several points at the buildings' perimeters. The public utilities mains for water, electricity, gas and sanitary run parallel with Route 32; Stormwater Management is achieved on-site by an underground 84 inch pipe stormwater management infiltration system.

*Storm Drainage* - Expansion of the stormwater management retention facility was completed during the construction of Classroom Building 4 to accommodate the increased runoff. Future capacity of the modified basin will be limited to minor development. Future classroom and garage building pads will require the construction of both additional stormwater collection systems and further expansion of the Stormwater Management Facility on campus.

Varying sizes of storm drain lines collect property run-off and roof drain water. A loop closed storm drainage system carries the run-off from their recently constructed underground stone and pipe infiltration facility. This facility manages the existing site impervious area as well as the recently constructed building, road, sidewalks and parking lot. Recharge volume is located within the voids in the stone below the 84 inch pipes and the facility has been sized to manage both water quality and water quantity for the 10-year storm. Currently, there is excess capacity in the structure to permit an addition 8,500 +/- SF of new impervious area to be constructed.

Runoff from the College has always discharged into the Liberty Reservoir Watershed. In recent years, the watershed has been categorized in the Watershed Protection zone, and as such new standards for water quality and quantity have emerged. The three major components to be considered in any SWM expansion program are:

1. The impacts from impervious surfaces shall not reduce the site recharge by more than 10% of the predevelopment recharge of the site.
2. A minimum of 90% of the annual, total runoff from all impervious surfaces shall be recharged to the ground within the site property.
3. Stormwater management shall be achieved through the use of a series of connected practices. Water quality management and recharge shall be distributed throughout the site.

The recent redesign of the stormwater management facility positioned the facility to allow for limited expansion in the future for projects which may be constructed in the northern portion of the property.

However, any new construction in the southern portion of the property will require design of several completely new stormwater management facilities that will comply with the guideline that have been previously noted. Serious consideration to “Green Roof” design will greatly assist in achieving the goals set forth.

*Water Service* - The site is located in the city of Westminster Water Service Area, in Planned Project Area 515. An existing 12-inch water main was extended parallel to Route 32, providing service to the northwest corner of the site. A 12-inch line leads to the loop service road and connects to an 8-inch line that encircles the existing facilities. The current design provides 27 gallons per day per capita at a minimum pressure of 25 psi. As a result of current water appropriation restrictions established by MDE, campus water usage cannot be increased until the City of Westminster has sufficient storage and treatment capacity for their water system.

*Sanitary Sewer* - The sanitary system includes a pumping station just north of the existing buildings and outside the loop road. The pumping station was evaluated during the design of the Classroom Building No. 4 and found to be adequate for current capacities with some excess capacity available. It is recommended that the pumping station be re-evaluated within the next five (5) years or in conjunction with a major expansion project to determine if the ultimate capacity has or will be reached. The pumping station and 6-inch forced main is sized for all future expansion on the site. The design parameters are a minimum velocity of 2 fps and a minimum slope of 1.0%.

*Electrical Service* - The source of power for the site is Baltimore Gas and Electric. An overhead line with 13kv is available within the right of way along Route 32.

*Gas Service* - A 5 inch buried gas line runs parallel with the incoming electrical service at the northwest corner of the campus. The service runs behind and to the east of

the round Learning Resources Center, entering the “Great Hall’s” Lower Level Mechanical Room. The gas service is sized for all future needs on campus.

## ACCESS AND VEHICULAR CIRCULATION

Essentially 98% of all students, staff and faculty commute by private car to the campus. The location of the College is convenient and central for most residents of the County. Major county and state roads converge on Westminster, including Routes 97 and 32, which adjoin immediately south of the College. Route 97 is a “limited access highway”, with no direct entrance onto the campus property. Consequently, there are three vehicular entrances along the west side of the campus from Route 32. The College has requested vehicular access from 97 on at least two instances. To date, each request has been denied. Vehicular access from the east is not feasible for the foreseeable future.

As can be determined from the attached Existing Campus Plan, the site roadway system and parking configuration is relatively simple in configuration. The campus is designed to minimize traffic flow on campus due to the large surface lots being located immediately adjacent to Route 32. Student and faculty are encouraged to park quickly and conveniently, avoiding the necessity to drive across the campus looking for the “closest space” to the main entrance. A service loop road encircles the existing buildings with the exception of Classroom Building 4. The service loop serves receiving areas in Building A (the “Great Hall”), the Fine Arts Center (Building T) and the Nursing and Allied Health Center (Building N). Classroom Building 4 is serviced from the southern parking lot with a service drive also connecting to the Amphitheater. The service road experiences minimal traffic from faculty or students, but is primarily used for deliveries and drivers with handicapped designation. The service road traffic will increase slightly in the future, as it will serve as a means for passenger drop-off at the main entrance of Classroom Building 4.

## EXISTING PARKING

There are 1,566 parking spaces on campus, serving the students, staff, faculty and visitors. Included in this amount is the 256 space surface lot constructed in the southwest quadrant of the parcel in September, 2008. This newest lot displaced an existing softball field, increased the amount of impervious surface and negatively impacted the stormwater management plan. The majority of the parking spaces are open parking, but there are approximately 250 spaces marked for faculty and staff.

The majority of the handicapped parking is provided in a small lot located between buildings N and L. This lot is the closest and most convenient lot on campus. The current quantity and design of the HC and van spaces meet building code and ADA requirements.

## PROJECTED PARKING SHORTAGE

The available 1,563 spaces do not adequately meet the needs of the current student population and class schedule. With the completion of Classroom Building 4, during Fall and Spring semesters when there are concurrent activities in the Theater and Classroom

Building 4 conferencing center that there is a parking shortage on campus. Faculty, staff, students and visitors are often forced to park in grassy areas around the perimeter of the facilities. The College and Master Plan A/E team estimates an additional 420 spaces are needed to meet the demand of additional student, staff and faculty growth generated by the current programs and facilities offered. The College has requested State funding for a 700 space parking structure. If denied, the alternative solution is to eliminate another athletic field for the construction of a surface lot.

The College administration, Board of Directors and Master Plan A/E team agree that multi-level structured parking is the best solution for the immediate parking needs as well as the long-term parking solution on campus. This conclusion is based on the following reasoning:

- There is no evidence that adjacent properties will become available for purchase and subsequent expansion in the foreseeable future. Immediate parking demands must be accommodated on the existing 80 acre campus.
- The only feasible future surface parking sites are the existing athletic fields located at the southern end of the campus. Four play fields (one baseball, one softball and two multi-purpose fields) remain. The loss of more than one of these fields will drastically impact the athletic programs currently underway by the College and County.
- The destruction of current open green space for the continued expansion of surface parking is counter-productive and arguably environmentally irresponsible. A responsible land use solution is to minimize the loss of open green space, therefore reducing the *heat island effect* and impervious surface water runoff. The following conditions are directly impacted by increased heat island conditions:
  - *Increased energy consumption:* Higher temperatures in summer increase energy demand for cooling and add pressure to the electricity grid during peak periods of demand. One study estimates that the heat island effect is responsible for 5–10% of peak electricity demand for cooling buildings in cities.
  - *Elevated emissions of air pollutants and greenhouse gases:* Increasing energy demand generally results in greater emissions of air pollutants and greenhouse gas emissions from power plants. Higher air temperatures also promote the formation of ground-level ozone.
  - *Compromised human health and comfort:* Warmer days and nights, along with higher air pollution levels, can contribute to general discomfort, respiratory difficulties, heat cramps and exhaustion, non-fatal heat stroke, and heat-related mortality.
  - *Impaired water quality:* Hot pavement and rooftop surfaces transfer their excess heat to storm water, which then drains into storm sewers and raises

water temperatures as it is released into streams, rivers, ponds, and lakes. Rapid temperature changes can be stressful to aquatic ecosystems.

*The above heat island impacts is referenced from “Heat Island Effect”, by the U.S. Environmental Protection Agency, <http://www.epa.gov/heatisland/about/index.htm>*

- It is feasible to create natural or synthetic turf athletic field atop a parking structure. This is a common solution seen on public college and private school campuses. A turf surface will eliminate any heat island effect and provide a valuable asset toward the College’s athletic program.
- It is inevitable that structured parking will be required as the College grows unless a substantial amount of additional land is acquired. Refer to the two “Long-Term Development Plans” for the impact of future growth on the campus. A proactive approach to resolving the parking shortage by building structured parking will minimize the long-term expense of the improvements and maintain existing open space on campus for play fields and future growth opportunities.

## PROPOSED PARKING SOLUTION

The 700 space parking structure will consist of a minimum of three levels with an approximate total gross area of 245,000 SF. The structure shall be constructed of precast and/or cast-in-place concrete with brick-faced spandrel panels. The design will include a minimum of 2 exit stairs and a hydraulic passenger elevator.

The college has identified two feasible sites for the structure. The preferred site option coincides with the college’s campus master plan currently under development. Its location is directly north of the campus buildings, set within a depressed bowl utilized as a rugby field. Utilizing this site sets the ground floor slab of the garage approximately 20 feet below the surrounding land, minimizing the visual impact of the parking structure. Though this preferred site eliminates a play field, the area is large enough for an additional parking structure.

The second proposed site is located in the southwest corner of the campus. This site also displaces an athletic field. The site is less desirable because of its direct adjacency to the campus entrances off of Washington Road. The site’s footprint is limited to approximately 45,000 SF, requiring an parking structure of the equivalent 700 spaces to be six levels high. The full visual impact of the structure’s size and height would be emphasized on this proposed site.

## PEDESTRIAN CIRCULATION

The pedestrians are well-served by a network of sidewalks that radiate from the central entrance courtyard. College patrons move through the two major parking lots to perimeter walkways that ring the lots. The sidewalks are handicapped accessible and

provide ample circulation options. There is no evidence of unpaved paths created by walkers taking the shortest route to their destination.

All buildings on campus are connected by enclosed and conditioned pedestrian passageways. This is a significant benefit during the harsh winter months. Classroom Building 4 is served by an enclosed pedestrian bridge spanning over the south service road.

## OPEN SPACE

The existing set of buildings is a compact configuration organized about a three-sided courtyard that serves as the entrance plaza of the campus buildings. The Great hall, Fine Arts Center and Nursing Building frame the three sides of the courtyard. Other buildings interconnect with each other forming an attractive composition of building forms and intimate open spaces.

A traditional quad is formed to the north of the Great Hall, providing outdoor seating and informal assembly space. A sloping lawn serves as the seating area for the covered amphitheater. The remainder of the campus is surface parking, athletic fields, the stormwater basin and natural forestation.

The athletic fields comprise a significant portion of the campus' open space. There are four fields, consisting of a baseball field, a softball field, a soccer/rugby field and a multipurpose field. The soccer/rugby field is set within a depressed basin in the form of an elongated oval.

## CAMPUS LANDSCAPE AND IMAGE

Prior to the construction of the college, the 80 acre parcel was utilized for farming. Consequently, there are no mature trees on campus. There is approximately an acre of natural forestation at the top of a modest hill directly south of Classroom Building 4. Another woodland area follows a natural stream bed that borders the north side of the campus. Due to the lack of mature vegetation, views from the perimeter road network into the campus are generally unrestricted. This condition is slowly changing along the west edge, Washington Road. A variety of deciduous and evergreen trees were planted during the early stages of campus construction along the 70 feet wide landscape buffer. As one drives southward on Washington Road, Route 32, you often lose sight of the campus buildings due to the vegetation and mounded land forms.

Deciduous trees line the entrance drive that leads to the entry court. Overall, the landscape plantings have a suburban character, utilizing species that are hardy and require minimal maintenance. Trees in areas adjacent to the classroom buildings and within the south quad have not matured to the point of providing significant shade. As the vegetation matures, the tree canopies will create a stronger visual impact and improve the overall appearance of the campus.



Site furniture consists of benches and waste receptacles within the entrance court and south quad. There seems to be ample seating. Pedestrian lighting consists of light bollards and contemporary light standards within the entry court. Lighting within the parking lots and along the walkways are adequate and provide the correct level of security.

The overall image of Carroll Community College is quite positive set in a pastoral landscape. The building forms are quite attractive and complimentary to its rural surroundings. The buildings are homogenous, yet striking in architectural vocabulary, utilizing strong blue roof forms, a blend of red brick and expansive panels of glass. The overall composition of the campus buildings and rural landscape provides a striking collegiate environment.

## POTENTIAL BUILDING SITES

The illustration of potential building sites identifies feasible building pads remaining on the existing campus property. Sites A through C identify building pads directly adjacent to the other campus buildings. There is no order of priority for these three sites.

Site A represents Classroom building site that would serve as an expansion for the existing Classroom Building 4. The footprint of the site represents approximately 20,000 square feet of buildable area.

Site B represents a future expansion of the existing Nursing and Allied Health Building. The sites development will require a reconfiguration of the service road that runs across the west face of the campus buildings. The pad represents a building footprint of approximately 15,000 square feet.

Site C is a recent addition to the plan, representing a feasible building site for a 5,000 square feet general storage building. The site is adjacent to the primary campus receiving area. The development of the pad will require modifications to one or more buried utilities that run along the north side of the campus.

Sites D, E and F represent potential parking structures depicted on the short and long term illustrative master plans. A 45,000 square foot footprint can be initially developed on each of the three potential parking sites. Site D has the potential for a parking expansion, with the capability of doubling its parking capacity. This idea is represented on the Short Term Illustrative Master Plan by the notations "Garage 1" and "Garage 2".

Site D has been designated as the first parking structure site to be developed in the short term. Its location provides the best and most central access to the existing and future classroom buildings. Site D is currently a depressed multi-purpose athletic field, approximately 20 feet below the surrounding area. Utilizing this site for campus's central parking structure will minimize the visual and physical impact of the four or five level facility on campus and within the its surrounding rural context.

Sites E and F represent long term parking solutions as the college grows during the next ten to twenty years. Each of these sites is relatively level with the adjacent Washington Road. The parking structures will require visual screening by landscaping to minimize their impact to the surrounding properties.

Potential building sites G, H, I represent college classroom and support facilities developed based upon the future academic needs of the college. The long term development of sites H and I are delineated in Long Term Illustrated Master Plan – Option 1. The development of site G is represented in Long Term Illustrated Master Plan – Option 2. The advantages and disadvantages of each are detailed within the written descriptions of the illustrative master plans.



## CAMPUS MASTER PLAN 4

- Short Term Development
- Long Term Development
- Master Plan Summary
- Implementation Strategy

## CAMPUS MASTER PLAN

The Campus Master Plan illustrates the overall future development of the campus with realistic building footprints. A short term plan and two long term plan options have been developed and adopted by the college.

*Short Term Development* - The short term solution identifies the following five priority projects:

- **Systemic Renovations:** Updating infrastructure is the College's highest priority. This project includes systemic improvements and renovations to facilities including heating, ventilation, and air conditioning systems. Included are Honeywell Control systems upgrades, fire alarm system upgrades, boiler replacements and chiller replacements.
- **Garage 1:** Seven hundred additional parking spaces are needed to meet the 5-year projected enrollment. Garage 1 will be approximately 245,000 SF composed of 5 levels. Located on a current depressed athletic field, the structure's mass and height will be minimized. The proposed garage will increase the parking space count from 1,566 to 2,266. An access drive will run along the south side of the garage, extending from the existing south parking lot. There is a potential for the new drive to continue east to a new vehicular access point off of Route 97. Note that in the past, the state has refused access from Rt. 97.
- **Garage 2:** The second parking structure can provide an additional 700 spaces. This second parking facility will directly connect to garage 1 for a highly efficient parking structure. Garage 2 has the potential to be larger in footprint and taller with more parking levels than Garage 1. As the on-campus parking needs evolve, the requirements of this parking structure can be adjusted.
- **General Storage Building:** There is a severe shortage of general storage space on campus. Back-of-house space on the lower level of the Great Hall has been utilized as supplemental storage for a number of years, creating fire and exiting safety problems with local and state building inspectors. A long term solution is to construct a single or two-story storage facility near the primary loading and receiving dock on campus. The footprint is represented as 5,000 SF on the illustrative master plan. A final program has not been developed. The building will be clad in face brick and cast stone trim to complement the architecture of the campus.
- **Classroom Site 1:** Planned as an expansion to the existing Nursing and Allied Health Building, the proposed project has the capability of doubling the program's size. The building is proposed as two levels, totaling approximately 30,000 SF.
- **Classroom Site 2:** A second classroom site is shown on the east side of the campus, adjacent to Classroom Building 4. The site represents the last potential building location in direct proximity of the current campus. The illustrated plan represents a 2-story,

50,000 SF classroom facility with an indoor connection to Classroom Building 4. An academic program for the building has not been developed.

*Long Term Development* – Two options have been considered as long term solutions for the growth of classroom, administrative and student service facilities on the current 80 acre campus. The development represents approximately doubling the academic capacity of the college over the next 20 to 25 years. The two solutions offer different planning characteristics as the college grows and the campus becomes denser.

- Long Term Illustrative Master Plan - Option 1: Option 1 depicts the development of a second academic core of buildings on the south end of campus, directly east of the proposed parking structures, Garages 1 and 2. The plan illustrates six buildings organized around an open quadrangle. The six building quad represents approximately 300,000 SF of academic development. This building area when added to Classroom Site 1 and Classroom Site 2 is equivalent to 380,000 SF, more than doubling the current built space on campus.

Parking capacity will need to grow along with the academic and support space. Parking requirements have been projected at 2,013 spaces for the fall of 2014. Doubling the size of the campus will require the increase of parking to approximately 3,500 spaces on or near the existing campus. Garage locations 3 and 4 represent a combined total of 250 spaces per level. If each garage was built with 3 levels, the total parking capacity of Garages 3 and 4 is 750 spaces.

Parking Capacity represented by Long Term – Option 1:

• Surface Parking	1,366 (200 sp. are lost due to development)
• Garage 1	700
• Garage 2	700
• Garage 3	425
• Garage 4	<u>325</u>
Total Spaces	3,516

The Option 1 campus configuration essentially creates a second, southern campus on the college property. The configuration lends itself to developing specific programs within the southern quadrangle that relate to each other, such as a science and mathematics focus. Specific programs have not been identified for the long term south quad buildings.

- Long Term Illustrative Master Plan - Option 2: The second long term option emphasizes the planning of a more compact, cohesive campus. The proposed long

term academic buildings relate to the existing campus, forming a similar scale of buildings facing the surface parking lot and primary Washington Road vehicular entrance. The master plan represents the same amount of built academic space of 380,000 SF as Option 1. Structured parking will also be developed in a similar fashion as Option 1, though more structured parking is required in the Option 2 solution due to the loss of additional existing surface parking. Garages 1 and 2 remain the same as those in Option 1. The size of Garages 3 and 4 will be increased to 4 levels.

A primary advantage with Option 2 is the extent of the athletic fields that remain on campus. Option 1 completely eliminates the play fields, requiring the leasing of fields off campus or the construction of new fields on newly acquired land.

A second advantage with Option 2 is the composition of the proposed academic buildings relative to the parking structures. The academic buildings are integrated with the garages, helping to mask the utilitarian character of the parking structures with the more contextual quality of the education facilities.

Parking Capacity represented by Long Term – Option 2:

• Surface Parking	1,050	(516 sp. are lost due to development)
• Garage 1	700	
• Garage 2	700	
• Garage 3	650	
• Garage 4	<u>350</u>	
Total Spaces	3,450	

## MASTER PLAN SUMMARY

The Facilities Master Plan represents the preferred direction for future development and expansion of Carroll Community College by the Facilities Master Plan Committee and its architect. The organization of the various planning options, short term and long term, takes into account issues such as the space needs program, utility systems in place, available sites within the campus and the architectural planning approach in response to the context of the built environment on campus. Both pedestrian and vehicular traffic have been evaluated to ensure that the circulation of the future campus is as successful as today's College. The authors of this Master Plan believe that it honors the original intent of the College's first Master Plan, while looking toward the future for ways to best serve the educational needs of Carroll County and preserving and protecting environmentally sensitive and rural lands and resources from the impacts of development as deemed appropriate by PlanMaryland.

## IMPLEMENTATION STRATEGY

### Short and Long Term Capital Improvement Program

	<u>Five-Year Capital Program</u>	<u>Beyond Five-Year Capital Program</u>	<u>Beyond Ten-Year Capital Program</u>
1) Systemic Renovations	X		
2) Parking Garage 1	X		
3) General Storage Building		X	
4) Nursing & Allied Health Expansion (Classroom Site 1)		X	
5) Classroom Site 2		X	
6) Parking Garage 2		X	
7) Future Classroom Buildings (New Quad)			X
8) Parking Garages 3 & 4			X

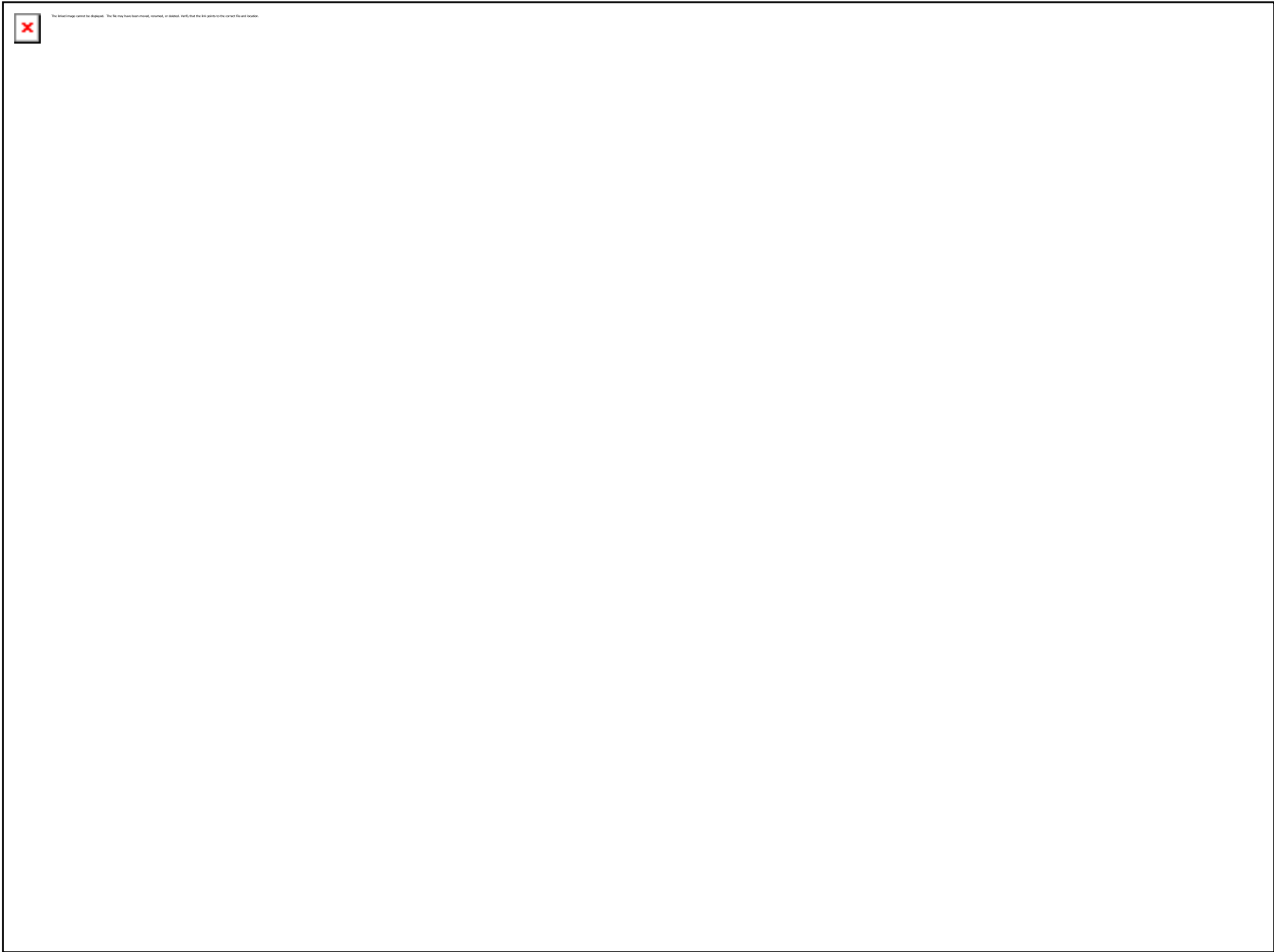


## ILLUSTRATIONS 5

- Aerial View – Existing Campus
- Potential Building Sites
- Short Term Illustrative Master Plan
- Long Term Illustrative Master Plan – Option 1
- Long Term Illustrative Master Plan – Option 2



# AERIAL VIEW – EXISTING CAMPUS



POTENTIAL

BUILDING

SITES



POTENTIAL BUILDING SITES



FACILITIES MASTER PLAN





SHORT TERM ILLUSTRATIVE  
MASTER PLAN



FACILITIES MASTER PLAN







LONG TERM ILLUSTRATIVE  
MASTER PLAN, OPTION-1

 **CARROLL**  
COMMUNITY COLLEGE

**FACILITIES MASTER PLAN**



# LONG TERM ILLUSTRATIVE MASTER PLAN – OPTION 2



LONG TERM ILLUSTRATIVE  
MASTER PLAN, OPTION-2



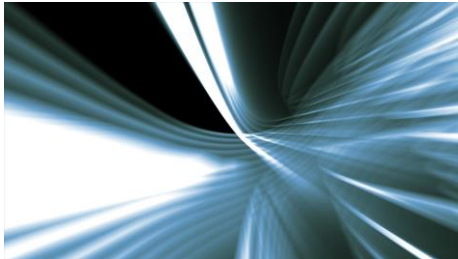
FACILITIES MASTER PLAN



CARROLL COMMUNITY COLLEGE

# Technology Master Plan

FY2010 – FY2015



Updated - October 2009  
Revised Appendix D - February 18, 2010

CARROLL COMMUNITY COLLEGE

# Technology Master Plan

FY2010 – FY2015

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## Vision Statement

Included in the college's five-year plan, *Compass: Charting the Course to 2010*, is this strategic initiative:

*Make optimal use of technology to promote student learning and increase the efficiency and effectiveness of college operations.*

*Robust, state-of-the-market technologies will be used to:*

- *Engage students and foster learning*
- *Support flexible learning opportunities*
- *Provide a stimulating learning environment*
- *Insure access to resources for students and employees*
- *Increase efficiencies in operations*
- *Promote the College within the community*
- *Provide a secure IT environment*

This Master Technology Plan is designed to guide the College over the next five years in the planning and implementation of technology to support its instructional and institutional goals. To meet the above stated vision, eight strategic technology goals have been identified.



# Strategic Technology Goals

## I. Instructional and Learning Technology

In order to support an optimal learning environment and experience for Carroll Community College students and faculty, the College will provide and maintain state-of-the-market computer labs, smart classrooms, wireless network access, software, and Internet connectivity. Instructional and learning technologies are considered by the college to be the highest priority.

- a. The College is committed to an annual analysis and refresh/ rollover of computers in all labs, classrooms, and offices.
- b. The College will support these learning facilities with consistent help desk availability, redundancies, and human support.
- c. Classroom building #4 which opened in 2009 will receive optimal technical and hardware support.
- d. Faculty will receive regular training and development on Blackboard and other instructional technologies such as student response systems and podcasts.
- e. Faculty will be provided with up to date desktop or laptop computer technology with a regular schedule of refreshing of equipment.
- f. Faculty will be encouraged to and provided the resources with which to experiment with new instructional technologies to engage students and enhance the learning environment.
- g. Faculty and Learning Technology staff will research and experiment with mobile applications, Web 2.0 programs, and social networking tools to expand the reach of instruction and learning.

## II. Library/Media

The Library and Media Center serves as a locus for student and faculty research and technology applications. As such, the Library will provide computer and media resources for student and faculty research and instructional needs including computer workstations, research databases, learning software, laptops, and Internet connectivity. The College is committed to providing sufficient funding and staffing to support the technology needs and resources of the Library and Media Center.

- a. The Library will continue its partnership with Carroll County Public Library and McDaniel College. The Carroll Library Partnership (CLP) will share and upgrade the automated Integrated Library System (ILS).
- b. The Library will expand its collection of digital content including e-books, e-reference, and digital media (streaming video).
- c. Librarians will incorporate Web 2.0 functionality into services and operations including wiki, blogs, virtual reference, and federated searching.
- d. Additional desktop and laptop computers for student use will be provided within space limitations.
- e. The Media department will support instruction through an expanded instructional film collection as we migrate to streaming media delivery.
- f. Media staff will promote College events and activities through cable Channel 18 and the College's web site. Upgrades to equipment will be implemented as needed.
- g. Media department will incorporate expanded satellite programming on the College's cable Channel 18.

### III. Distance Learning

To meet the needs of students in the 21st century, Carroll Community College will provide flexible learning options for prospective and current students. The foundation for provision of much of the distance learning at the College is based on the Blackboard learning management system and robust Internet connectivity.

- a. The College is committed to the expanded use and support of a robust learning management system.
- b. Distance learning technologies such as wikis, blogs, podcasts, and e-portfolios will be investigated and adopted as needed.
- c. The Blackboard systems will be upgraded as new versions are released.
- d. Blackboard building blocks will be investigated and implemented as needed.
- e. The College will continue its participation in Maryland Online to share distance learning courses.
- f. Continuing Education and Training will expand its distance course offerings and develop distance courses for clients as needed.
- g. Training and instructional support for distance learning faculty will continue to be part of the regular faculty development offerings..
- h. The College will evaluate the potential applications for Internet2 usage.
- i. Distance Learning staff will investigate and implement mobile learning applications as they become available through our current learning management system.

### IV. Web Development

Carroll Community College will develop the College's web site to build dynamic relationships with all constituencies, including prospective and current students, parents and family members, faculty, staff, and the community. The development of the College web site will reflect the strengths, characteristics, mission, and values of the College while integrating systems, adopting services, and utilizing online technologies to enhance the delivery of instruction, services, information, and communications to constituencies. The College will allocate sufficient resources for staffing and technologies to assure on-going currency and functionality of the web site.

- a. The College will expand the delivery of service functions to prospective students, existing students and visitors through web-based systems including add-on products from Datatel and other vendors as well as internally developed solutions. Services ranging from traditional student personnel functions (admissions/enrollment, financial aid, registration, advising, etc.) to e-commerce areas (online tickets sales, online donation/gift-giving, transcript requests, etc.) will be considered for web-based delivery.
- b. For the purpose on on-going redevelopment and currency, the College will regularly evaluate the web site for content, structure, and navigation through on-going user testing, the interpretation of analytical information from Google Analytics, user surveys, and other research methods. Continuous updates and enhancements will be implemented as resources are available.
- c. The College will incorporate streaming media into the web site for the purposes of enhancing services, marketing programs and initiatives of the College, and delivering instructional content.

- d. The College will research Web 2.0 functionality such as social networking and collaboration for incorporation into the College website as needed.
- e. The College will evaluate the need for the addition of a campus portal; product solutions from existing vendors (Datatel, Blackboard community system) and other suppliers will be considered for implementation.
- f. The College will continue to expand the use of the i-web, the College's intranet web, as a resource for faculty and staff in the delivery of College services as well as the source of communications and information regarding current events, campus policy and procedures, and College-wide committees.
- g. In anticipation of the implementation of future web-based technologies to deliver services and improved content currency on the website, the College will investigate and evaluate a new content management system to replace the current system.

## V. Operational and Workflow Efficiencies

The College is committed to the use of Colleague-Datatel for its Student Information System. The Datatel will continue to allow for efficiencies in records management, student tracking, finance, human resources, payroll, scheduling, and assessment. The College will support the user community with product upgrades and services that will optimize system potential. The direction for the next five years is to provide staff much needed resources in order to increase productivity which in the long run will maximize College resources. In addition, the College will look to Datatel's Strategic Academic Enterprise (SAE) initiative as a guiding blueprint for future system solutions.

- a. Automation of workflows and reporting technology including regulatory reporting, data entry, operational reporting, outcomes reporting and database interfaces will be analyzed and adopted as needed.
- b. Through migration to SQL environment, direct access to online transactions and data will be provided for all constituencies
- c. Datatel products and partners will be researched, analyzed, and implemented as needed. Datatel systems and product suites to be investigated and researched over the next five years include: Strategic Academic Enterprise (SAE), Portal interface, UIWeb, Retention management system, iStrategy suite, X25 space analytics system, Colleague Studio, Datatel Vault Service, Software-as-Service (SaaS), Business Objects, document imaging management/database, and Active Admissions. (See appendix C for Datatel's Strategic Academic Enterprise white paper.)
- d. The TAG leadership will refine the project management process and responsibilities.
- e. An emphasis the improvement of the skill set of active users of Datatel and other networked systems will occur through ongoing training.
- f. In the interest of cost savings and efficiencies, there will be less reliance on custom programming and a greater reliance on existing system functionality.

## VI. Infrastructure and Access

All College operations including instruction, resource management, human resources, and communications depends on a reliable network infrastructure. Because access to technology by College employees is essential to support productivity, provision of

computer and peripheral resources for faculty, staff, computer labs, and classrooms will be maintained. Sufficient resources will be expended on network bandwidth, network switches, computer lab and classroom equipment, and other required hardware.

- a. The College is committed to working with the Carroll County Public Network (CCPN) and the University of Maryland Academic Telecommunications System (UMATS) network to meet bandwidth demand and to cooperate with other county institutions.

## VII. Security

To protect the College's significant investments in technology, the College will implement a series of information and systems security best practices. The College will comply with security law, regulations, and security and financial audit recommendations such as FERPA (Family Educational Rights and Privacy Act) and PCI (Payment Card Industry). The sensitive nature of student and employee records dictates that the College provides effective security and privacy measures. In addition, the College will implement business continuity systems in the event of system failures or disasters.

- a. Current technology to protect campus systems and data will continuously be evaluated and implemented such as anti-virus, anti-spam, firewall, and data encryption. Compliance scans and risk assessment processes will be instituted on a regular basis to identify weaknesses.
- b. Virtualization of storage and servers will be analyzed and implemented as needed.
- c. The College will provide IT support for the College's crisis management policies and procedures including emergency communications systems, cell phone networking, e-notification, radio communications with emergency agencies, incidence response, and video surveillance.
- d. The College will maintain and expand as needed a secondary data center at the designated remote location (New Windsor – Carroll County Public Library headquarters) for disaster recovery/business continuity.

## VIII. Outcomes

In order to gauge the effectiveness of all College operations and, most importantly, student learning, the College is committed to the gathering and analysis of assessment and outcomes data. Using the existing student information system, Datatel, as well as other analytical tools, the College will collect and respond to data so as to improve instruction and operations, to satisfy external accreditation agencies, and to meet higher education standards.

- a. The College will maximize the data retrievable from the Datatel system through an alignment with and implementation of the tool set in the forthcoming Datatel Strategic Academic Enterprise.
- b. The College will use analytical tools such as iStrategy, X25, Datatel ODS (Operational Data Stores), and Crystal Reports to organize, access, collect, and disseminate outcomes data.
- c. Learning Outcomes Systems (e.g. Blackboard Outcomes system) will be analyzed and implemented as needed.
- d. Accreditation and performance management systems will be analyzed and implemented as needed.

# Information and Learning Technology Administration

## Technology committee structure

Ongoing technology planning is developed through departmental plans as well as through an annual process where technology purchases and projects are prioritized through the Technology Advisory Group. Expenditure of capital and year-end technology dollars are balanced against the technology needs within and across each functional area of the College.

Monitoring of and planning for technology at the College is handled primarily through a number of committees including the:

- **Technology Advisory Group (TAG)** – a subcommittee of the Planning Advisory Council, made up of representatives from each of the major constituencies of the College. Since members of this planning group represent all areas of the College including academic affairs, faculty, library, continuing education, and administration, the TAG serves as the principal mechanism for technology planning and budgetary expenditures at the College.
- **Datatel Committee** – consists of representatives from all areas of the College associated with student information, enterprise resource management and administrative services.
- **Web Standards Committee** – advisory committee, comprised of representatives from marketing, publications, faculty, continuing education and library which examines the design and effectiveness of the College's websites
- **Distance learning/Instructional Technology Committee** – consists of representatives from faculty, continuing education, library and distance learning and IT; works to assess and plan distance learning technologies including the Blackboard Learning System, Blackboard-related technology, and interactive video
- **Photo ID / Smartcard Committee** – consists of representatives from various areas who deal with and are impacted by the eventual planned move to photo IDs or smartcards for students and staff.
- **Network/Lab Technician Support Committee** – consists of those technical support personnel who monitor, support, and upgrade computer labs and network infrastructure.
- **IT Security Committee** – Team consists of representatives from various areas of the College including Risk Management, Information Technology, Accounting, Continuing Education, Human Resources, Institutional Research, and Academic Affairs. The committee is responsible for assessing information technology security needs, raise awareness, and propose solutions.
- **TAG Leadership** –In order to oversee the work of these various committees, a Technology Leadership team has been created consisting of the Director of Library, Media, and Distance Learning, Director of Information Technology, Director of Network and Technology Services, Director of Fiscal Affairs, and Director of Publications and Communications Design. The TAG leadership team is charged with developing the time frame for technology planning, and capital and operating budget recommendations.

## Technology Planning Process

College planning and operations are guided by long-range institutional goals, a five-year institutional plan (*Compass: Charting the Course to 2010*), shorter-range strategic initiatives, and findings from on-going assessment activities. The college's near-term goals or strategic initiatives are announced by the president in June, following endorsement by the Board of Trustees. These presidential initiatives become the framework for the College's rolling two-year Strategic Plan. The initiatives are used to guide area, office, and employee goal setting in the coming year and to develop the operating budget for the following year. While the specific initiatives in the Strategic Plan are reviewed and updated annually to keep them current and focused, there is substantial continuity from year to year. The college's current five-year *Compass: Charting the Course to 2010*, includes overarching initiatives in student achievement, instructional programs, facilities enhancement, technology, fundraising, and assessment.

The initiative in *Compass* relating to technology reads "make optimal use of technology to promote student learning and increase the efficiency and effectiveness of college operations." Technology has received priority placement in the president's two-year Strategic Plans, most recently in the FY2007-FY2008, FY2008-FY2009, and FY2010-2011 plans. This emphasis led to significant changes in the College's technology planning process. The FY2008-FY2009 Strategic Plan specifically called for development of this 2009-2013 Technology Master Plan.

The Technology Leadership team brings technology initiatives and funding recommendations to the college's Planning Advisory Council (PAC) twice a year. At the April PAC meeting, recommendations for end-of-year and capital budget expenditures for technology are presented. In the fall, technology funding requests are presented during development of the following fiscal year's operating budget. This acknowledges that technology initiatives and projects often include staffing and training needs as well as software and equipment. These bi-annual requests are guided by the goals of the five-year Technology Master Plan, the presidential initiatives in the college's current Strategic Plan, the prioritized list of technology projects developed by the Technology Advisory Group, and budget parameters provided by the Executive Team and approved by the President.

## Technology Projects

The technology initiatives and projects growing out of this plan are organized based on the above mentioned strategic objectives and committee structure. Within each of these cross departmental technology-related areas, specific projects have been identified and prioritized. Staffing and funding for each project have also been identified.

Technology planning is a dynamic process. In order to respond to instructional and operational needs on an ongoing basis, the TAG Leadership committee has populated a Quickbase database of specific projects, initiatives, and staffing. The web-based database includes project descriptions by year, costs, staffing needs organized by broad operational areas. This Quickbase database is the primary working tool that will be used to organize and prioritize technology projects. A snapshot of the database appears in the appendix with the caveat that the projects, costs, etc. are modified as priorities are reworked. This document has outlined strategic technology initiatives. Specific data on each project are available through the Quickbase database.

## Technology Budget

The College's utilizes an ongoing collaborative information process to identify its current and future technology needs which consists of multiple areas of input: the Technology Advisory Group leadership team (TAG Leadership), Technology Advisory Group (TAG), Planning Advisory Council (PAC) and the Executive Team. The budget process begins with a comprehensive list of needs created by TAG based on an estimated budget provided by the Executive Team, which for future years is estimated at \$1M annually. The projects, equipment, and initiatives are then evaluated and prioritized by TAG based on these needs as they pertain to respective areas of each TAG representative. This prioritized project list, kept in Quickbase, is reviewed, and broken down into separate categories, A and B, which identify a given project as a current year priority (A) or one that could be postponed (B). After the list is established by TAG, the TAG Leadership reviews the A list of projects in order to balance these projects within the identified budget. When the list of technology priorities (A) and budget is in balance, TAG Leadership takes it back to the TAG for additional input and approvals. After TAG formally approves the list, the recommendations are then shared with the Executive Team for additional input and direction, which may lead to further modification of priorities, based on the Executive Team's recommendations. The next step is to inform the Planning Advisory Council of the TAG recommendation for the subsequent year, which takes place at its April meeting. After endorsement by the Planning Advisory Council, the technology recommendations are forwarded to the President for her approval.

Funding for technology initiatives come primarily from two areas: Technology funds provided by the Carroll County Government and College operating budget dollars. Carroll County Government funding is as follows:

Fiscal Year 2010	\$365,200
Fiscal Year 2011	\$376,200
Fiscal Year 2012	\$387,500
Fiscal Year 2013	\$400,000 (estimated)
Fiscal Year 2014	\$400,000 (estimated)
Fiscal Year 2015	\$400,000 (estimated)

An additional source for technology funding is the College Foundation, which has pledged an annual amount of \$100,000 for fiscal years 2010 through 2011. The remainder of technology funding will likely be absorbed by the operating budget, unless the College can obtain other means of funding.

It should be noted that future costs for technology purchases, such as maintenance for software, are absorbed by the operating budget and are not recognized as a commitment to future TAG budgets.

Ultimately, the College goal is to provide institutional resources needed to maximize its potential and to forge ahead as technology evolves. The TAG budget process provides a means to replenish instructional hardware, such a personal computers, on an estimated five year cycle, while allowing the College to enhance its operations. As noted above, some specific technology areas of interest include software products such as Operational Data Stores (ODS), iStrategy, and X25. It is believed that these products will further enhance the College's abilities to greater define outcomes and assessments due to the improvement of institutional data mining.

## Technology Training Plan

It is essential that technology training be aligned with this Technology Master Plan. With the foreseeable upgrades to a variety of technology related projects (e.g. Datatel, Blackboard, Microsoft) as outlined in this plan, it is essential that staff receive training in order to work efficiently and effectively. To that end, an inventory of technology training needs by department was performed in Fall 2007. Each department outlined the specific training needs of each employee with regard to software or hardware systems. This inventory was then entered into a Quickbase database. Approximate costs for the training were also recorded. This information will be incorporated into each departmental operating budget. In the cases of interdepartmental training needs, additional operating funds will be requested through the Planning Advisory Council budget process.



# Appendix A

## Technology Committee Membership *(DLU: October 2009)*

### **Technology Advisory Group**

Alan Bogue - chair  
Bryan Costin  
Dick Crook  
Patti Davis  
Matt Day  
Rick Gould  
Stevie Krumrine  
Kathy Menasche  
John Polley  
Laurie Shields  
Myung Schindehette  
Pete Comings  
Janet Nickels  
Dawn Davis  
Scott Gore  
Vincent Leisey  
Tim League  
Kathy Costin – secretary

### **Security Committee**

Dick Crook  
Dawn Davis  
Patti Davis  
Rick Gould  
Joel Hoskowitz  
Stevie Krumrine – chair  
Barbie Lim  
Bill Lovett  
Jean Marriott  
Nicole Nail  
Dena Ruby

### **Datatel Committee**

Pete Comings  
Janenne Corcoran  
Bryan Costin  
Dawn Davis  
Jesse Davis  
Dick Crook  
Rick Gould  
Patti Davis *(as needed)*  
Tim League – chair  
Bridget Leimbach  
Michael Kiphart  
Sally Long  
Nicole Myers  
Nicole Nail  
Janet Nickels  
Dena Ruby  
Laurie Shields  
Harry Smith  
Caralee Pruitt  
Kate Demarest  
Judy Coen/Steve Geppi  
*(rotating)*

### **Photo ID / Smartcard Committee**

Alan Bogue  
Rick Gould  
Joel Hoskowitz – chair  
Janet Nickels  
Herb Politano  
Laurie Shields

### **Web Standards Committee**

Peter Anania  
Susan Biro  
Alan Bogue  
Robert Brown  
Cheryl Campitelli  
Bryan Costin  
Dick Crook  
Mary Ann Davis  
Patti Davis  
Rick Gould  
Barbara Gregory  
Stevie Krumrine  
Vincent Leisey – chair  
Sally Long  
Kathy Menasche  
Swagata Pramanik  
William Schaefer  
Diane Yerkey

### **Network/Lab Technician Support Committee**

Dick Crook  
Matt Day  
Patti Davis  
Shawn Frey  
Mike Freyman  
Steve Pipes  
John Polley – chair  
Jim Reynolds  
Kiran Thapa  
Brad Stover

### **Distance Learning / Instructional Technology Committee**

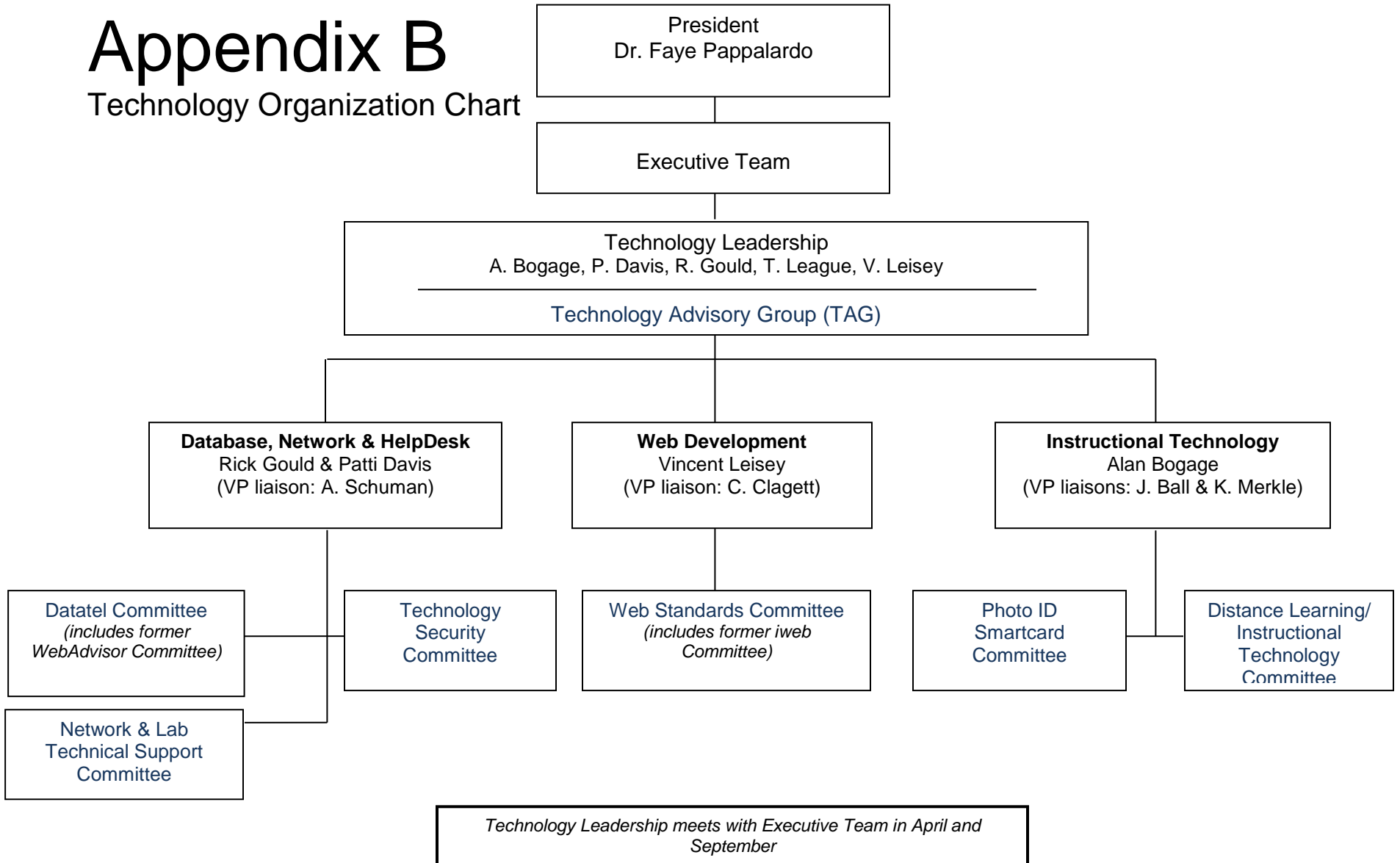
Susan Biro – chair  
Alan Bogue  
Maria Burness  
Judy Coen/Steve Geppi  
*(rotating)*  
Pete Comings  
Janenne Corcoran  
Bryan Costin  
Dick Crook  
Jesse Davis  
Patti Davis  
Matt Day  
Kate Demarest  
Helen Jones  
Mary Kemp  
Jean Marriott  
Jackie Moore  
Steve Pipes  
Sue DiFonzo  
Laurie Shields

### **Technology Leadership**

Alan Bogue  
Patti Davis  
Rick Gould  
Tim League  
Vincent Leisey

# Appendix B

## Technology Organization Chart



# Appendix C

## Datatel Solution Portfolio Roadmap

ROADMAP FOR DATATEL'S STRATEGIC ACADEMIC ENTERPRISE		
2007-2008	2009	2010 and Beyond
<ul style="list-style-type: none"> <li>• Colleague Advancement</li> <li>• Donor Prospect Mining</li> <li>• Advancement Dashboards</li> <li>• Alumni Membership Management</li> </ul>	<ul style="list-style-type: none"> <li>• ActiveAdmissions 2.1.5 &amp; 2.1.6</li> <li>• ActiveAlumni 2.1.5 &amp; 2.1.6</li> <li>• Matching Gift Policies</li> </ul>	<ul style="list-style-type: none"> <li>• ActiveAdmissions</li> <li>• CRM Recruiter</li> <li>• Parents' Portal</li> <li>• ActiveAlumni</li> <li>• Workforce Development</li> </ul>
<ul style="list-style-type: none"> <li>• ActiveCampus Portal</li> </ul>	<ul style="list-style-type: none"> <li>• Gradebook</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual &amp; Mediated Learning Support</li> <li>• Student Assessment Tools</li> </ul>
<ul style="list-style-type: none"> <li>• UI Web 3.0</li> <li>• WebAdvisor Procurement</li> </ul>	<ul style="list-style-type: none"> <li>• Colleague Silverlight</li> <li>• Colleague Studio</li> <li>• Success Dashboards: Finance &amp; HR</li> <li>• WebAdvisor Benefit Enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Position Management</li> <li>• WebAdvisor for Budget Officers</li> </ul>
<ul style="list-style-type: none"> <li>• Retention Alert</li> <li>• Retention Analytics</li> <li>• WebAdvisor Payment Plans</li> <li>• COD Automation</li> </ul>	<ul style="list-style-type: none"> <li>• Student Affairs</li> <li>• Success Dashboard: Financial Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment Modeling</li> <li>• Residence Life</li> <li>• Admitted &amp; Accepted Students' Portal</li> <li>• WebAdvisor Student Financials</li> </ul>
<ul style="list-style-type: none"> <li>• SEM Data Warehouse</li> </ul>	<ul style="list-style-type: none"> <li>• Data Warehouse &amp; Analytics</li> </ul>	<ul style="list-style-type: none"> <li>• Predictive Forecasting &amp; Analytics</li> </ul>
<ul style="list-style-type: none"> <li>• Web Services</li> </ul>	<ul style="list-style-type: none"> <li>• Data Warehouse &amp; Analytics</li> </ul>	<ul style="list-style-type: none"> <li>• Services Oriented Architecture (SOA)</li> <li>• Software as a Service (SaaS)</li> <li>• SharePoint Content Management System (CMS)</li> </ul>



# Appendix D

## Technology Master Plan: Quickbase Project List

Capital Cost by Strategic Technology Goal						
Alignment: Fiscal Year Alignment: Strategic Technology Goal	<u>FY2011</u> Alignment: Capital Budget	<u>FY2012</u> Alignment: Capital Budget	<u>FY2013</u> Alignment: Capital Budget	<u>FY2014</u> Alignment: Capital Budget	<u>FY2015</u> Alignment: Capital Budget	TOTALS Alignment: Capital Budget
<u>Distance Learning</u>	\$0	\$0	\$0	\$0	\$0	\$0
<u>Infrastructure and Access</u>	\$75,000	\$85,000	\$100,000	\$50,000	\$50,000	\$360,000
<u>Instructional and Learning Technology</u>	\$334,123	\$300,000	\$400,000	\$400,000	\$400,000	\$1,834,123
<u>Library / Media</u>	\$14,000	\$0	\$0	\$0	\$0	\$14,000
<u>Operational and Workflow Efficiencies</u>	\$335,400	\$185,000	\$127,500	\$365,000	\$259,000	\$1,271,900
<u>Outcomes</u>	\$0	\$0	\$175,000	\$150,000	\$216,000	\$541,000
<u>Security</u>	\$65,000	\$70,000	\$100,000	\$100,000	\$75,000	\$410,000
<u>Web Development</u>	\$25,000	\$100,000	\$50,000	\$50,000	\$0	\$225,000
<b>TOTALS</b>	<b>\$848,523</b>	<b>\$740,000</b>	<b>\$952,500</b>	<b>\$1,115,000</b>	<b>\$1,000,000</b>	<b>\$4,656,023</b>

Master Plan Details

Project Name	Alignment: College Department	Alignment: Capital Budget
<b>FY2011 - Infrastructure and Access</b>		<b>2 Projects</b>
Storage for SAN	All Academic Affairs	\$40,000
Network Switches - Replace Network Switches at End of Life	All Academic Affairs	\$35,000
TOT		\$75,000
<b>FY2011 - Instructional and Learning Technology</b>		<b>2 Projects</b>
TAG Priorities - FY2011 Lab Refresh	All Academic Affairs	\$200,000
TAG Priorities - FY2011 excludes Lab Refresh	All Academic Affairs	\$134,123
TOT		\$334,123
<b>FY2011 - Library / Media</b>		<b>1 Project</b>
Integrated Library System (ILS)	Library	\$14,000
TOT		\$14,000
<b>FY2011 - Operational and Workflow Efficiencies</b>		<b>17 Projects</b>
Reserve for additional SOWs relating to Reporting, targeted consulting and Datatel Training for FY2011	Registrar	\$131,200
Document Imaging System integrated with Datatel using ImageNow	All Student Affairs Departments	\$40,000
Microsoft SharePoint for Document Management (Multi-Year Project)	All Academic Affairs	\$40,000
Database - Communications Management	All Database Tech Users	\$20,000
Database - Project Advisor - Project Coordination	All Database Tech Users	\$15,200
Database - Admissions upload using ELF - Technical Consulting (Online Application)	All Database Tech Users	\$10,000

	Database - Reserve for Fiscal Affairs Targeted Consulting	All Database Tech Users	\$8,000
	Database - Reserve for Advising Targeted Consulting	All Database Tech Users	\$8,000
	Database - Reserve for HR/Payroll Targeted Consulting	All Database Tech Users	\$8,000
	Database - Reserve for IT Targeted Consulting	All Database Tech Users	\$8,000
	Database - Reserve for Continuing Education and Training Targeted Consulting	All Database Tech Users	\$8,000
	Database - Reserve for Admissions Targeted Consulting	All Database Tech Users	\$8,000
	Database - Reserve for Registration and Records Targeted Consulting	All Database Tech Users	\$8,000
	Database - Reserve for Financial Aid Targeted Consulting	All Database Tech Users	\$8,000
	Streamline CET Operations; Part 1 - Eliminate Administrative Sections for Billing (CET); Part II - Create grade update queries	CET	\$5,000
	CET Class Admin Database(s) - Enhancements	CET	\$5,000
	Support for Special Events (Childcare Day, KIDS@Carroll) (CET)	CET	\$5,000
TOT			\$335,400
<b>FY2011 - Security</b>			<b>2 Projects</b>
	Continuity and Disaster Recovery – Continue Infrastructure build out w/Hardware/Software/Phones for BC/DR	All Academic Affairs	\$40,000
	IT Security Initiatives - Reserve for needs to be identified by the Security Committee	Administration	\$25,000
TOT			\$65,000
<b>FY2011 - Web Development</b>			<b>1 Project</b>
	Reserve for Web Technology projects (to be identified by the Web Standards Committee)	Publications	\$25,000
TOT			\$25,000

	Project Name	Alignment: College Department	Alignment: Capital Budget
<b>FY2012 - Instructional and Learning Technology</b>		<b>2 Projects</b>	
	TAG Priorities - FY2012 Lab Refresh	All Academic Affairs	\$200,000
	TAG Priorities - FY2012 (placeholder) excludes Lab Refresh	All Academic Affairs	\$100,000
TOT			\$300,000
<b>FY2012 - Web Development</b>		<b>2 Projects</b>	
	Content Management System Upgrade (Ektron CMS 400.NET) Web Development Work Team	Publications	\$75,000
	Reserve for Web Technologies	Publications	\$25,000
TOT			\$100,000
<b>FY2012 - Operational and Workflow Efficiencies</b>		<b>8 Projects</b>	
	Reserve to purchase custom software from outside developers to fulfill user requests	All Student Affairs Departments	\$50,000
	Document Imaging System - from the Datatel partner; fully integrated with the Datatel system (Year 2 of 3 years)	Registrar	\$45,000
	Datatel ActiveCampus Portal - requires Datatel Consulting	Registrar	\$35,000
	WebAdvisor eAdvising workflows and - eAdvising Process Optimization Services - Part of the suite of e-Advising services, these services include: 1) e-Advising Roll-out Training for Advisors and Students (Train the Trainer), enabling clients to develop a strategy then execute the rollout of e-Advising to end users, and; 2) Consulting Services for E-Advising (Required for Datatel security reasons)	Admissions	\$32,500
	Photo ID System - - FOR PHOTO ID ONLY	Registrar	\$10,000
	Datatel Student Transfer Plans (requires custom programming); cost estimated based on outside contractor (associated with Kris Dewitt) (Backlog Project)	Admissions	\$5,000

	Project Name	Alignment: College Department	Alignment: Capital Budget
	Datatel Assignment Contracts Module (HR System)	HR	\$5,000
	Track conversion rates for concurrent students to full time, degree seeking status	Admissions	\$2,500
TOT			\$185,000
<b>FY2012 - Infrastructure and Access</b>			<b>2 Projects</b>
	Single Sign-On - Phase 3 of 3; Implementation	IT	\$50,000
	Network Switches - Replace Network Switches for EOL - TAG	All Academic Affairs	\$35,000
TOT			\$85,000
<b>FY2012 - Security</b>			<b>3 Projects</b>
	Reserve for IT Security Initiatives	Administration	\$25,000
	Continuity and Disaster Recovery - Hardware and Software for BC/DR (MY)	All Academic Affairs	\$25,000
	Database Security - Database Intrusion Detection and Prevention / Security Software	IT	\$20,000
TOT			\$70,000
<b>FY2013 - Instructional and Learning Technology</b>			<b>2 Projects</b>
	TAG Priorities - Lab Refresh	All Academic Affairs	\$300,000
	TAG Priorities - Reserve for TAG Priorities excludes Lab Refresh	All Academic Affairs	\$100,000
TOT			\$400,000
<b>FY2013 - Web Development</b>			<b>1 Project</b>
	Reserve for Web Technologies	Publications	\$50,000
TOT			\$50,000
<b>FY2013 - Operational and Workflow Efficiencies</b>			<b>2 Projects</b>
	Database User Requests - Blanket allocation per year to purchase custom software from outside developers to fulfill requests for User Services	All Student Affairs Departments	\$77,500



	Project Name	Alignment: College Department	Alignment: Capital Budget
	Document Imaging System - from the Datatel partner; fully integrated with the Datatel system (Year 3 of 3)	Registrar	\$50,000
TOT			\$127,500
<b>FY2013 - Infrastructure and Access</b>			<b>1 Project</b>
	Reserve for Network Infrastructure	All Academic Affairs	\$100,000
TOT			\$100,000
<b>FY2013 - Security</b>			<b>2 Projects</b>
	Reserve for IT Security Initiatives	Administration	\$50,000
	Continuity and Disaster Recovery - Hardware and Software for BC/DR (MY)	All Academic Affairs	\$50,000
TOT			\$100,000
<b>FY2013 - Outcomes</b>			<b>1 Project</b>
	iStrategy for Student Analytics (requires DBA for IR/LOA) (Implementation work will require a 2-year effort)	Registrar	\$175,000
TOT			\$175,000
<b>FY2014 - Instructional and Learning Technology</b>			<b>2 Projects</b>
	TAG Priorities - Lab Refresh	All Academic Affairs	\$300,000
	TAG Priorities - Reserve for TAG Priorities excludes Lab Refresh	All Academic Affairs	\$100,000
TOT			\$400,000
<b>FY2014 - Web Development</b>			<b>1 Project</b>
	Reserve for Web Technologies	Publications	\$50,000
TOT			\$50,000
<b>FY2014 - Operational and Workflow Efficiencies</b>			<b>9 Projects</b>

	Project Name	Alignment: College Department	Alignment: Capital Budget
	Database User Requests - Blanket allocation per year to purchase custom software from outside developers to fulfill requests for User Services	All Student Affairs Departments	\$100,000
	Database User Requests - Blanket allocation per year to purchase custom software from outside developers to fulfill requests for User Services	All Student Affairs Departments	\$65,000
	Datatel Migration to SQL for Operations - Datatel Server Porting Fee - Database Support Work Team	Registrar	\$60,000
	Datatel Migration to SQL for Operations - Purchase 2 Dell Servers for Datatel SQL Database Server (includes VMWare license)	Registrar	\$60,000
	Database - Datatel Migration to SQL for Operations - Outside Assistance	IT	\$50,000
	Datatel Migration to SQL for Operations - Purchase Datatel Services for migration to SQL for Operations	Registrar	\$15,690
	Datatel Migration to SQL for Operations - Purchase Dell Server for Datatel Application Server (includes VMWare license)	Registrar	\$10,000
	Purchase Microsoft SQL Server license for Operations (2 processor license)	Registrar	\$3,450
	Datatel Migration to SQL for Operations - Purchase Microsoft Windows Server licenses (2 processor)	Registrar	\$860
TOT			\$365,000
<b>FY2014 - Infrastructure and Access</b>			<b>1 Project</b>
	Reserve for Network Infrastructure	All Academic Affairs	\$50,000
TOT			\$50,000
<b>FY2014 - Security</b>			<b>2 Projects</b>
	Reserve for IT Security Initiatives	Administration	\$50,000
	Continuity and Disaster Recovery - Hardware and Software for BC/DR (MY)	All Academic Affairs	\$50,000
TOT			\$100,000
<b>FY2014 - Outcomes</b>			<b>2 Projects</b>

	Project Name	Alignment: College Department	Alignment: Capital Budget
	iStrategy for Financial Analytics; purchase includes 18 Days of Services for \$36,000	Fiscal Affairs	\$75,000
	iStrategy for Financial Aid Analytics; purchase includes 18 days of services for \$36K	Financial Aid	\$75,000
TOT			\$150,000
<b>FY2015 - Instructional and Learning Technology</b>			<b>2 Projects</b>
	TAG Priorities - Lab Refresh	All Academic Affairs	\$300,000
	TAG Priorities - Reserve for TAG Priorities excludes Lab Refresh	All Academic Affairs	\$100,000
TOT			\$400,000
<b>FY2015 - Operational and Workflow Efficiencies</b>			<b>5 Projects</b>
	Database - Datatel ActiveAdmissions (not entire website design/development)	All Academic Affairs	\$150,000
	Database User Requests - Blanket allocation per year to purchase custom software from outside developers to fulfill requests for User Services	All Student Affairs Departments	\$100,000
	Ability to track retention rates, GPA, for various populations, i.e. probation students, First Year Success Students, Hill Scholars in comparison to population at large	Admissions	\$5,000
	WebAdvisor Maintenance Request (Requires Datatel Fixed Assets System) (from Tech Plan FY2006-09)	Facilities Mgmt	\$2,500
	Datatel Migration to SQL for Operations - Purchase Backup System license	Registrar	\$1,500
TOT			\$259,000
<b>FY2015 - Infrastructure and Access</b>			<b>1 Project</b>
	Reserve for Network Infrastructure	All Academic Affairs	\$50,000
TOT			\$50,000
<b>FY2015 - Security</b>			<b>4 Projects</b>
	Reserve for IT Security Initiatives	Administration	\$25,000

	Project Name	Alignment: College Department	Alignment: Capital Budget
	Continuity and Disaster Recovery - Hardware and Software for BC/DR (MY)	All Academic Affairs	\$25,000
	Detection - Automatic audit trail (logging) of database access and changes; full implementation requires Datatel SQL	IT	\$20,000
	Datatel Security - FormPortArchive for auto-archiving reports	All Academic Affairs	\$5,000
TOT			\$75,000
<b>FY2015 - Outcomes</b>			<b>2 Projects</b>
	Blackboard Outcomes System (or equivalent)	Library	\$150,000
	iStrategy for HR Analytics; purchase includes 18 Days of Services for \$36,000	HR	\$66,000
TOT			\$216,000
TOT		FY2011 – FY2015	<b>\$4,656,023</b>

## Appendix 48

Carroll Community College  
Planning, Marketing, and Assessment

### Employee Survey Findings, Spring 2011

Institutional Research Report RA12-1

July 2011

The college has conducted surveys of its employees in 1999, 2002, 2005, 2007, 2009, and 2011. This report presents highlights from the spring 2011 administration and compares findings to the survey completed in spring 2009. The report focuses on mean ratings calculated on items with a five-point scale, with missing cases and “no basis to judge” responses excluded. Frequency distributions for responses to all questions are appended, as are comments to the open-ended questions.

The survey asked employees to rate 118 different items grouped under six headings: campus climate (19 items), personal job satisfaction (14), college leadership (7), college planning and institutional effectiveness assessment (9), college websites (6), and quality of campus services (63).

#### Who Responded to the Survey?

A total of 501 employees were invited to participate in the survey. At the time of analysis, 295 had responded for a response rate of 59 percent. The response rate to the 2009 survey was 41 percent.

The number of respondents was up from 2009 in all occupational categories:

Respondents to Employee Surveys, Spring 2009 and Spring 2011				
	Spring 2009		Spring 2011	
	Number	Percent	Number	Percent
Administrative/Professional	39	22.5	73	24.7
Credit full-time faculty	42	24.3	61	20.7
Support staff/hourly	44	25.4	92	31.2
Credit adjunct faculty	48	27.7	69	23.4
Total respondents	173	100.0	295	100.0

#### Highest and Lowest Mean Ratings in Spring 2011

Looking at all 118 items, regardless of category, which were rated highest? The campus mail service received the highest mean rating, at 4.63, followed by the Business Office, Media/AV support, and perceived personal safety on campus. The Administrative Services area overall, and several of its offices, were highly rated by employees, as was the Child Development Center, Student Life, Testing Center, President’s Office, Library, and Career Development office.

Employees in 2011 gave their lowest ratings to items related to their pay. Only two of the 118 items rated had means below 3.0: relation of pay to job performance (2.88) and salary received in current position (2.97). The prices, selection, and quality of food in the café received moderate ratings, but notably higher than in 2009. The ratings suggest employees believe the college's intranet (iWeb) could be improved.

2011 Employee Survey, Highest and Lowest Mean Ratings			
Means 4.45 and above		Means below 3.75	
	2011 Mean Rating		2011 Mean Rating
Campus mail service	4.63	Relation of pay to job performance	2.88
Business office/cashier	4.57	Salary you receive in your present position	2.97
Media/AV support	4.52	Opportunities for advancement or promotion	3.02
Personal safety on campus	4.52	Reward contributions to improve quality	3.37
Accounting office	4.50	Café food prices	3.44
Child Development Center	4.50	iWeb overall appearance	3.50
Facilities set-up	4.50	Café food selection	3.53
Student Life/activities	4.50	iWeb ease of navigation	3.53
Testing Center	4.49	Opportunities for job-related training	3.54
Campus building maintenance	4.48	Campus parking	3.58
High priority on student learning	4.48	Leadership involves you in decisions that affect you	3.60
President's office	4.47	iWeb quality of content	3.64
Library (overall)	4.47	Café food quality	3.67
Library information and reference services	4.46	Total compensation package	3.70
Career Development office	4.45	Support freedom to openly express views	3.71
Administrative Services (overall)	4.45	carrollcc.edu ease of navigation	3.74

Note: Means have been rounded. Means based on five-point rating scale with no basis to judge and missing cases excluded.

### Lower Ratings in 2011 than 2009

Of the 118 items in the 2011 survey, 101 had been rated by employees in the 2009 survey. Twenty-three had mean ratings in 2011 significantly different than in 2009. Most, 20 or 87 percent, had higher ratings in 2011 than two years earlier. They are identified in separate sections later in this report.

Three items had significantly lower mean ratings in 2011 than in 2009. They are highlighted here:

Campus Attributes with Significantly Lower Ratings, 2009 – 2011			
	2009 Mean Rating	2011 Mean Rating	Change in Mean
Campus parking	3.86	3.58	-0.29
Salary you receive in your present position	3.24	2.97	-0.27
IT Office Support/Help Desk service	4.49	4.32	-0.17

Note: Means and change in means have been rounded. Independent samples t-tests were conducted to compare means.

Though experiencing a statistically significant decline in mean rating, the IT Office Support/Help Desk declined from a very high mean rating in 2009 to a still commendable 4.32 mean in 2011.

### Areas with Some Dissatisfaction

For the most part, employees expressed great satisfaction with the college and its leadership, campus, and work climate. Nearly three-fourths (72 percent) of the 118 items rated had mean ratings of 4.0 or above. Seventeen survey items elicited dissatisfaction from at least ten percent of respondents:

Areas with at least Ten Percent Employee Dissatisfaction, 2011	
	Percent Dissatisfied
Relation of pay to job performance	36.3%
Opportunities for advancement or promotion	34.7%
Salary you receive in your present position	34.0%
College rewards contributions to improve quality	22.4%
Leadership involves you in decisions that affect you personally	19.4%
Campus parking	15.1%
Total compensation package including benefits	15.1%
Café food prices	14.9%
Opportunities for job-related training	14.7%
Staff and faculty professional development activities	12.9%
iWeb ease of navigation	12.9%
Freedom to openly express views	12.2%
iWeb overall appearance	11.9%
Way your job performance is evaluated	11.7%
Café food selection	11.2%
College encourages innovation	10.4%
Personal work space	10.0%

Note: Percent Dissatisfied aggregates two lowest ratings on the five-point rating scales. Missing cases and “no basis to judge” responses excluded.

## Campus Climate

When asked to rate the overall campus climate, employees responded favorably generating a mean of 4.27 on the five-point rating scale. Less than two percent provided unfavorable ratings of the overall climate. Large majorities agreed that the college places a high priority on student learning and encourages excellence in teaching. College efforts to promote diversity and understanding among diverse populations received higher ratings in 2011 than two years previously. Approximately one in ten respondents expressed dissatisfaction with their freedom to openly express their views; a similar proportion was less than satisfied with college efforts to encourage innovation.

### Changes in Campus Climate Ratings, 2009—2011

Respondents provided ratings of 19 attributes of the campus climate. Eleven mean ratings in 2011 were similar to those in 2009, with changes falling within the range of variation expected by sampling. Eight improvements in campus climate ratings were statistically significant:

Improved Ratings, Campus Climate, 2009 – 2011			
	2009 Mean Rating	2011 Mean Rating	Change in Mean
Emphasize contact among students of diverse backgrounds	3.36	3.91	0.55
Exhibit a commitment to diversity	3.56	4.09	0.53
Encourage the professional appearance of employees	3.45	3.97	0.53
Provide a climate of diversity on campus	3.42	3.92	0.50
Contribute toward students' understanding of and ability to work with diverse populations	3.62	4.10	0.49
Contribute toward employees' understanding and ability to work with diverse populations	3.36	3.84	0.48
Evaluate institutional effectiveness	3.80	4.06	0.26
Effectively plan for the future	3.88	4.12	0.23

Note: Means and change in means have been rounded. Only statistically significant improvements are shown.

## Job Satisfaction

When asked to rate their overall job satisfaction, respondents collectively provided a mean rating of 4.07 on the five-point scale. This relatively high mean overall rating was achieved despite dissatisfaction by many with their current salary and opportunities for advancement. Nearly half the respondents (47.8 percent) provided the highest possible rating in response to the question probing how your position satisfies your goals.



### Changes in Job Satisfaction Ratings, 2009—2011

Respondents provided ratings of 14 attributes of their personal job satisfaction; one (total compensation package) was new in 2011. Mean ratings in 2011 for ten of the 13 items rated in both surveys were similar to those in 2009, with changes falling within the range of variation expected by sampling. One aspect of job satisfaction, your personal work space, received a statistically significant higher rating in 2011. Two items were rated lower in 2011: campus parking and salary received in your present position.

Improved Ratings, Job Satisfaction, 2009 – 2011			
	2009 Mean Rating	2011 Mean Rating	Change in Mean
Your personal work space	3.77	4.06	0.30

Note: Means and change in means have been rounded. Only statistically significant improvements are shown.

### Quality of Service

Fifty-six of the 63 campus offices or functions rated for their quality of service (89 percent) garnered mean ratings of 4.0 or above on the five-point scale. Of the seven with lower mean ratings, four (all related to the campus food service) had significantly improved ratings from 2009.

### Changes in Service Quality Ratings, 2009—2011

Respondents provided ratings for quality of service in 63 areas of the college. Most ratings in 2011 were similar to those in 2009, with changes falling within the range of variation expected by sampling. Ten improvements in quality ratings were statistically significant:

Improved Ratings, Quality of Service, 2009 – 2011			
	2009 Mean Rating	2011 Mean Rating	Change in Mean
Café—food selection	2.31	3.53	1.22
Café—food quality	2.84	3.67	0.83
Café—service	3.28	3.92	0.64
Café—food prices	3.03	3.44	0.41
Institutional Research	3.92	4.20	0.29
Campus Security	4.06	4.30	0.24
Database (Datatel) Administration	4.01	4.23	0.22
Business Office/Cashier	4.36	4.57	0.21
Administrative Services (overall)	4.24	4.45	0.21
Human Resources (overall)	4.16	4.32	0.16

Note: Means and change in means have been rounded. Only statistically significant improvements are shown.

One area had a statistically significant decline in mean rating: Information Technology Office Support/Help Desk. However, the rating fell from 4.49 in 2009 to 4.32 in 2011—still a very high mean rating.

### College Leadership

Employee ratings of the overall performance of the college’s Executive Team yielded a mean rating of 4.17 on the five-point rating scale. Large majorities agreed that the Executive Team provides effective institutional leadership, shares the information needed to do your job, and shows confidence in employees to do excellent work. Nearly a fifth of the respondents (19.4 percent) expressed disagreement with the statement college leadership involves you in decisions that affect you personally.

### Changes in College Leadership Ratings, 2009—2011

Respondents provided ratings of seven attributes of college leadership. Six mean ratings in 2011 were similar to those in 2009, with changes falling within the range of variation expected by sampling. One improvement in college leadership was statistically significant:

Improved Ratings, College Leadership, 2009 – 2011			
	2009 Mean Rating	2011 Mean Rating	Change in Mean
Leadership shows confidence in campus personnel to do excellent work	4.19	4.37	0.18

Note: Means and change in means have been rounded. Only statistically significant improvements are shown.

### Planning and Institutional Effectiveness Assessment

A new section was added to the Employee Survey in 2011, asking employees to rate nine aspects of college planning and institutional effectiveness assessment. The goals were to learn how familiar employees were with the college’s mission, goals, and strategic plan priorities, and to assess how well they understood the college’s planning and institutional effectiveness assessment processes.

Employees were also asked to rate how well the college fulfilled five of the seven principles of planning adopted by the college’s Planning Advisory Council in 1999: that employees have the opportunity to participate in planning, that planning is informed by data, that unit plans reflect the priorities in the college’s strategic plan, that budget decisions reflect the college’s planning priorities, and that assessment results are used for improvement. Members of the Planning Advisory Council are asked to make the same evaluation at their last meeting of each academic year.

Employee knowledge of the college’s mission and institutional goals was widespread, with 94 percent of the respondents indicating familiarity. Over three-fourths indicated they were familiar with the priorities in the college’s strategic plan, *Compass*.

Employee Ratings of Campus Planning and Institutional Effectiveness Assessment Employee Survey, Spring 2011	
	Percent Agreeing
I am familiar with the college’s mission and institutional goals	94.0%
I am familiar with the priorities in the <i>Compass</i> five-year strategic plan	77.2%
I understand how the president’s annual strategic initiatives link the priorities in <i>Compass</i> to the action plans of individual offices and departments	71.4%
I understand how the college uses Institutional Effectiveness Assessment Measures to assess the accomplishment of its mission and institutional goals	76.1%
Employees have the opportunity to participate in planning	69.1%
Planning is informed by data	76.2%
Area, office, and department plans reflect the priorities in the college’s Strategic Plan	84.8%
Budget decisions reflect the college’s planning	76.3%
Assessment results are used for improvement	79.1%

Note: Percent agreeing is aggregate of top two ratings (“Strongly Agree” and “Agree”) on the five-point rating scale.

Members of the college’s Planning Advisory Council were much more likely to agree that the college adheres to the five planning principles that were rated in both the employee survey and the end-of-year survey of PAC members. The largest difference was in perceived opportunities for employees to participate in planning. While over two-thirds of employees agreed they did, 95 percent of the members of the Planning Advisory Council thought employees had the chance to participate.

Agreement that College Adheres to Planning Principles		
Planning Principle	College-wide Employee Survey (N = 228—283)	Planning Advisory Council Members (N = 20)
Employees have the opportunity to participate in planning	69.1%	95.0%
Planning is informed by data	76.2%	95.0%
Area, office, and department plans reflect the priorities in the college’s Strategic Plan	84.8%	100.0%
Budget decisions reflect the college’s planning	76.3%	100.0%
Assessment results are used for improvement	79.1%	95.0%

Note: Percent agreeing is aggregate of top two ratings. Responses varied by item on employee survey from 228 to 283 due to differing “no basis to judge” responses. Both surveys were conducted in spring 2011.

## College Websites

The college's public website, carrollcc.edu, has received high ratings from students. In the spring 2009 credit student survey, the college's website received the sixth-highest rating among the 40 campus services rated, with a mean of 4.18 on a five-point scale. Only six students out of 551 respondents expressed dissatisfaction with carrollcc.edu.

Employees were asked to rate three attributes of both the public website (carrollcc.edu) and the college's intranet (iWeb): ease of navigation, quality of content, and overall appearance.

Employee Ratings of College Websites				
	Excellent or Above Average	Average	Below Average or Poor	Mean
carrollcc.edu ease of navigation	61.2%	31.1%	7.7%	3.74
carrollcc.edu quality of content	64.6%	31.2%	4.2%	3.82
carrollcc.edu overall appearance	63.6%	31.8%	4.5%	3.84
iWeb ease of navigation	48.9%	38.2%	12.9%	3.53
iWeb quality of content	52.4%	41.3%	6.3%	3.64
iWeb overall appearance	45.9%	42.2%	11.9%	3.50

Note: The number of responses ranged from 269 to 286.

## Appendices

### Appendix 1: Frequency Distributions

- Campus Climate
- Job Satisfaction
- College Leadership
- Planning and Institutional Effectiveness Assessment
- Quality of Service
- College Websites

### Appendix 2: Employee Comments

Appendix 1  
Employee Survey Findings, 2011  
Frequency Distributions

**Campus Climate**

	High		4		3		2		Low		Total	
	N	%	N	%	N	%	N	%	N	%	N	Mean*
Encourage excellence in teaching	121	47.8	89	35.2	33	13.0	5	2.0	5	2.0	253	4.25
Place a high priority on student learning	162	60.2	83	30.9	17	6.3	5	1.9	2	0.7	269	4.48
Contribute toward students' understanding of and ability to work with diverse populations (people from different economic, social, and racial or ethnic backgrounds)	85	35.6	102	42.7	44	18.4	7	2.9	1	0.4	239	4.10
Emphasize contact among students of diverse backgrounds	70	32.4	79	36.6	48	22.2	15	6.9	4	1.9	216	3.91
Contribute toward employees' understanding of and ability to work with diverse populations	73	28.2	92	35.5	75	29.0	17	6.6	2	0.8	259	3.84
Exhibit a commitment to diversity	108	40.9	90	34.1	51	19.3	13	4.9	2	0.8	264	4.09
Provide a climate of diversity on campus	89	33.7	87	33.0	70	26.5	15	5.7	3	1.1	264	3.92
Support students and staff with disabilities	137	55.9	81	33.1	24	9.8	2	0.8	1	0.4	245	4.43
Effectively plan for the future	100	41.5	79	32.8	55	22.8	4	1.7	3	1.2	241	4.12
Reward contributions to improve quality	45	22.0	49	23.9	65	31.7	29	14.1	17	8.3	205	3.37
Evaluate institutional effectiveness	90	39.1	79	34.3	47	20.4	12	5.2	2	0.9	230	4.06
Encourage innovation	74	30.8	82	34.2	59	24.6	18	7.5	7	2.9	240	3.83
Encourage community outreach	87	38.7	79	35.1	46	20.4	6	2.7	7	3.1	225	4.04
Support freedom to openly express views	76	29.9	75	29.5	72	28.3	15	5.9	16	6.3	254	3.71
Encourage the professional appearance of employees	96	35.6	91	33.7	65	24.1	15	5.6	3	1.1	270	3.97
Support employee health and wellness	136	51.3	84	31.7	37	14.0	7	2.6	1	0.4	265	4.31
Maintain campus buildings	177	61.0	79	27.2	31	10.7	1	0.3	2	0.7	290	4.48
Maintain campus grounds	172	59.5	76	26.3	36	12.5	5	1.7	0	0.0	289	4.44
<b>OVERALL RATING OF CAMPUS CLIMATE</b>	<b>120</b>	<b>45.1</b>	<b>105</b>	<b>39.5</b>	<b>36</b>	<b>13.5</b>	<b>4</b>	<b>1.5</b>	<b>1</b>	<b>0.4</b>	<b>266</b>	<b>4.27</b>

\*Mean excludes missing and No Basis to Judge

Appendix 1  
Employee Survey Findings, 2011  
Frequency Distributions

**Job Satisfaction**

	High		4		3		2		Low		Total	
	N	%	N	%	N	%	N	%	N	%	N	Mean*
How your position satisfies your goals	140	47.8	101	34.5	40	13.7	7	2.4	5	1.7	293	4.24
Job security of your present position	118	41.3	90	31.5	54	18.9	14	4.9	10	3.5	286	4.02
Salary you receive in your present position	33	11.5	70	24.3	87	30.2	50	17.4	48	16.7	288	2.97
Total compensation package (pay, vacation, health insurance, etc.)	79	32.2	71	29.0	58	23.7	17	6.9	20	8.2	245	3.70
Opportunities for advancement/promotion	38	14.7	58	22.4	73	28.2	51	19.7	39	15.1	259	3.02
Resources available to you to carry out your job	127	43.2	97	33.0	52	17.7	13	4.4	5	1.7	294	4.12
Staff/faculty professional development activities	89	31.9	90	32.3	64	22.9	21	7.5	15	5.4	279	3.78
The way your job performance is evaluated	91	32.4	91	32.4	66	23.5	20	7.1	13	4.6	281	3.81
Relation of pay to job performance	34	12.6	46	17.0	92	34.1	49	18.1	49	18.1	270	2.88
Opportunities for job-related training	60	22.0	86	31.5	87	31.9	21	7.7	19	7.0	273	3.54
Campus parking	71	24.4	89	30.6	87	29.9	25	8.6	19	6.5	291	3.58
Your personal work space	129	44.6	87	30.1	44	15.2	20	6.9	9	3.1	289	4.06
Your personal safety on campus	181	62.6	83	28.7	22	7.6	1	0.3	2	0.7	289	4.52
<b>OVERALL RATING OF JOB SATISFACTION</b>	<b>105</b>	<b>36.6</b>	<b>117</b>	<b>40.8</b>	<b>51</b>	<b>17.8</b>	<b>8</b>	<b>2.8</b>	<b>6</b>	<b>2.1</b>	<b>287</b>	<b>4.07</b>

\*Mean excludes missing and No Basis to Judge

Appendix 1  
Employee Survey Findings, 2011  
Frequency Distributions

**College Leadership**

	High		4		3		2		Low		Total	
	N	%	N	%	N	%	N	%	N	%	N	Mean*
Shows confidence in campus personnel to do excellent work	134	54.7	77	31.4	26	10.6	6	2.4	2	0.8	245	4.37
Encourages creative and innovative ideas	96	42.7	75	33.3	39	17.3	8	3.6	7	3.1	225	4.09
Builds a climate of trust and openness	87	37.3	75	32.2	49	21.0	13	5.6	9	3.9	233	3.94
Shares information you need to do your job	95	40.8	80	34.3	42	18.0	11	4.7	5	2.1	233	4.07
Involves you in decisions that affect you personally	66	30.6	52	24.1	56	25.9	29	13.4	13	6.0	216	3.60
Provides effective institutional leadership	112	46.3	82	33.9	38	15.7	7	2.9	3	1.2	242	4.21
<b>OVERALL RATING OF EXECUTIVE TEAM</b>												
	105	43.9	82	34.3	41	17.2	9	3.8	2	0.8	239	4.17

\*Mean excludes missing and No Basis to Judge

Appendix 1  
Employee Survey Findings, 2011  
Frequency Distributions

**Planning and Institutional Effectiveness Assessment**

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	Mean*
I am familiar with the college's mission and institutional goals	129	45.6	137	48.4	15	5.3	2	0.7	0	0.0	283	4.39
I am familiar with the priorities in Compass, the college's five-year strategic plan	93	34.7	114	42.5	40	14.9	20	7.5	1	0.4	268	4.04
I understand how the president's annual strategic initiatives link the priorities in Compass to the action plans of individual offices and departments	89	34.4	96	37.1	50	19.3	22	8.5	2	0.8	259	3.96
I understand how the college uses Institutional Effective Assessment Measures to assess the accomplishment of its mission and institutional goals	84	31.8	117	44.3	46	17.4	16	6.1	1	0.4	264	4.01
Employees have the opportunity to participate in planning	63	25.6	107	43.5	58	23.6	14	5.7	4	1.6	246	3.86
Planning is informed by data	65	27.7	114	48.5	48	20.4	7	3.0	1	0.4	235	4.00
Area, office, and departmental plans reflect the priorities in the college's Strategic Plan	82	33.7	124	51.0	35	14.4	2	0.8	0	0.0	243	4.18
Budget decisions reflect the college's planning priorities	59	25.9	115	50.4	40	17.5	11	4.8	3	1.3	228	3.95
Assessment results are used for improvement	72	30.8	113	48.3	46	19.7	3	1.3	0	0.0	234	4.09

\*Mean excludes missing and No Basis to Judge



Appendix 1  
Employee Survey Findings, 2011  
Frequency Distributions

**Quality of Service**

	Excellent		Above Average		Average		Below Average		Poor		Total	
	N	%	N	%	N	%	N	%	N	%	N	Mean*
Administrative Services Area (overall)	139	56.5	79	32.1	27	11.0	1	0.4	0	0.0	246	4.45
Accounting	92	59.4	50	32.3	12	7.7	1	0.6	0	0.0	155	4.50
Building maintenance	158	58.7	77	28.6	31	11.5	3	1.1	0	0.0	269	4.45
Grounds maintenance	141	53.8	88	33.6	31	11.8	1	0.4	1	0.4	262	4.40
Housekeeping	122	43.0	103	36.3	49	17.3	9	3.2	1	0.4	284	4.18
Facilities scheduling	73	40.1	65	35.7	42	23.1	2	1.1	0	0.0	182	4.15
Facilities set up	115	62.8	46	25.1	21	11.5	1	0.5	0	0.0	183	4.50
Information Center	78	35.1	90	40.5	49	22.1	5	2.3	0	0.0	222	4.09
Mail service	173	69.8	58	23.4	17	6.9	0	0.0	0	0.0	248	4.63
Campus Security	136	51.3	79	29.8	44	16.6	6	2.3	0	0.0	265	4.30
Supplies	141	57.3	74	30.1	29	11.8	2	0.8	0	0.0	246	4.44
Bookstore service	70	39.8	53	30.1	43	24.4	7	4.0	3	1.7	176	4.02
Business Office/cashier	133	63.3	63	30.0	14	6.7	0	0.0	0	0.0	210	4.57
Copy Center	105	49.1	72	33.6	35	16.4	1	0.5	1	0.5	214	4.30
Evening Administration	34	32.7	38	36.5	28	26.9	2	1.9	2	1.9	104	3.96
Evening Information Center	50	38.5	43	33.1	34	26.2	3	2.3	0	0.0	130	4.08
Art Gallery and exhibits	111	50.7	79	36.1	26	11.9	1	0.5	2	0.9	219	4.35
Cafe - food quality	53	21.2	89	35.6	88	35.2	13	5.2	7	2.8	250	3.67
Cafe - food prices	44	17.7	69	27.7	99	39.8	27	10.8	10	4.0	249	3.44
Cafe - food selection	45	18.1	77	30.9	99	39.8	20	8.0	8	3.2	249	3.53
Cafe - service	75	30.2	93	37.5	68	27.4	9	3.6	3	1.2	248	3.92
Child Development Center	22	52.4	19	45.2	1	2.4	0	0.0	0	0.0	42	4.50
Continuing Education & Training (overall)	52	37.1	55	39.3	28	20.0	5	3.6	0	0.0	140	4.10

\*Mean excludes missing and No Basis to Judge

Appendix 1  
Employee Survey Findings, 2011  
Frequency Distributions

**Quality of Service**

	Excellent		Above Average		Average		Below Average		Poor		Total	
	N	%	N	%	N	%	N	%	N	%	N	Mean*
Course offerings - Workforce & Business Development	43	38.1	44	38.9	24	21.2	2	1.8	0	0.0	113	4.13
Course offerings - Lifelong Learning	46	38.3	48	40.0	23	19.2	3	2.5	0	0.0	120	4.14
Continuing Education & Training - customer service	54	43.9	39	31.7	26	21.1	4	3.3	0	0.0	123	4.16
Academic Affairs Area (overall)	93	51.7	64	35.6	22	12.2	1	0.6	0	0.0	180	4.38
Academic Center/tutoring	84	56.4	44	29.5	18	12.1	3	2.0	0	0.0	149	4.40
Learning Technologies/classroom support	103	55.7	60	32.4	20	10.8	2	1.1	0	0.0	185	4.43
Fitness Center	54	41.5	47	36.2	26	20.0	3	2.3	0	0.0	130	4.17
Wellness Center	37	43.0	28	32.6	18	20.9	2	2.3	1	1.2	86	4.14
Human Resources Office (overall)	124	49.0	87	34.4	41	16.2	1	0.4	0	0.0	253	4.32
Benefits Office	113	54.1	66	31.6	30	14.4	0	0.0	0	0.0	209	4.40
Payroll Office	134	53.8	84	33.7	31	12.4	0	0.0	0	0.0	249	4.41
Information Technology Office (overall)	137	51.3	85	31.8	38	14.2	5	1.9	2	0.7	267	4.31
Database Administration (Datatel)	80	45.2	61	34.5	32	18.1	4	2.3	0	0.0	177	4.23
Network/email	130	47.6	90	33.0	48	17.6	4	1.5	1	0.4	273	4.26
Office Support/Help Desk	142	52.8	84	31.2	33	12.3	7	2.6	3	1.1	269	4.32
IT Web Services	93	41.7	78	35.0	40	17.9	9	4.0	3	1.3	223	4.12
Library (overall)	135	57.2	79	33.5	21	8.9	1	0.4	0	0.0	236	4.47
Collection/resources	94	49.2	64	33.5	31	16.2	2	1.0	0	0.0	191	4.31
Information and reference services	110	58.2	56	29.6	22	11.6	1	0.5	0	0.0	189	4.46
Media/AV support	112	63.6	47	26.7	15	8.5	1	0.6	1	0.6	176	4.52
Circulation Services	97	55.4	56	32.0	22	12.6	0	0.0	0	0.0	175	4.43
Blackboard/distance learning support	110	59.1	49	26.3	20	10.8	5	2.7	2	1.1	186	4.40

\*Mean excludes missing and No Basis to Judge

Appendix 1  
Employee Survey Findings, 2011  
Frequency Distributions

**Quality of Service**

	Excellent		Above Average		Average		Below Average		Poor		Total	
	N	%	N	%	N	%	N	%	N	%	N	Mean*
Planning, Marketing and Assessment Area (overall)	69	43.4	62	39.0	26	16.4	2	1.3	0	0.0	159	4.25
Advertising/marketing	72	43.4	60	36.1	29	17.5	5	3.0	0	0.0	166	4.20
Institutional Research	63	45.3	49	35.3	21	15.1	4	2.9	2	1.4	139	4.20
Publications	79	45.4	61	35.1	28	16.1	6	3.4	0	0.0	174	4.22
Web requests/content development & creating web graphics	53	40.8	40	30.8	30	23.1	5	3.8	2	1.5	130	4.05
President's Office	114	60.3	54	28.6	18	9.5	1	0.5	2	1.1	189	4.47
Media and public relations	73	41.0	63	35.4	36	20.2	5	2.8	1	0.6	178	4.13
Institutional Advancement/ Foundation Office	63	40.9	55	35.7	31	20.1	4	2.6	1	0.6	154	4.14
Student Affairs Area (overall)	99	53.8	61	33.2	23	12.5	0	0.0	1	0.5	184	4.40
Admissions/ recruitment	78	53.4	48	32.9	20	13.7	0	0.0	0	0.0	146	4.40
Advising	56	33.9	62	37.6	39	23.6	6	3.6	2	1.2	165	3.99
Financial Aid	41	33.3	45	36.6	31	25.2	6	4.9	0	0.0	123	3.98
Records and Registration	88	46.6	74	39.2	24	12.7	3	1.6	0	0.0	189	4.31
Student Life/activities	114	62.3	49	26.8	18	9.8	1	0.5	1	0.5	183	4.50
Career Services	81	57.9	43	30.7	14	10.0	2	1.4	0	0.0	140	4.45
Transfer Services	45	40.2	47	42.0	19	17.0	1	0.9	0	0.0	112	4.21
Testing Center	122	61.6	57	28.8	15	7.6	2	1.0	2	1.0	198	4.49
Service Learning	49	40.8	48	40.0	21	17.5	2	1.7	0	0.0	120	4.20

\*Mean excludes missing and No Basis to Judge

Appendix 2  
Employee Survey Findings, 2001  
Employee Comments

**If you could change one thing about Carroll Community College, what would it be?**

**Campus Climate:**

- Inability to move forward and accept change. Staff are set in their ways at the expense of the college. The college is growing and change is inevitable but there is an aversion to change.
- Increase focus on excellence at all ability levels.
- Focus on what Carroll County residents need.
- I would like to know more about other areas of the college. It seems to me we are too isolated in the things we do. The college-wide meetings are nice, but I rarely have an idea of what other areas are doing. Isn't there a better way to share?
- The abilities to review and make decisions based on actual data to cut back or eliminate programs or projects that are missing the mark and are not producing a return on investment.
- Honestly, there is very little I would change about CCC. It is a wonderful place to both work and to go to school.
- Create standards among departments/divisions for committee participation, college service, and instructional quality. It always seems that the same people participate. Many of the faculty do not participate in Continuing Education or believe it is important to revise their curriculums to meet the needs of the Generation Y learner implementing technology.
- Make it a four-year college. I think it has built a high reputation where students will support that if it were to happen. I know I would stay to get my Bachelor's degree if I could.
- I would schedule periodic cross-departmental activities outside the college such as bowling or outdoor picnics with volleyball and games for employees collegewide. Even if you did it bi-annually, it builds commonality. These outings could help to cultivate an environment of collectivism and a sense of trust among people. Let people experience their co-workers outside the office. This enables a sense of personalization and memory building that isn't work related.
- For new employees or adjuncts, an orientation of the building (in regards to a tour of the Library, tech services) so that we are aware of what types of services are available to us from the start. There is only an orientation of the programs (Blackboard, email).
- I have two suggestions for consideration: 1. If possible, simplify the planning layers. Review ways to condense Long Range goals, strategic initiatives, strategic priorities etc. 2. Formally and objectively evaluate the Job Description of the Department Chair via the Human Resource Office regarding the responsibilities of the position and the appropriateness of the current time compensation.
- Overall, my impression of the college, its mission, its status within the community is excellent. I believe the college is the highlight of educational opportunities in Carroll County - both credit and non-credit offerings. Although I understand the financial difficulties of the State and County and ultimately the college, it would be nice to be able to receive a pay increase. It's difficult to continue at a flat rate when everything around us is increasing in cost.
- Streamline planning processes.
- "Super-charge" the work on diversity increasing outreach to diverse populations in the area.
- The President is out of touch, and does not inspire confidence like a leader should. She does not know or interact with the staff.
- Evaluations of administration should be for the individual administrator. As this survey is written the college will not get the information it needs for improvement.

Appendix 2  
Employee Survey Findings, 2001  
Employee Comments

**Advancement/Promotion/Job Performance:**

- Helping to pay for an advanced degree for all part-time and full time instructors.
- Better pay system for great job performance!
- There are not many opportunities for advancement or promotion within the institution.
- I would give employees more room to grow in their positions or into others positions in the college. The job requirements of some positions are so specific. It makes it impossible for people to be promoted even though they are fully capable of performing the duties of the position.
- There should be more transparency and accountability. There should be more investment in employees.
- COMPENSATION NEEDS TO BE RELATED TO PERFORMANCE.
- Performance evaluations and salary increases. Enrollment is way up, so many more students are requiring services from the same amount of staff members. We don't mind working hard, but our supervisors should be able to write on our evaluations that we "exceed expectations" when we do. It makes both sides uncomfortable. If you don't like the current form, then change it. Don't make the employees feel that they are just average--it's the only thing we have, since we haven't gotten raises in several years. Our salary scale is far below other colleges.
- All persons, whether college degree or not, could apply and be considered for positions they would be well versed in and show understanding of all aspects of the position. Equal opportunity across the board, not just for some people.
- I would like to see improvements in the evaluation/promotion process. As it exists today it is cumbersome and in some respects meaningless.
- That we are paid according to our evaluation ratings.

**Salary/Benefits:**

- Increase funding to increase staff and re-institute pay increases.
- To have a competitive salary.
- Higher salaries. Wages have been stagnant for years as cost of living keeps increasing.
- Reinstitute annual raises for employees and/or an annual bonus/stipend.
- The pay. I understand there is a budget. I see things that we don't need and money is being spent on it and we go without a pay increase. I know my same position at another area community college is 10K more a year.
- Salary increase
- (Incentive-based) pay raises have been eliminated here at Carroll for four years now...that is really hard on employees as prices for everything (gasoline, groceries, even college tuition) continue to climb and not one cent is offered for excellent work performance. Set a ceiling of three years for no pay raises. Then, either when the economy improves or three years have gone by... reward those employees who have been waiting with a raise commensurate with their past three year's performance on the job.
- We are losing faculty and unable to recruit new faculty competitively due to the low salary structure. I would suggest increasing salaries in order to recruit and maintain quality professionals.
- Get enough funding so that everyone, at all levels, can get at least a cost of living raise.
- Flexible summer hours.

Appendix 2  
Employee Survey Findings, 2001  
Employee Comments

- Allow employees to work from home under certain circumstances.
- Even though the budget does not allow for raises, employees who have satisfactory evaluations should be rewarded alternatively.
- The salary structure is relatively low.
- Higher pay.
- Wish there were benefits for child development staff. I need to leave position due to lack of benefits.
- I have worked over 5 years at Carroll and have never received any increase in my hourly wage. I assume that my position is grant funded. Luckily, this is a "retirement" activity for me and income is not so vital. However a periodic "raise" for inflation or service over time would be nice.
- Have a "cafeteria" benefit system with X amount of dollars available per benefit eligible employee. Then if the employees do not need the benefits or choose to use the benefits, they would be eligible for the funds (that would go to benefits) added to their salary (an example of an agency that does this is Howard County, \$150 per month for employees who choose not to take the benefits offered).
- Support for Adjuncts, an ability to get health care, perhaps on group plan or anything other than nothing. If you are an adjunct, who cares if you get sick or die. Unlike almost any other job, there is no support of any kind even if we're willing to pay.
- All employees should have the opportunity to work full time and to have benefits.
- Benefits for part-time people.
- Salary
- Currently I am considered a non-benefit eligible, hourly employee. I work 30 hours a week in a professional position, and have a BST. I am required to complete additional coursework to maintain my certification. Yet I have no benefits and am paid hourly, which doesn't translate to a professional position.
- Summer pay increase
- Improve salaries
- Adjunct faculty salary. The time spent preparing for classes, grading, emails, discussion boards, black board updates, etc. amounts to so much more than the hourly rate reflects. If I added all the time I spend each week on just two classes, it amounts to a little higher than minimum wage.
- Well, this is a pretty good place to work, but the pay could be much better. If the administration were really concerned about us, they would make some hard decisions and not worry about the political fallout. For instance, had I received a 2% cost of living increase last year, I could have also been furloughed for 2 or 3 days and still made out ahead. Then, when things improve, I would still be at a competitive salary rate. Will we get a 6% increase next year to make up for the last 3 years? Don't count on it. We will simply be paid less than we should be from that moment forward. I would like to believe that the Executive Team considers other options such as this. More likely, however, is that they are doing just fine on \$90,000 per year, and don't really see how the rest of us are affected.
- Make salaries competitive with similar institutions in the region.
- The employee status of the teachers in Child Development Center. We are considered hourly employees, yet we are college educated; some even have master's degrees. Yet, we do not receive any benefits including continuing education benefits for courses taken here at the

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college for furthering our degrees. This college educates early childhood educators like ourselves and yet the college does not seem to recognize us as "educators". Our salaries are very low and we do not get annual performance reviews or salary increases on a regular basis.

**For the Benefit of Students:**

- More of a friendly atmosphere when students and staff walk in to some of the Administrative Offices.
- More resources to implement additional best practices and new programs to improve the students' learning experiences at the college. We are very effective and efficient with the resources we have, but could productively expend more to the benefit of the students and community.
- Treat students as adults. Recently informed by a student that they had to report to Integrity Advisor(?) because they were texting in class. They're in college now. They are paying for this service. If they choose to text, so be it - as long as it is not distracting to other students. I attend work-related meetings in which people text - it's not a big deal.
- The students should be given Carroll Community College emails that they are encouraged to use. The way we currently do it isn't normally a problem, but this semester it proved to be a real issue with several students who either had to use parent emails or created accounts that no longer worked and didn't update working accounts with the school.
- Provide opportunities to seek grants as an additional resource to support the college.
- I would change our website...there is way too much text, not enough graphics. Basically boring...as a marketing tool it should be more fun and user friendly.

**Faculty Concerns:**

- Change the faculty promotion system. It is not worth the time and effort for so little reward. It is discouraging rather than encouraging.
- Please pay adjuncts to attend meetings and trainings.
- More access to academic journals. More in depth, hands on training for better teaching methods. I would stop using Blackboard or demand them to make their website more user friendly and efficient. Internet access is slow in the office areas of the K building.
- Teaching space assigned to disciplines so that desks can be arranged to meet educational needs of students. It is hard to move desks into circle once a week and then to have to reset them in rows.
- Allow adjuncts to teach more than 3 courses a semester if they decline any type of benefits.
- I have been an adjunct at CCC for over 20 years, and while I have gained great personal satisfaction from my teaching over the years, I am greatly disappointed in the lack of consideration given to adjuncts whether it be regarding compensation or just some occasional recognition for the job that we do (and money that we save the college). Just an occasional refreshment table in the evening (since many of us come directly from our full-time jobs) would be greatly appreciated.
- Keeping the focus on the learning of students and less drive of some faculty for personal status and gain which interferes with that focus. Egotists hinder the progress of students, other faculty, and the entire Carroll community.

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- The roles and responsibilities of the academic deans and department chairs should be revisited and further defined.
- Treating faculty with respect and trust; that they are and will act like professionals to do their best in the classroom. There are always "slackers," and you cannot avoid these in any field. By treating faculty as professionals and not burdening them with excessive rules and regulations they will perform even better.
- Increase full-time faculty and academic support staffing.
- Give full-time faculty priority over adjunct faculty in class scheduling.
- Consistency throughout departments regarding what parts of curriculums are most important and which are areas that should still be covered but are not as crucial to satisfying course objectives and requirements.
- Better work space provided for adjunct faculty.
- I would argue that too much control of a department's curriculum decisions comes from outside of that department, such as from external mandates (the Retention Initiative), the Executive Team's attempts to respond to such mandates (again, Retention), and from members of Academic Council who are unfamiliar with other departments. I would suggest that more control over a department's curriculum decisions should be vested within that department--as should that department's contributions to the Gen. Ed. requirements.
- MORE and friendlier and less technical IT support, explanation, and training. The expectation is for us to integrate technology et al into the classroom; the ease of doing this has come along, but is still lacking.
- Consider changing the way faculty workload is compensated. For example, if two full-time faculty in the same department are each teaching 15 TLH/semester, and one faculty teaches a total of 90 students and another faculty 150 students, then TLH does not seem to be a fair way to compensate.
- The standard policy for handling student complaints about a professor should be to refer that student back to the professor. Students should NOT be given an audience except under one condition: when the professor has violated the terms of the syllabus. (Except, of course, in extraordinary circumstances.) Admin at any level should not give power to disgruntled students, and should explicitly support faculty. (This has not been a problem personally, but something I have observed.)
- Change open enrollment. There are many "students" who don't belong here. I have heard many students complain about disruptive students in their class. Examples: talking, texting, talking on phone, rudeness to the instructor etc. Some of these kids if they were still in high school would be in Special Ed.
- My chair is not very open and does not keep the adjuncts abreast of what is going on in our dept.
- As an adjunct, of course I would welcome more adjunct benefits. :) However, in all seriousness, I do wish that more was done to make adjunct faculty feel like part of the department in which they teach. We work extremely hard with few benefits, and often feel on the outside circle of things.
- Allocation of existing funds to increase the number of full-time faculty positions within the Humanities Department.
- Implement student/academic quality circles that meet monthly and allow open discussion of shortcomings of educational process and instructors at CCC, without retribution. If you are



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serious of improving retention, CCC will have to break from its habit of self-protection by hearing and not dismissing complaints from students concerning the negligence of instructors and academic department leaders to deliver a student-centric, in-depth quality education. CCC expresses its concern and goal of significantly raising student retention, but it avoids looking at the real-life experiences of its students in real-time in the classrooms or on-line; instead it utilizes student surveys that are given out late in the term and gamed by instructors. Grades are artificially raised through extra-points and handicaps added to tests in classes where the student scores are unexpectedly low.

- To encourage the faculty, particularly the adjuncts, toward higher standards of teaching and less complacency. I love Carroll Comm. College, but I see so much lazy, complacent behaviors all around me that I worry about the quality of education we are offering here. Suggestions for incentives: Professional Development Grants for Adjuncts (for research or conference attendance); awarding excellence in teaching (not just at the beginning of the year) perhaps based on observations and course development. I'm sure others would have other ideas beyond salary increase, which I know isn't feasible.

**Employee Concerns:**

- Get rid of Unimarket.
- One IT department. Users do not know where to go for support because of there being 3 areas. LT and CET IT have too many people and do things inefficiently.
- I feel a lack of communication in my department and a lack of leadership, but I do not see that across the campus.
- The way money is wasted by each department.
- Cost-efficiency.
- I would hire someone with experience in marketing. We are losing students to the for-profit colleges as well as other competitors. We have a publications department, but no one with marketing experience. I think that this is very important in a period of declining high school enrollments.
- THE HIRING PROCESS.
- Consolidate the technology departments.
- Better and more timely communication of management decisions down to those doing the job.
- Equal opportunity and equal respect for all college employees. Administration should demonstrate, rather than simply acknowledge, the value and worth of college employees. Employees should have a voice and opinion that matters rather than only for the sake of appearances.
- Floaters that can go into offices that need extra help.
- That the college staff was more collaborative. Less requests for things and more proactiveness.
- Flexible work schedules. More relaxed atmosphere for students.
- Employees would be more aware of the responsibilities of individual offices/areas so callers or visitors would not be given incorrect information. I consider it bad PR when I receive a call or visitor that has been transferred or directed to my department and requires services of an entirely different area. A handbook given to new employees might be a way to help solve this?
- Unimarket is not helpful.

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**Professional Development/Meetings:**

- Opportunities for faculty / staff to interact with those in other departments, even on a professional level.
- I would love to see continued expansion in the area of faculty & staff development, including team building, time/space organization and management -- any types of activities that would allow and encourage self-improvement and growth, that can be applied to both professional and personal aspects of life.
- Please get rid of the faculty/college-wide meetings. They are a huge waste of time and a majority of the information given during the meetings could be in an e-mail that would take five minutes rather than an hour or so. Beyond that I feel like the faculty and staff are treated like twelve-year-olds during these meetings. Please do not talk down to me. I am as educated as you are. I am not your student.

**Facilities:**

- To have the Café a little closer.
- Seating in the café during lunch has again become an issue even with the new space. Though it is tolerable now, with increased enrollment I think this is something that needs to be watched closely. I noticed the sign is down on the 'Student Life Lounge', does this mean it can be accessed by employees? Or should the students that seemed to occupy the same tables all day be encouraged to use this space? Or should it be kept as a quiet study area to bring food? I think some parameters need to be set that everyone is aware exist. Could SGO think on this? We certainly don't want to make it unwelcoming.
- Like the students, I would change the parking situation. We need more parking space, or to offer classes at more diverse times. Many students complain about the availability of courses, and how there are not many choices in days and times of certain classes.
- Security does a consistently poor job enforcing parking.
- More storage for furniture (moving chairs/tables out of rooms for large events).
- Add a parking garage! Our enrollment continues to grow, which is a great thing, but the parking is getting very bad. We simply don't have the room to add another parking lot. It's time for a garage. We need it.
- More Staff parking spaces allotted.
- It would be nice to have the opportunity to buy coffee in the Great Hall area without walking to the K building.
- I think it would be helpful to have more parking available....possibly a parking garage? If there were a parking garage, it would also help with the amount of plowing that would need to be done in the winter in order to get the school opened and not have to close or delay classes, as a garage would not have to be plowed!
- There are leaks in some of the classrooms on the 2nd floor of the Great Hall. I assume there would be mold as well.
- Add solar panels to the roof in the Great Hall.
- Have enough parking for staff.
- Using other catering services besides the café.
- Landscape the flower beds at the main entrance of the college. This is the "face" of the college

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and it does not look good to have overgrown weeds and grass.

- That housekeeping could wear shorts in the summer - we sweat to death in long pants.
- Nothing at the college-wide level...I do, however, have some concerns about plans for MULTIPLE parking garages, and how their construction might damage the otherwise beautiful, inviting, open, rural landscape and "feel" of the campus. Parents, students, and visitors comment on this frequently. We don't want to, or shouldn't want to, make such dramatic changes that we become a cluttered, crowded, "boxy", overly-developed campus that resembles the cramped and confusing urban institutions.
- I think it was a strategic error to replace athletic fields with parking lots. Parking seems to be a major issue for day students (I am on campus in the evenings) so I understand the problems and concerns. I think a greater dedication to ride-sharing and transportation alternatives would help to not only increase student fellowship but also decrease the carbon footprint of the school. Could have also reduced the size of an expensive construction project. Yes, I might sound like a tree-hugger, but the first thing a visitor sees at CCC is not the beautiful school, but a gigantic parking lot.
- Be able to wear shorts when doing our job. Gets hot when a/c shuts down at night.
- More parking for handicapped people.
- Parking!
- Food in café in the evenings could be fresher.
- I would have better parking areas for adjunct faculty. Even arriving an hour early for my classes, I was forced to drive around for 15 to 30 minutes before finding a place quite a distance from the K building. It would be good to arrive at a clean office. Many times the floor was not vacuumed for weeks at a time. However, I feel fortunate to teach at CCC!

**Other:**

- Nothing (4)
- I am actually quite happy with CCC and cannot, off hand, think of changes.
- Nothing comes to mind at this time. I am thankful for my job and for my co-workers.
- Can't think of anything at the moment.
- Don't know enough about the overall education operations.
- I have not been here that long to make a comment at this time.

**Please provide any additional comments:**

**Campus Climate:**

- Overall I do like working here. The President obviously cares about the staff as well as the facilities and the benefits are wonderful. I would just like to see a lot more communication in my area.
- CCC is a fantastic school and a great place to work, but salary increases are desperately needed.
- Even though resources are limited, the college does well with distributing them.
- I am especially proud to be a member of the college community as I see more opportunities to contribute to our local community and beyond. I would encourage continued growth in these areas, setting a wonderful example of helpfulness, volunteerism and service to our community

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and country.

- I am proud to be a part of CCC and grateful for the leadership we have.
- CCC is one of the best kept secrets about Carroll County. I think CCC offers an high quality educational choice to a four-year college setting. More of our citizens should recognize its quality!
- Taking into account all of the places I have worked in my life, I must say that our College's human resources dept is the best I have ever seen. They are dedicated to helping us out--be it with benefits questions, payroll, you name it. The staff is fantastic, especially Cindy Larrick. I have chaired several search committees and Cindy is so helpful as a resource in that area.
- We have a wonderful campus, staff and Administration!
- In all the years of teaching here, I have never had a class of students I did not enjoy.
- Dr. Michael Kiphart and soon to be "Dr." Janet Ohlemacher are wonderful resources for the faculty and staff.
- I truly believe Carroll provides an incredible learning experience for the students. Lots of opportunities for assistance - tutoring, transfer and other assorted fairs, and library. I am proud to work for Carroll Community College.
- I STRONGLY RECOMMEND THAT THE COLLEGE KEEP ITS ACADEMIC EXPECTATIONS HIGH while, of course, accommodating the needs and interests of its expanding population.
- Very clean, efficiently run institution.
- I will be attending the fourth college in my career this coming Fall semester. One of those includes a University in the state of New York, and I must say that CCC is the best overall, that I have attended. I have also visited a total of 8 colleges across the country and CCC has impressed me the most overall.
- I am extremely happy to work at an institution that is devoted to its students, that evaluates its performance and uses those findings to improve, and that shares a culture of integrity and mutual support.
- This is a wonderful college at which to work. The faculty is well supported and every detail is attended to so that we can do what we are here to do - teach and instruct students. The physical, political, and cultural environment is comfortable and pleasant, and in the end, the students benefit.
- I joined the CCC team last semester and really enjoy being a teacher here. There is a great deal of support, training, and learning opportunities for the faculty. It's a great place to work - beautiful campus and great staff. I'm grateful for the opportunity to be here.
- The level of professionalism, expertise, and commitment of CCC employees from the President down surpasses what I have experienced at other agencies for whom I have worked.
- Carroll is a wonderful institution to be a part of which exemplifies the commitment by everyone in this organization.
- I am extremely happy to teach at Carroll Community College. I think that we have a wonderful campus of students, and the resources available to both students and faculty are excellent. We are lucky to have such great facilities to teach in, and students are lucky to have such great facilities and resources to learn with! The general atmosphere of Carroll is very pleasant and welcoming, and I hope for it to be my home for many years to come.
- Otherwise the atmosphere of Carroll is wonderful. It is very clear everyone is here to help the students, and the students generally seem happy. I enjoy the atmosphere and structure here more so than some other places where I have taught or currently teach.

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- I have had a pleasant experience at Carroll. I feel the science department includes adjuncts in meetings and addresses any concerns that we have. Keep up the awesome work!

**Positive Job Satisfaction:**

- There is no place better to work than CCC! The leadership is excellent and the job is fulfilling. (Although it is difficult to continue to provide top notch service when positions are frozen. Many of us could use additional help to meet increasing demands.)
- Thank you for making the effort to keep the staff employed during a tough economic climate.
- A wonderful place to work!
- Great place to work!
- I am proud to be a CCC employee.
- Carroll Community College is a great place to work and is also a great college for our students.
- Overall Carroll is a good place to work!
- Overall, CCC is a wonderful place to work. My child is a student here and CCC is fully meeting his needs.
- In all honesty, deciding to become a full-time nursing faculty at this institution is the best career choice I have ever made. I absolutely love what I do and the team with whom I get to work. I am very proud to work at Carroll Community College.
- I believe CCC is a terrific college to be associated with and feel fortunate and privileged to work with so many wonderful and dedicated colleagues.
- Employees sometimes do not appreciate how lucky they are to work here at Carroll. It's the best job I have ever had.
- I am very content with my affiliation with Carroll Community College.

**Salary/Benefit Concerns:**

- I've heard enough gloom and doom about the budget. I know raises are as rare as tap-dancing unicorns, but it would be nice to get some sort of respect, monetarily, for the work we do.
- While I understand why we have not gotten raises, we have been asked to take quite a hit. Our retirement % is affected, our health care benefits have changed, summer pay has been cut, retirement benefits have been cut. Suggested cost cutting measures like eliminating the winter term and adding an earlier (or longer summer term) or charging students for parking have been dismissed with no explanation as to why. It seems that at this point, with larger and more classes that faculty and staff should not have to give up any more. Charge for parking, raise tuition, or do something else but please don't ask us to do any more.
- The (relatively) recent changes to the benefits structure and consecutive years without a pay increase has been a little dismaying; however, the one-time stipend was at least a very nice (and much appreciated) gesture, and overall I have nothing critical to say about the institution. Carroll is a wonderful place to work -- I love my job and the people I work with, and I'm appreciative of the opportunity and proud to work here.
- For the part-time staff, it would be great to have some kind of benefit package. If no benefit package, it would be nice for part-time staff's family to at least be able to take classes here either tuition reimbursement like it is for full-time employees or at least 1/2 tuition reimbursement. It would be a fantastic "perk" for us part-time staffers!

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- Benefit options - even if employee pays partially.
- I am qualified to work in the Carroll County Public School system, and if not for my current supervisor and work environment, would have little motivation to stay in this position. I would love to see my position be valued by becoming a salaried position with at least one vacation and one sick day a year!
- Again, this is a pretty good place to work, but the pay could be much better. Reward good employees, get rid of the slackers. Good employees need to be rewarded, in spite of economic conditions. We have not had so much as a cost of living raise for years, yet the cost of everything we purchase has risen dramatically. Get creative and offer something/anything!
- I would like to see more programs like yoga, Pilates, fitness, etc. for employees offered at a variety of times/days.

**Other Concerns:**

- I would like to be able to create a webpage for my classes where I could make interactive PowerPoints. Blackboard does not meet my needs. Overall I really love my job and having the freedom to be able to use various teaching methods in my classroom and having my performance evaluated by a human being with teaching experience rather than by a standard form or by student evaluations.
- Students must be issued photo identification for our college. Raise their fees by a dollar or two if need be, but this flimsy-paper school id is ridiculous. Carroll County public schools middle and high schools all have photo identification for their students. Why can't our college? Students are truly upset that they pay tuition and fees and all they receive is a flimsy-paper school id without a photo.
- Since the college employs many adjuncts, more opportunities for training, education and wellness should be made available to them and at diverse times rather than just weekdays during the day.
- I've noticed a change in college administrators/supervisors emphasizing revenue over quality recently. Revenue has always been a priority, but I've never felt like I had to sacrifice quality of instruction, in adjuncts, etc. until now. I feel like I'm being asked to overlook certain issues when planning or delivering instruction that pertain to quality in an effort to maximize revenue.
- Let faculty evaluate their administrators!
- The Wellness programs are a waste of money. Few employees use them and the benefits are small, especially when compared to the cost. The director of Campus Wellness & the program resources could be put to better use.
- The way some of these questions were posed seems designed to hide some issues.
- I'm an adjunct who happened to read the Compass and the survey reports that analyze the data of our (and student) responses. But most adjuncts don't read these email attachments, or don't care. I believe it's important for adjuncts to not only know these goals but work them into their classrooms, extracurricular work, etc.
- I appreciate the opportunity to share feedback on an ongoing basis, however some offices have begun satisfaction surveys for each project they complete. The surveys are overwhelming - especially if they are for multiple, similar, routine requests. I love working here - every day is a new challenge but I feel supported in all that I do!
- Increase job opportunities for current employees vs. external candidates. For example-

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Advertising and interviewing for job opportunities for internal candidates only before advertising and considering external candidates.

- I would suggest that the evaluation of the Executive Team be broken down into an assessment of the President in one section and an assessment of the Vice Presidents in another.
- Everyone I run into is wonderful, friendly and helpful. I wish in my department there would be more training and talking between shifts. More team work between housekeeping and maintenance. Work smarter not harder!
- Students will give up when they raise concerns to administrative or academic leaders and feel rebuffed. Once a student receives a poor grade or struggles excessively to attain a higher grade he may change programs or drop out, when the underlying problem is an ill-prepared or unmotivated adjunct instructor whose pedagogical weaknesses or mistakes make the learning process too frustrating for the student. Install a campus-wide anonymous complaint/compliment/suggestion system to invite more honest feedback from students and employees on all issues.
- Please make the enrollment application on the web site accessible by one click from the main page.
- When students request a tutor from the Academic Center, it is often weeks before they receive a response. I would suggest evaluating this process and possibly getting help for the staff member responsible for this task. IR is in need of additional staff. Data for Program Reviews was not distributed in a timely fashion due to the overwhelming demands on that department.

**Facilities:**

- Get a Subway and get rid of the café. Café prices are high for what they are serving.
- The café does a great job, but they need to focus more on the overall customer experience. Better signage would help, so that it's clear where things are and how much things cost before you get to the register. Also, maybe a bell or something to get the attention of the staff if they're away from the counter.
- Classroom building K has opened since the last survey. The cafe, great classrooms and office space have been a welcomed improvement.

**Other:**

- Being adjunct faculty, I teach my classes, confer with the dept chair and other faculty. Do not have much contact with other entities except to refer students to the academic center for writing assistance.
- If this isn't really confidential, please don't fire me. I can explain ...

## Appendix 49

**From:** Nickels, Janet  
**Sent:** Tuesday, September 22, 2015 10:38 AM  
**To:** Kimble, Nancy  
**Cc:** Marriott, Donna  
**Subject:** RE: Employee Survey Results prior to 2015

Hi Nancy:

We conduct the Employee Survey every two years in odd years, so it was conducted in 2011, 2013, and most recently in the spring of 2015. I don't recall anything added to the survey to directly assess satisfaction or perception of the reorganization.

On the Portal/Institutional Research, you'll find a history of employee survey results that provides frequencies and mean scores for each item from 1999 to 2013. We have not yet had an opportunity to add 2015 results to the compilation file but the results are available in a separate file.

<https://c3.carrollcc.edu/departments/pma/IR/SurveyResults/Forms/AllItems.aspx?RootFolder=%2Fdepartments%2Fpma%2FIR%2FSurvey%20Results%2FEmployee%20Survey&FolderCTID=0x012000621F586EEB668F4F95D49A47DDC69191&View={5AE9DC2A-0D3D-43E0-BC83-99E501EDDAE8}>

Is it possible someone else conducted a survey? Nancy Schoppert perhaps?

If you have any questions, please let me know.

Janet

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**Janet Nickels** | Director of Institutional Research  
Carroll Community College | 1601 Washington Road, Suite K210 | Westminster, MD 21157  
☎ 410-386-8229 | 📠 410-386-8566 | ✉ [jnickels@carrollcc.edu](mailto:jnickels@carrollcc.edu) | [www.carrollcc.edu](http://www.carrollcc.edu)



Appendix 50

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Number of useable surveys:		131			179			188			189			180			296			314		
<b>Quality of Service</b>																						
Administrative Services Area (overall)	Poor	0	0.0		1	0.8		0	0.0		1	0.6		0	0.0		0	0.0		1	0.4	
	Below Average	1	0.9		3	2.4		0	0.0		0	0.0		4	2.6		1	0.4		2	0.8	
	Average	34	31.8		36	28.6		21	13.7		16	10.1		20	13.2		27	11.0		28	11.5	
	Above Average	58	54.2		57	45.2		55	35.9		59	37.3		63	41.7		79	32.1		88	36.1	
	Excellent	14	13.1		29	23.0		77	50.3		82	51.9		64	42.4		139	56.5		125	51.2	
Total		107	100.0	3.79	126	100.0	3.87	153	100.0	4.37	158	100.0	4.40	151	100.0	4.24	246	100.0	4.45	244	100.0	4.37
Accounting (Accounts Payable/1999)	Poor	7	9.3		1	1.0		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0	
	Below Average	12	16.0		0	0.0		0	0.0		0	0.0		1	1.1		1	0.6		4	2.4	
	Average	31	41.3		18	17.8		17	16.3		6	5.7		11	12.2		12	7.7		24	14.5	
	Above Average	18	24.0		51	50.5		32	30.8		37	35.2		33	36.7		50	32.3		56	33.9	
	Excellent	7	9.3		31	30.7		55	52.9		62	59.0		45	50.0		92	59.4		81	49.1	
Total		75	100.0	3.08	101	100.0	4.10	104	100.0	4.37	105	100.0	4.53	90	100.0	4.36	155	100.0	4.50	165	100.0	4.30
Building maintenance	Poor	1	0.9		2	1.3		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0	
	Below Average	5	4.3		1	0.6		4	2.3		0	0.0		1	0.6		3	1.1		9	3.3	
	Average	27	23.1		28	18.2		8	4.6		15	8.5		13	7.9		31	11.5		32	11.7	
	Above Average	61	52.1		78	50.6		63	36.0		45	25.6		57	34.5		77	28.6		102	37.4	
	Excellent	23	19.7		45	29.2		100	57.1		116	65.9		94	57.0		158	58.7		130	47.6	
Total		117	100.0	3.85	154	100.0	4.06	175	100.0	4.48	176	100.0	4.57	165	100.0	4.48	269	100.0	4.45	273	100.0	4.29
Grounds maintenance	Poor																1	0.4		1	0.4	
	Below Average																1	0.4		3	1.1	
	Average																31	11.8		34	12.6	
	Above Average																88	33.6		102	37.8	
	Excellent																141	53.8		130	48.1	
Total																	262	100.0	4.40	270	100.0	4.32
Housekeeping	Poor	27	22.3		3	1.8		3	1.6		2	1.1		1	0.6		1	0.4		1	0.3	
	Below Average	26	21.5		12	7.3		6	3.3		1	0.5		6	3.5		9	3.2		20	6.8	
	Average	42	34.7		48	29.1		34	18.7		24	13.2		28	16.2		49	17.3		59	20.2	
	Above Average	24	19.8		61	37.0		68	37.4		53	29.1		58	33.5		103	36.3		101	34.6	
	Excellent	2	1.7		41	24.8		71	39.0		102	56.0		80	46.2		122	43.0		111	38.0	
Total		121	100.0	2.57	165	100.0	3.76	182	100.0	4.09	182	100.0	4.38	173	100.0	4.21	284	100.0	4.18	292	100.0	4.03
Facilities scheduling	Poor	3	2.8		1	0.8		1	0.8		1	0.8		1	0.8		0	0.0		1	0.5	
	Below Average	5	4.7		10	7.5		5	3.8		5	3.9		1	0.8		2	1.1		6	3.1	
	Average	38	35.8		45	33.8		30	22.6		21	16.3		29	23.8		42	23.1		42	21.6	
	Above Average	49	46.2		53	39.8		39	29.3		51	39.5		40	32.8		65	35.7		66	34.0	
	Excellent	11	10.4		24	18.0		58	43.6		51	39.5		51	41.8		73	40.1		79	40.7	
Total		106	100.0	3.57	133	100.0	3.67	133	100.0	4.11	129	100.0	4.13	122	100.0	4.14	182	100.0	4.15	194	100.0	4.11

Carroll Community College  
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	Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Facilities set up	Poor	0	0.0	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	1.0		2	1.0	
	Below Average	2	2.1	2	1.5	3	2.2	0	0.0	0	0.0	0	0.0	1	0.5	9	4.6		9	4.6	
	Average	23	24.2	26	19.7	11	8.0	17	12.5	11	8.9	21	11.5	33	17.0	62	32.0		62	32.0	
	Above Average	50	52.6	48	36.4	39	28.3	40	29.4	33	26.8	46	25.1	62	32.0	88	45.4		88	45.4	
	Excellent	20	21.1	55	41.7	85	61.6	79	58.1	79	64.2	115	62.8	88	45.4						
Total	95	100.0	3.93	132	100.0	4.17	138	100.0	4.49	136	100.0	4.46	123	100.0	4.55	183	100.0	4.50	194	100.0	4.16
Information Center	Poor	0	0.0	5	3.1	0	0.0	0	0.0	1	0.7	0	0.0	1	0.4	7	3.1		7	3.1	
	Below Average	7	5.9	10	6.3	9	5.5	6	3.6	3	2.1	5	2.3	53	23.1	91	39.7		91	39.7	
	Average	59	50.0	62	39.0	33	20.1	36	21.6	37	25.7	49	22.1	77	33.6	229	100.0	4.09	229	100.0	4.03
	Above Average	36	30.5	58	36.5	60	36.6	61	36.5	53	36.8	90	40.5	147	59.8	147	59.8		147	59.8	
	Excellent	16	13.6	24	15.1	62	37.8	64	38.3	50	34.7	78	35.1	77	33.6						
Total	118	100.0	3.52	159	100.0	3.54	164	100.0	4.07	167	100.0	4.10	144	100.0	4.03	222	100.0	4.09	229	100.0	4.03
Mail Service	Poor	1	0.9	2	1.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		0	0.0	
	Below Average	2	1.8	3	2.0	0	0.0	2	1.3	0	0.0	0	0.0	0	0.0	0	0.0		0	0.0	
	Average	23	20.5	25	16.7	15	8.6	7	4.4	6	4.0	17	6.9	24	9.8	75	30.5		75	30.5	
	Above Average	49	43.8	66	44.0	56	32.2	39	24.4	58	38.7	58	23.4	147	59.8	147	59.8		147	59.8	
	Excellent	37	33.0	54	36.0	103	59.2	112	70.0	86	57.3	173	69.8	147	59.8						
Total	112	100.0	4.06	150	100.0	4.11	174	100.0	4.51	160	100.0	4.63	150	100.0	4.53	248	100.0	4.63	246	100.0	4.50
Campus Security	Poor	11	10.4	8	5.7	0	0.0	1	0.6	0	0.0	0	0.0	2	0.7	2	0.7		2	0.7	
	Below Average	24	22.6	28	19.9	3	1.7	2	1.2	5	3.1	6	2.3	39	13.9	92	32.7		92	32.7	
	Average	55	51.9	59	41.8	41	23.0	30	17.3	36	22.2	44	16.6	146	52.0	281	100.0	4.30	281	100.0	4.35
	Above Average	13	12.3	36	25.5	68	38.2	69	39.9	65	40.1	79	29.8	136	51.3	146	52.0		146	52.0	
	Excellent	3	2.8	10	7.1	66	37.1	71	41.0	56	34.6	136	51.3	146	52.0						
Total	106	100.0	2.75	141	100.0	3.09	178	100.0	4.11	173	100.0	4.20	162	100.0	4.06	265	100.0	4.30	281	100.0	4.35
Supplies	Poor	1	0.9	1	0.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		0	0.0	
	Below Average	5	4.5	2	1.3	2	1.2	0	0.0	2	1.3	2	0.8	2	0.8	2	0.8		2	0.8	
	Average	28	25.0	29	19.2	19	11.4	20	12.0	18	11.7	29	11.8	26	10.4	80	32.1		80	32.1	
	Above Average	54	48.2	63	41.7	47	28.3	40	24.1	55	35.7	74	30.1	141	57.3	141	57.3		141	57.3	
	Excellent	24	21.4	56	37.1	98	59.0	106	63.9	79	51.3	141	57.3	141	57.3						
Total	112	100.0	3.85	151	100.0	4.13	166	100.0	4.45	166	100.0	4.52	154	100.0	4.37	246	100.0	4.44	249	100.0	4.45
Bookstore service	Poor	11	10.0	5	3.8	3	2.2	0	0.0	1	0.9	3	1.7	3	1.8	9	5.4		9	5.4	
	Below Average	14	12.7	13	10.0	6	4.4	3	2.5	8	6.8	7	4.0	48	28.9	52	31.3		52	31.3	
	Average	60	54.5	48	36.9	46	33.6	30	25.0	33	28.2	43	24.4	54	32.5	166	100.0	3.87	166	100.0	3.87
	Above Average	20	18.2	44	33.8	40	29.2	53	44.2	46	39.3	53	30.1	54	32.5						
	Excellent	5	4.5	20	15.4	42	30.7	34	28.3	29	24.8	70	39.8	54	32.5						
Total	110	100.0	2.95	130	100.0	3.47	137	100.0	3.82	120	100.0	3.98	117	100.0	3.80	176	100.0	4.02	166	100.0	3.87

Carroll Community College  
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		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Business Office/cashier	Poor	0	0.0		1	0.8		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0	
	Below Average	3	3.0		3	2.4		2	1.3		1	0.7		2	1.5		0	0.0		1	0.5	
	Average	29	29.3		13	10.2		21	14.0		11	7.7		17	12.7		14	6.7		16	7.5	
	Above Average	50	50.5		61	48.0		42	28.0		53	37.1		46	34.3		63	30.0		76	35.7	
	Excellent	17	17.2		49	38.6		85	56.7		78	54.5		69	51.5		133	63.3		120	56.3	
Total		99	100.0	3.82	127	100.0	4.21	150	100.0	4.40	143	100.0	4.45	134	100.0	4.36	210	100.0	4.57	213	100.0	4.48
Copy Center	Poor	4	3.7		0	0.0		2	1.3		1	0.8		0	0.0		1	0.5		0	0.0	
	Below Average	5	4.6		2	1.5		4	2.6		5	3.8		3	2.2		1	0.5		5	2.5	
	Average	36	33.0		39	28.9		31	20.1		27	20.6		23	17.0		35	16.4		47	23.0	
	Above Average	46	42.2		55	40.7		58	37.7		27	20.6		44	32.6		72	33.6		67	32.8	
	Excellent	18	16.5		39	28.9		59	38.3		71	54.2		65	48.1		105	49.1		85	41.7	
Total		109	100.0	3.63	135	100.0	3.97	154	100.0	4.09	131	100.0	4.24	135	100.0	4.27	214	100.0	4.30	204	100.0	4.14
Evening Administration	Poor				0	0.0		1	1.1		0	0.0		1	1.4		2	1.9		0	0.0	
	Below Average				7	9.1		0	0.0		1	1.3		2	2.9		2	1.9		1	1.0	
	Average				35	45.5		15	16.9		17	21.5		12	17.1		28	26.9		21	21.0	
	Above Average				23	29.9		39	43.8		28	35.4		29	41.4		38	36.5		29	29.0	
	Excellent				12	15.6		34	38.2		33	41.8		26	37.1		34	32.7		49	49.0	
Total					77	100.0	3.52	89	100.0	4.18	79	100.0	4.18	70	100.0	4.10	104	100.0	3.96	100	100.0	4.26
Evening Information Center	Poor				1	0.9		0	0.0		2	1.9		0	0.0		0	0.0		1	0.8	
	Below Average				10	8.8		3	2.7		6	5.7		2	2.4		3	2.3		3	2.4	
	Average				44	38.6		21	18.9		18	17.1		24	28.2		34	26.2		29	23.2	
	Above Average				39	34.2		37	33.3		41	39.0		27	31.8		43	33.1		38	30.4	
	Excellent				20	17.5		50	45.0		38	36.2		32	37.6		50	38.5		54	43.2	
Total					114	100.0	3.59	111	100.0	4.21	105	100.0	4.02	85	100.0	4.05	130	100.0	4.08	125	100.0	4.13
Art gallery/exhibits	Poor	0	0.0		0	0.0		0	0.0		1	0.6		0	0.0		2	0.9		1	0.4	
	Below Average	0	0.0		1	0.7		3	1.9		0	0.0		1	0.7		1	0.5		3	1.3	
	Average	17	15.9		33	24.3		20	12.9		20	12.7		15	10.1		26	11.9		23	10.2	
	Above Average	54	50.5		42	30.9		49	31.6		49	31.0		53	35.6		79	36.1		76	33.6	
	Excellent	36	33.6		60	44.1		83	53.5		88	55.7		80	53.7		111	50.7		123	54.4	
Total		107	100.0	4.18	136	100.0	4.18	155	100.0	4.37	158	100.0	4.41	149	100.0	4.42	219	100.0	4.35	226	100.0	4.40
Cafe: Food quality (Food/2002)	Poor				42	30.2		3	2.0		7	4.6		12	8.5		7	2.8		8	3.1	
	Below Average				29	20.9		10	6.5		15	9.9		30	21.3		13	5.2		9	3.4	
	Average				52	37.4		62	40.5		72	47.4		72	51.1		88	35.2		113	43.3	
	Above Average				9	6.5		52	34.0		43	28.3		22	15.6		89	35.6		96	36.8	
	Excellent				7	5.0		26	17.0		15	9.9		5	3.5		53	21.2		35	13.4	
Total					139	100.0	2.35	153	100.0	3.58	152	100.0	3.29	141	100.0	2.84	250	100.0	3.67	261	100.0	3.54

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	Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Cafe: Food Prices	Poor			36	26.5		10	6.5		7	4.6		9	6.5		10	4.0		12	4.5	
	Below Average			25	18.4		20	13.0		12	7.8		19	13.8		27	10.8		23	8.7	
	Average			58	42.6		73	47.4		90	58.8		78	56.5		99	39.8		128	48.5	
	Above Average			12	8.8		29	18.8		31	20.3		23	16.7		69	27.7		69	26.1	
	Excellent			5	3.7		22	14.3		13	8.5		9	6.5		44	17.7		32	12.1	
Total			136	100.0	2.45	154	100.0	3.21	153	100.0	3.20	138	100.0	3.03	249	100.0	3.44	264	100.0	3.33	
Cafe: Food Selection	Poor						7	4.5		19	12.4		27	19.0		8	3.2		9	3.4	
	Below Average						31	20.0		40	26.1		55	38.7		20	8.0		18	6.8	
	Average						84	54.2		66	43.1		51	35.9		99	39.8		124	47.1	
	Above Average						22	14.2		26	17.0		7	4.9		77	30.9		81	30.8	
	Excellent						11	7.1		2	1.3		2	1.4		45	18.1		31	11.8	
Total						155	100.0	2.99	153	100.0	2.69	142	100.0	2.31	249	100.0	3.53	263	100.0	3.41	
Cafe: Service	Poor			23	16.8		3	1.9		11	7.2		11	7.8		3	1.2		3	1.1	
	Below Average			26	19.0		5	3.2		12	7.8		18	12.8		9	3.6		13	4.9	
	Average			60	43.8		41	26.6		63	41.2		59	41.8		68	27.4		87	33.1	
	Above Average			21	15.3		53	34.4		34	22.2		27	19.1		93	37.5		89	33.8	
	Excellent			7	5.1		52	33.8		33	21.6		26	18.4		75	30.2		71	27.0	
Total			137	100.0	2.73	154	100.0	3.95	153	100.0	3.43	141	100.0	3.28	248	100.0	3.92	263	100.0	3.81	
Cafeteria	Poor	21	19.4																		
	Below Average	21	19.4																		
	Average	53	49.1																		
	Above Average	11	10.2																		
	Excellent	2	1.9																		
Total	108	100.0	2.56																		
Child Development Center	Poor			2	4.8		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0	
	Below Average			2	4.8		0	0.0		0	0.0		1	3.7		0	0.0		0	0.0	
	Average			7	16.7		2	7.4		2	7.1		3	11.1		1	2.4		6	12.2	
	Above Average			17	40.5		9	33.3		7	25.0		6	22.2		19	45.2		14	28.6	
	Excellent			14	33.3		16	59.3		19	67.9		17	63.0		22	52.4		29	59.2	
Total			42	100.0	3.93	27	100.0	4.52	28	100.0	4.61	27	100.0	4.44	42	100.0	4.50	49	100.0	4.47	
Continuing Education & Training (overall)	Poor	1	1.8	3	2.6		3	3.1		2	2.0		1	1.1		0	0.0		1	0.6	
	Below Average	2	3.6	10	8.5		7	7.1		1	1.0		2	2.2		5	3.6		5	3.2	
	Average	17	30.9	32	27.4		24	24.5		33	32.7		23	24.7		28	20.0		39	25.0	
	Above Average	23	41.8	50	42.7		37	37.8		36	35.6		36	38.7		55	39.3		62	39.7	
	Excellent	12	21.8	22	18.8		27	27.6		29	28.7		31	33.3		52	37.1		49	31.4	
Total	55	100.0	3.78	117	100.0	3.67	98	100.0	3.80	101	100.0	3.88	93	100.0	4.01	140	100.0	4.10	156	100.0	3.98

Carroll Community College  
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		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Course offerings - Workforce and Business Development	Poor							2	3.1		2	2.4		1	1.1		0	0.0		1	0.8	
	Below Average							3	4.6		2	2.4		3	3.4		2	1.8		6	4.7	
	Average							16	24.6		20	23.8		14	16.1		24	21.2		31	24.4	
	Above Average							22	33.8		33	39.3		37	42.5		44	38.9		45	35.4	
	Excellent							22	33.8		27	32.1		32	36.8		43	38.1		44	34.6	
	Total							65	100.0	3.91	84	100.0	3.96	87	100.0	4.10	113	100.0	4.13	127	100.0	3.98
Course offerings - Lifelong Learning	Poor							2	3.2		3	3.1		2	2.3		0	0.0		0	0.0	
	Below Average							2	3.2		1	1.0		1	1.1		3	2.5		6	4.3	
	Average							15	24.2		25	25.8		15	17.2		23	19.2		30	21.3	
	Above Average							19	30.6		33	34.0		45	51.7		48	40.0		55	39.0	
	Excellent							24	38.7		35	36.1		24	27.6		46	38.3		50	35.5	
	Total							62	100.0		97	100.0	3.99	87	100.0	4.01	120	100.0	4.14	141	100.0	4.06
CET: Program development	Poor	1	1.8		1	1.7																
	Below Average	2	3.6		5	8.3																
	Average	17	30.9		17	28.3																
	Above Average	23	41.8		24	40.0																
	Excellent	12	21.8		13	21.7																
	Total	55	100.0	3.78	60	100.0	3.72															
Continuing Education & Training - customer service (Deregistration operations)	Poor	1	1.6		0	0.0		2	3.3		1	1.3		1	1.3		0	0.0		0	0.0	
	Below Average	5	8.1		8	11.3		11	18.0		9	11.7		2	2.5		4	3.3		6	4.1	
	Average	19	30.6		19	26.8		17	27.9		24	31.2		17	21.5		26	21.1		31	21.4	
	Above Average	25	40.3		33	46.5		18	29.5		24	31.2		32	40.5		39	31.7		50	34.5	
	Excellent	12	19.4		11	15.5		13	21.3		19	24.7		27	34.2		54	43.9		58	40.0	
	Total	62	100.0	3.68	71	100.0	3.66	61	100.0	3.48	77	100.0	3.66	79	100.0	4.04	123	100.0	4.16	145	100.0	4.10
Faculty: Continuing Education and Training	Poor	1	1.9		1	1.2		2	3.1		1	1.7		1	1.1							
	Below Average	3	5.6		1	1.2		1	1.6		1	1.7		2	2.2							
	Average	19	35.2		25	30.9		19	29.7		16	26.7		27	29.0							
	Above Average	22	40.7		36	44.4		25	39.1		23	38.3		39	41.9							
	Excellent	9	16.7		18	22.2		17	26.6		19	31.7		24	25.8							
	Total	54	100.0	3.65	81	100.0	3.85	64	100.1	3.84	60	100.0	3.97	93	100.0	3.89						
Academic Affairs Area (overall)	Poor				0	0.0		1	0.8		1	0.9		0	0.0		0	0.0		1	0.6	
	Below Average				2	2.5		2	1.5		0	0.0		0	0.0		1	0.6		1	0.6	
	Average				26	32.1		18	13.8		13	11.4		12	10.4		22	12.2		31	17.3	
	Above Average				40	49.4		53	40.8		41	36.0		51	44.3		64	35.6		64	35.8	
	Excellent				13	16.0		56	43.1		59	51.8		52	45.2		93	51.7		82	45.8	
	Total				81	100.0	3.79	130	100.0	4.24	114	100.0	4.38	115	100.0	4.35	180	100.0	4.38	179	100.0	4.26

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

	Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Academic Center/tutoring	Poor	0	0.0	6	9.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.6				
	Below Average	2	3.5	3	4.4	2	2.3	3	3.8	3	3.8	4	4.9	3	2.0	2	1.3				
	Average	15	26.3	16	23.5	13	15.1	15	18.8	10	12.3	18	22.5	18	12.1	18	11.7				
	Above Average	22	38.6	31	45.6	35	40.7	22	27.5	32	39.5	44	29.5	52	33.8						
	Excellent	18	31.6	12	17.6	36	41.9	40	50.0	35	43.2	84	56.4	81	52.6						
Total	57	100.0	3.98	62	100.0	3.59	86	100.0	4.22	80	100.0	4.24	81	100.0	4.21	149	100.0	4.40	154	100.0	4.36
Learning Technologies/ classroom support  (Instructional Technology)	Poor	3	3.8	1	1.1	2	2.0	1	1.2	0	0.0	0	0.0	0	0.0	1	0.6				
	Below Average	8	10.0	4	4.5	2	2.0	2	2.3	3	2.8	2	1.1	0	0.0	0	0.0				
	Average	24	30.0	20	22.7	21	21.4	12	14.0	9	8.4	20	10.8	23	12.8						
	Above Average	30	37.5	41	46.6	33	33.7	27	31.4	47	43.9	60	32.4	57	31.8						
	Excellent	15	18.8	22	25.0	40	40.8	44	51.2	48	44.9	103	55.7	98	54.7						
Total	80	100.0	3.58	88	100.0	3.90	98	100.0	4.09	86	100.0	4.29	107	100.0	4.31	185	100.0	4.43	179	100.0	4.40
Academic deans	Poor												4	3.8							
	Below Average												2	1.9							
	Average												13	12.3							
	Above Average												32	30.2							
	Excellent												55	51.9							
Total													106	100.0	4.25						
Division chairs	Poor	1	1.2	4	3.9	2	1.5	3	2.4	0	0.0										
	Below Average	1	1.2	4	3.9	5	3.6	4	3.2	2	1.6										
	Average	29	35.4	41	39.8	29	21.2	20	15.9	17	13.6										
	Above Average	36	43.9	38	36.9	44	32.1	44	34.9	48	38.4										
	Excellent	15	18.3	16	15.5	57	41.6	55	43.7	58	46.4										
Total	82	100.0	3.77	103	100.0	3.56	137	100.0	4.09	126	100.0	4.14	125	100.0	4.30						
Division support staff	Poor	1	1.1	0	0.0	1	0.7	0	0.0	0	0.0	1	0.8								
	Below Average	0	0.0	2	1.8	0	0.0	2	1.5	0	0.0										
	Average	19	20.9	20	18.2	11	7.7	10	7.4	9	7.3										
	Above Average	42	46.2	53	48.2	45	31.5	40	29.6	38	30.6										
	Excellent	29	31.9	35	31.8	86	60.1	83	61.5	76	61.3										
Total	91	100.0	4.08	110	100.0	4.10	143	100.0	4.50	135	100.0	4.51	124	100.0	4.52						
Faculty: Allied Health and Wellness	Poor												1	1.2							
	Below Average												2	2.5							
	Average												8	9.9							
	Above Average												31	38.3							
	Excellent												39	48.1							
Total													81	100.0	4.30						

\*Mean excludes missing and No Basis to Judge  
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Carroll Community College  
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		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Faculty: Business and Information Technologies	Poor	0	0.0		2	2.7		1	1.2		0	0.0		0	0.0							
	Below Average	2	3.3		2	2.7		1	1.2		1	1.3		0	0.0							
	Average	14	23.0		21	28.8		13	15.9		10	13.2		12	14.5							
	Above Average	26	42.6		29	39.7		38	46.3		31	40.8		30	36.1							
	Excellent	19	31.1		19	26.0		29	35.4		34	44.7		41	49.4							
Total		61	100.0	4.02	73	100.0	3.84	82	100.0	4.13	76	100.0	4.29	83	100.0	4.35						
Faculty: Math	Poor													0	0.0							
	Below Average													2	2.6							
	Average													7	9.1							
	Above Average													28	36.4							
	Excellent													40	51.9							
Total														77	100.0	4.38						
Faculty: Nursing	Poor													0	0.0							
	Below Average													1	1.7							
	Average													5	8.6							
	Above Average													18	31.0							
	Excellent													34	58.6							
Total														58	100.0	4.47						
Faculty: Sciences	Poor													0	0.0							
	Below Average													0	0.0							
	Average													4	5.5							
	Above Average													29	39.7							
	Excellent													40	54.8							
Total														73	100.0	4.49						
Faculty: Academic Services and Education	Poor										0	0.0		0	0.0							
	Below Average										1	1.1		1	1.4							
	Average										14	14.9		6	8.2							
	Above Average										36	38.3		27	37.0							
	Excellent										43	45.7		39	53.4							
Total											94	100.0	4.29	73	100.0	4.42						
Faculty: English	Poor													0	0.0							
	Below Average													4	5.1							
	Average													13	16.5							
	Above Average													30	38.0							
	Excellent													32	40.5							
Total														79	100.0	4.14						

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Faculty: Fine and Performing Arts	Poor									0	0.0		0	0.0								
	Below Average									2	2.5		1	1.2								
	Average									14	17.7		6	7.4								
	Above Average									32	40.5		23	28.4								
	Excellent									31	39.2		51	63.0								
Total										79	100.0	4.16	81	100.0	4.53							
Faculty: Humanities	Poor												0	0.0								
	Below Average												1	1.4								
	Average												8	11.3								
	Above Average												29	40.8								
	Excellent												33	46.5								
Total													71	100.0	4.32							
Faculty: Social Sciences	Poor									0	0.0		0	0.0								
	Below Average									1	1.3		1	1.4								
	Average									8	10.4		8	11.6								
	Above Average									33	42.9		31	44.9								
	Excellent									35	45.5		29	42.0								
Total										77	100.0	4.32	69	100.0	4.28							
Faculty: Humanities and English	Poor							1	1.1		0	0.0										
	Below Average							1	1.1		3	3.8										
	Average							14	16.1		13	16.7										
	Above Average							37	42.5		26	33.3										
	Excellent							34	39.1		36	46.2										
Total								87	100.0	4.17	78	100.0	4.22									
Faculty: Mathematics, Science, Health and Wellness	Poor	0	0.0		1	1.2		1	1.0		0	0.0										
	Below Average	0	0.0		1	1.2		1	1.0		0	0.0										
	Average	15	20.8		17	20.5		7	7.0		6	6.7										
	Above Average	33	45.8		43	51.8		42	42.0		37	41.6										
	Excellent	24	33.3		21	25.3		49	49.0		46	51.7										
Total		72	100.0	4.13	83	100.0	3.99	100	100.0	4.37	89	100.0	4.45									
Faculty: Technical Studies	Poor	0	0.0		1	1.3		1	1.4		3	4.5										
	Below Average	3	4.2		4	5.0		2	2.8		2	3.0										
	Average	27	38.0		23	28.8		16	22.2		14	21.2										
	Above Average	24	33.8		32	40.0		31	43.1		27	40.9										
	Excellent	17	23.9		20	25.0		22	30.6		20	30.3										
Total		71	100.0	3.77	80	100.0	3.83	72	100.0	3.99	66	100.0	3.89									



Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

	Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013			
	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	
Faculty: Academic Services, Education and Fine Arts	Poor			1	1.1		1	1.0														
	Below Average			1	1.1		3	2.9														
	Average			22	24.4		9	8.7														
	Above Average			42	46.7		44	42.7														
	Excellent			24	26.7		46	44.7														
Total			90	100.0	3.97	103	100.0	4.27														
Faculty: Arts, Honors, & Academic Services	Poor	0	0.0																			
	Below Average	0	0.0																			
	Average	13	20.3																			
	Above Average	30	46.9																			
	Excellent	21	32.8																			
Total	64	100.0	4.13																			
Faculty: Social Sciences and Criminal Justice	Poor						1	1.3														
	Below Average						1	1.3														
	Average						5	6.5														
	Above Average						38	49.4														
	Excellent						32	41.6														
Total						77	100.0	4.29														
Faculty: Humanities, English and Social Sciences	Poor	0	0.0	2	2.1																	
	Below Average	1	1.5	0	0.0																	
	Average	15	22.7	24	25.3																	
	Above Average	31	47.0	46	48.4																	
	Excellent	19	28.8	23	24.2																	
Total	66	100.0	4.03	95	100.0	3.93																
Fitness Center (South Center St./1999,02)	Poor	1	1.7	3	4.1		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Below Average	3	5.1	8	11.0		2	2.0	4	4.0	1	1.0	3	2.3	2	1.4	2	1.4	2	1.4	2	1.4
	Average	26	44.1	26	35.6		18	17.6	21	21.2	20	20.4	26	20.0	27	20.9	28	20.1	28	20.1	28	20.1
	Above Average	22	37.3	29	39.7		40	39.2	34	34.3	32	32.7	47	36.2	50	36.0	50	36.0	50	36.0	50	36.0
	Excellent	7	11.9	7	9.6		42	41.2	40	40.4	45	45.9	54	41.5	59	42.4	59	42.4	59	42.4	59	42.4
Total	59	100.0	3.53	73	100.0	3.40	102	100.0	4.20	99	100.0	4.11	98	100.0	4.23	130	100.0	4.17	139	100.0	4.19	
Wellness Center	Poor						0	0.0	1	1.1	0	0.0	1	1.2								
	Below Average						4	4.4	2	2.3	3	4.1	2	2.3								
	Average						14	15.4	15	17.2	12	16.2	18	20.9								
	Above Average						34	37.4	37	42.5	24	32.4	28	32.6								
	Excellent						39	42.9	32	36.8	35	47.3	37	43.0								
Total						91	100.0	4.19	87	100.0	4.11	74	100.0	4.23	86	100.0	4.14					

Carroll Community College  
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	Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Human Resources Office (overall)	Poor	1	0.9		3	2.2		0	0.0		0	0.0		0	0.0		0	0.0		2	0.8
	Below Average	12	11.1		11	8.2		12	7.6		4	2.5		1	0.6		1	0.4		3	1.2
	Average	36	33.3		30	22.4		40	25.5		37	23.6		38	24.7		41	16.2		52	21.1
	Above Average	40	37.0		55	41.0		47	29.9		40	25.5		51	33.1		87	34.4		75	30.5
	Excellent	19	17.6		35	26.1		58	36.9		76	48.4		64	41.6		124	49.0		114	46.3
Total	108	100.0	3.59	134	100.0	3.81	157	100.0	3.96	157	100.0	4.20	154	100.0	4.16	253	100.0	4.32	246	100.0	4.20
Benefits Office	Poor	1	1.0		3	2.5		3	2.0		2	1.4		0	0.0		0	0.0		1	0.5
	Below Average	2	2.0		9	7.6		6	4.1		3	2.0		1	0.8		0	0.0		3	1.5
	Average	28	28.3		26	21.8		31	20.9		20	13.6		23	17.3		30	14.4		32	16.1
	Above Average	46	46.5		51	42.9		43	29.1		36	24.5		47	35.3		66	31.6		64	32.2
	Excellent	22	22.2		30	25.2		65	43.9		86	58.5		62	46.6		113	54.1		99	49.7
Total	99	100.0	3.87	119	100.0	3.81	148	100.0	4.09	147	100.0	4.37	133	100.0	4.28	209	100.0	4.40	199	100.0	4.29
Payroll Office	Poor	1	0.8		3	1.9		2	1.2		0	0.0		0	0.0		0	0.0		0	0.0
	Below Average	3	2.4		3	1.9		2	1.2		2	1.2		4	2.4		0	0.0		3	1.2
	Average	35	28.5		45	28.1		37	21.5		27	15.7		21	12.5		31	12.4		35	14.1
	Above Average	55	44.7		64	40.0		48	27.9		43	25.0		61	36.3		84	33.7		75	30.1
	Excellent	29	23.6		45	28.1		83	48.3		100	58.1		82	48.8		134	53.8		136	54.6
Total	123	100.0	3.88	160	100.0	3.91	172	100.0	4.21	172	100.0	4.40	168	100.0	4.32	249	100.0	4.41	249	100.0	4.38
Information Technology Office (overall)	Poor	5	4.7		3	2.5		1	0.6		0	0.0		0	0.0		2	0.7		0	0.0
	Below Average	15	14.0		13	10.9		5	3.0		0	0.0		1	0.6		5	1.9		8	2.9
	Average	51	47.7		43	36.1		34	20.7		27	16.1		22	13.3		38	14.2		39	14.0
	Above Average	26	24.3		39	32.8		63	38.2		55	32.7		69	41.8		85	31.8		101	36.2
	Excellent	10	9.3		21	17.6		62	37.6		86	51.2		73	44.2		137	51.3		131	47.0
Total	107	100.0	3.20	119	100.0	3.52	165	100.0	4.09	168	100.0	4.35	165	100.0	4.30	267	100.0	4.31	279	100.0	4.27
Database administration (Datatec)	Poor	3	4.8		2	2.4		0	0.0		1	0.9		1	1.0		0	0.0		0	0.0
	Below Average	12	19.0		10	12.0		8	7.3		2	1.7		4	4.0		4	2.3		3	1.7
	Average	28	44.4		33	39.8		26	23.6		31	26.7		26	26.3		32	18.1		32	18.3
	Above Average	13	20.6		22	26.5		36	32.7		35	30.2		30	30.3		61	34.5		66	37.7
	Excellent	7	11.1		16	19.3		40	36.4		47	40.5		38	38.4		80	45.2		74	42.3
Total	63	100.0	3.14	83	100.0	3.48	110	100.0	3.98	116	100.0	4.08	99	100.0	4.01	177	100.0	4.23	175	100.0	4.21
Network/email	Poor	3	2.8		6	4.6		1	0.6		1	0.9		0	0.0		1	0.4		0	0.0
	Below Average	2	1.9		4	3.1		2	1.1		2	1.7		2	1.2		4	1.5		2	0.7
	Average	42	39.6		38	29.2		30	16.9		31	26.7		25	15.1		48	17.6		57	20.0
	Above Average	44	41.5		50	38.5		57	32.0		35	30.2		54	32.5		90	33.0		100	35.1
	Excellent	15	14.2		32	24.6		88	49.4		47	40.5		85	51.2		130	47.6		126	44.2
Total	106	100.0	3.62	130	100.0	3.75	178	100.0	4.29	116	100.0	4.08	166	100.0	4.34	273	100.0	4.26	285	100.0	4.23

Carroll Community College  
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		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Office Support/Help Desk	Poor	9	9.0		6	4.7		2	1.2		0	0.0		0	0.0		3	1.1		1	0.4	
	Below Average	18	18.0		13	10.2		5	3.0		4	2.3		2	1.2		7	2.6		7	2.6	
	Average	40	40.0		40	31.5		37	22.6		13	7.5		9	5.4		33	12.3		34	12.6	
	Above Average	22	22.0		40	31.5		55	33.5		48	27.6		62	37.1		84	31.2		94	34.8	
	Excellent	11	11.0		28	22.0		65	39.6		109	62.6		94	56.3		142	52.8		134	49.6	
Total		100	100.0	3.08	127	100.0	3.56	164	100.0	4.07	174	100.0	4.51	167	100.0	4.49	269	100.0	4.32	270	100.0	4.31
IT Web Services (Web Services)	Poor	6	6.6		5	4.3		0	0.0		2	1.4		2	1.4		3	1.3		0	0.0	
	Below Average	16	17.6		11	9.4		7	4.6		4	2.8		5	3.4		9	4.0		7	3.1	
	Average	31	34.1		34	29.1		36	23.5		27	18.9		30	20.4		40	17.9		41	18.3	
	Above Average	30	33.0		38	32.5		56	36.6		50	35.0		57	38.8		78	35.0		83	37.1	
	Excellent	8	8.8		29	24.8		54	35.3		60	42.0		53	36.1		93	41.7		93	41.5	
Total		91	100.0	3.20	117	100.0	3.64	153	100.0	4.03	143	100.0	4.13	147	100.0	4.05	223	100.0	4.12	224	100.0	4.17
Library (overall)	Poor	0	0.0		0	0.0		1	0.6		0	0.0		0	0.0		0	0.0		0	0.0	
	Below Average	0	0.0		1	0.8		0	0.0		0	0.0		0	0.0		1	0.4		1	0.4	
	Average	11	9.8		20	15.0		13	7.4		13	8.1		14	9.5		21	8.9		22	9.6	
	Above Average	74	66.1		51	38.3		62	35.4		42	26.1		35	23.6		79	33.5		70	30.6	
	Excellent	27	24.1		61	45.9		99	56.6		106	65.8		99	66.9		135	57.2		136	59.4	
Total		112	100.0	4.14	133	100.0	4.29	175	100.0	4.47	161	100.0	4.58	148	100.0	4.57	236	100.0	4.47	229	100.0	4.49
Collection/resources	Poor	0	0.0		1	0.9		1	0.7		0	0.0		0	0.0		0	0.0		1	0.5	
	Below Average	5	5.0		2	1.8		1	0.7		0	0.0		0	0.0		2	1.0		3	1.6	
	Average	51	51.0		39	34.5		22	15.7		18	13.2		20	16.1		31	16.2		33	17.1	
	Above Average	36	36.0		46	40.7		54	38.6		47	34.6		35	28.2		64	33.5		62	32.1	
	Excellent	8	8.0		25	22.1		62	44.3		71	52.2		69	55.6		94	49.2		94	48.7	
Total		100	100.0	3.47	113	100.0	3.81	140	100.0	4.25	136	100.0	4.39	124	100.0	4.40	191	100.0	4.31	193	100.0	4.27
Information and reference services (Counter service/2002)	Poor				0	0.0		1	0.7		0	0.0		0	0.0		0	0.0		0	0.0	
	Below Average				2	1.6		0	0.0		0	0.0		1	0.8		1	0.5		1	0.5	
	Average				22	18.0		10	6.9		12	8.2		14	10.8		22	11.6		26	13.1	
	Above Average				51	41.8		54	37.5		44	30.1		37	28.5		56	29.6		63	31.8	
	Excellent				47	38.5		79	54.9		90	61.6		78	60.0		110	58.2		108	54.5	
Total					122	100.0	4.17	144	100.0	4.46	146	100.0	4.53	130	100.0	4.48	189	100.0	4.46	198	100.0	4.40
Media/AV support	Poor	1	1.0		0	0.0		1	0.7		1	0.8		0	0.0		1	0.6		1	0.5	
	Below Average	1	1.0		0	0.0		1	0.7		1	0.8		0	0.0		1	0.6		0	0.0	
	Average	13	12.9		25	18.5		13	8.8		7	5.4		11	9.9		15	8.5		19	10.3	
	Above Average	57	56.4		56	41.5		50	33.8		39	30.0		26	23.4		47	26.7		58	31.4	
	Excellent	29	28.7		54	40.0		83	56.1		82	63.1		74	66.7		112	63.6		107	57.8	
Total		101	100.0	4.11	135	100.0	4.21	148	100.0	4.44	130	100.0	4.54	111	100.0	4.57	176	100.0	4.52	185	100.0	4.46

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

	Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Circulation Services	Poor						1	0.7		0	0.0		0	0.0		0	0.0		0	0.0	
	Below Average						0	0.0		1	0.8		1	0.8		0	0.0		0	0.0	
	Average						17	11.8		9	7.3		12	10.0		22	12.6		19	10.4	
	Above Average						50	34.7		44	35.5		39	32.5		56	32.0		61	33.5	
	Excellent						76	52.8		70	56.5		68	56.7		97	55.4		102	56.0	
Total						144	100.0	4.39	124	100.0	4.48	120	100.0	4.45	175	100.0	4.43	182	100.0	4.46	
Library Hours	Poor	2	1.9																		
	Below Average	5	4.9																		
	Average	47	45.6																		
	Above Average	40	38.8																		
	Excellent	9	8.7																		
Total	103	100.0	3.48																		
Library Personnel	Poor	1	0.9																		
	Below Average	0	0.0																		
	Average	13	11.8																		
	Above Average	62	56.4																		
	Excellent	34	30.9																		
Total	110	100.0	4.16																		
Blackboard/Distance Learning support	Poor									0	0.0		0	0.0		2	1.1		0	0.0	
	Below Average									2	1.5		1	0.9		5	2.7		3	1.6	
	Average									9	6.7		10	8.7		20	10.8		27	14.2	
	Above Average									43	32.1		43	37.4		49	26.3		58	30.5	
	Excellent									80	59.7		61	53.0		110	59.1		102	53.7	
Total									134	100.0	4.50	115	100.0	4.43	186	100.0	4.40	190	100.0	4.36	
Planning, Marketing & Assessment Area (overall)	Poor	0	0.0	4	4.5		1	0.8		0	0.0		0	0.0		0	0.0		1	0.6	
	Below Average	5	6.9	1	1.1		2	1.6		2	1.9		6	6.1		2	1.3		4	2.5	
	Average	11	15.3	20	22.5		20	16.3		15	13.9		20	20.2		26	16.4		30	18.8	
	Above Average	28	38.9	34	38.2		50	40.7		41	38.0		32	32.3		62	39.0		69	43.1	
	Excellent	28	38.9	30	33.7		50	40.7		50	46.3		41	41.4		69	43.4		56	35.0	
Total	72	100.0	4.10	89	100.0	3.96	123	100.0	4.19	108	100.0	4.29	99	100.0	4.09	159	100.0	4.25	160	100.0	4.09
Accountability/ Institutional Effectiveness	Poor																		1	0.7	
	Below Average																		2	1.4	
	Average																		34	24.3	
	Above Average																		54	38.6	
	Excellent																		49	35.0	
Total																			140	100.0	4.06

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Strategic Planning	Poor																			3	2.2	
	Below Average																			3	2.2	
	Average																			30	22.1	
	Above Average																			54	39.7	
	Excellent																			46	33.8	
	Total																			136	100.0	4.01
Advertising/marketing	Poor				6	6.9		1	0.8		1	0.9		0	0.0		0	0.0		4	2.2	
	Below Average				8	9.2		1	0.8		2	1.8		8	7.5		5	3.0		5	2.8	
	Average				22	25.3		22	17.5		14	12.4		16	15.1		29	17.5		41	22.7	
	Above Average				28	32.2		53	42.1		45	39.8		39	36.8		60	36.1		73	40.3	
	Excellent				23	26.4		49	38.9		51	45.1		43	40.6		72	43.4		58	32.0	
	Total				87	100.0	3.62	126	100.0	4.17	113	100.0	4.27	106	100.0	4.10	166	100.0	4.20	181	100.0	3.97
Institutional Research	Poor	1	1.4		2	2.4		1	0.9		1	1.2		0	0.0		2	1.4		2	1.5	
	Below Average	1	1.4		5	6.1		1	0.9		1	1.2		11	13.3		4	2.9		5	3.8	
	Average	13	18.1		16	19.5		24	21.8		12	14.0		16	19.3		21	15.1		34	25.6	
	Above Average	29	40.3		29	35.4		37	33.6		33	38.4		25	30.1		49	35.3		41	30.8	
	Excellent	28	38.9		30	36.6		47	42.7		39	45.3		31	37.3		63	45.3		51	38.3	
	Total	72	100.0	4.14	82	100.0	3.98	110	100.0	4.16	86	100.0	4.26	83	100.0	3.92	139	100.0	4.20	133	100.0	4.01
Web requests/content development	Poor																			4	3.1	
	Below Average																			14	10.7	
	Average																			32	24.4	
	Above Average																			41	31.3	
	Excellent																			40	30.5	
	Total																			131	100.0	3.76
Web graphics/digital signage	Poor																			5	3.4	
	Below Average																			11	7.5	
	Average																			31	21.1	
	Above Average																			52	35.4	
	Excellent																			48	32.7	
	Total																			147	100.0	3.86
Web requests/content development & creating web graphics	Poor																2	1.5				
	Below Average																5	3.8				
	Average																30	23.1				
	Above Average																40	30.8				
	Excellent																53	40.8				
	Total																130	100.0	4.05			

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

	Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013			
	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	
Web editing/homepage	Poor												2	1.8								
	Below Average												13	11.4								
	Average												27	23.7								
	Above Average												34	29.8								
	Excellent												38	33.3								
Total													114	100.0	3.82							
Media/public relations (Under PMA)	Poor	14	19.7		6	6.7		1	0.8		1	0.9										
	Below Average	17	23.9		5	5.6		1	0.8		3	2.6										
	Average	28	39.4		33	36.7		26	20.8		19	16.4										
	Above Average	8	11.3		21	23.3		47	37.6		50	43.1										
	Excellent	4	5.6		25	27.8		50	40.0		43	37.1										
Total	71	100.0	2.59	90	100.0	3.60	125	100.0	4.15	116	100.0	4.13										
Publications	Poor	19	22.6		5	5.3		1	0.7		0	0.0		0	0.0		0	0.0		3	1.7	
	Below Average	20	23.8		7	7.4		3	2.2		2	1.7		7	6.0		6	3.4		5	2.8	
	Average	33	39.3		22	23.2		23	16.8		20	16.9		26	22.4		28	16.1		36	20.0	
	Above Average	8	9.5		36	37.9		55	40.1		43	36.4		39	33.6		61	35.1		72	40.0	
	Excellent	4	4.8		25	26.3		55	40.1		53	44.9		44	37.9		79	45.4		64	35.6	
Total	84	100.0	2.50	95	100.0	3.73	137	100.0	4.17	118	100.0	4.25	116	100.0	4.03	174	100.0	4.22	180	100.0	4.05	
Social media	Poor																			4	3.1	
	Below Average																			10	7.7	
	Average																			39	30.0	
	Above Average																			41	31.5	
	Excellent																			36	27.7	
Total																				130	100.0	3.73
President's Office	Poor	0	0.0		1	0.8		1	0.7		1	0.7		1	0.9		2	1.1		1	0.6	
	Below Average	1	1.1		1	0.8		2	1.4		2	1.4		1	0.9		1	0.5		2	1.2	
	Average	13	14.4		24	19.8		12	8.1		12	8.3		10	8.6		18	9.5		24	14.2	
	Above Average	48	53.3		46	38.0		45	30.4		41	28.5		33	28.4		54	28.6		52	30.8	
	Excellent	28	31.1		49	40.5		88	59.5		88	61.1		71	61.2		114	60.3		90	53.3	
Total	90	100.0	4.14	121	100.0	4.17	148	100.0	4.47	144	100.0	4.48	116	100.0	4.48	189	100.0	4.47	169	100.0	4.35	
Media/public relations (Under President's Office)	Poor												1	0.9		1	0.6		2	1.1		
	Below Average												5	4.5		5	2.8		7	3.9		
	Average												29	25.9		36	20.2		44	24.6		
	Above Average												30	26.8		63	35.4		62	34.6		
	Excellent												47	42.0		73	41.0		64	35.8		
Total													112	100.0	4.04	178	100.0	4.13	179	100.0	4.00	

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

	Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Development/Foundation Office (Institutional Advancement Foundation/1999)	Poor	9	13.6							2	1.7		1	1.0		1	0.6		1	0.6	
	Below Average	13	19.7							5	4.3		1	1.0		4	2.6		2	1.2	
	Average	32	48.5							11	9.4		21	20.0		31	20.1		46	27.5	
	Above Average	7	10.6							52	44.4		29	27.6		55	35.7		57	34.1	
	Excellent	5	7.6							47	40.2		53	50.5		63	40.9		61	36.5	
Total	66	100.0	2.79							117	100.0	4.17	105	100.0	4.26	154	100.0	4.14	167	100.0	4.05
Student Affairs Area (overall)	Poor				2	2.0		1	0.8		0	0.0		0	0.0		1	0.5		0	0.0
	Below Average				1	1.0		0	0.0		4	3.4		1	0.9		0	0.0		0	0.0
	Average				32	32.0		21	16.7		12	10.3		14	12.8		23	12.5		23	12.0
	Above Average				43	43.0		53	42.1		54	46.2		41	37.6		61	33.2		76	39.6
	Excellent				22	22.0		51	40.5		47	40.2		53	48.6		99	53.8		93	48.4
Total				100	100.0	3.82	126	100.0	4.21	117	100.0	4.23	109	100.0	4.34	184	100.0	4.40	192	100.0	4.36
Admissions and Recruitment	Poor	0	0.0		2	2.2		1	1.0		1	1.0		0	0.0		0	0.0		0	0.0
	Below Average	6	9.0		1	1.1		2	2.0		2	2.1		2	2.1		0	0.0		1	0.7
	Average	20	29.9		30	33.0		26	26.0		21	21.6		12	12.8		20	13.7		28	18.7
	Above Average	27	40.3		37	40.7		37	37.0		37	38.1		34	36.2		48	32.9		59	39.3
	Excellent	14	20.9		21	23.1		34	34.0		36	37.1		46	48.9		78	53.4		62	41.3
Total	67	100.0	3.73	91	100.0	3.81	100	100.0	4.01	97	100.0	4.08	94	100.0	4.32	146	100.0	4.40	150	100.0	4.21
Advising	Poor							2	1.9		2	1.8		1	1.0		2	1.2		3	1.7
	Below Average							9	8.4		11	10.0		7	7.1		6	3.6		13	7.5
	Average							35	32.7		38	34.5		22	22.4		39	23.6		48	27.6
	Above Average							27	25.2		35	31.8		35	35.7		62	37.6		58	33.3
	Excellent							34	31.8		24	21.8		33	33.7		56	33.9		52	29.9
Total							107	100.0	3.77	110	100.0	3.62	98	100.0	3.94	165	100.0	3.99	174	100.0	3.82
Financial Aid	Poor	7	11.5		2	2.8		1	1.3		3	3.7		1	1.3		0	0.0		1	0.8
	Below Average	2	3.3		5	7.0		2	2.5		5	6.2		5	6.3		6	4.9		6	5.0
	Average	22	36.1		22	31.0		16	20.0		15	18.5		22	27.5		31	25.2		23	19.3
	Above Average	23	37.7		27	38.0		29	36.3		34	42.0		27	33.8		45	36.6		48	40.3
	Excellent	7	11.5		15	21.1		32	40.0		24	29.6		25	31.3		41	33.3		41	34.5
Total	61	100.0	3.34	71	100.0	3.68	80	100.0	4.11	81	100.0	3.88	80	100.0	3.88	123	100.0	3.98	119	100.0	4.03
Records and Registration	Poor	0	0.0		1	0.9		1	0.8		0	0.0		1	0.9		0	0.0		1	0.5
	Below Average	5	5.7		1	0.9		1	0.8		1	0.8		4	3.5		3	1.6		2	1.1
	Average	31	35.2		32	28.8		18	14.8		18	14.5		20	17.4		24	12.7		32	17.6
	Above Average	40	45.5		47	42.3		45	36.9		46	37.1		37	32.2		74	39.2		61	33.5
	Excellent	12	13.6		30	27.0		57	46.7		59	47.6		53	46.1		88	46.6		86	47.3
Total	88	100.0	3.67	111	100.0	3.94	122	100.0	4.28	124	100.0	4.31	115	100.0	4.19	189	100.0	4.31	182	100.0	4.26

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

	Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Student Life/activities	Poor	1	1.2		3	3.0		1	0.8		1	0.8		1	0.9		1	0.5		1	0.5
	Below Average	6	7.2		4	4.0		1	0.8		2	1.6		3	2.7		1	0.5		1	0.5
	Average	36	43.4		22	22.2		12	9.2		7	5.7		14	12.4		18	9.8		14	7.0
	Above Average	27	32.5		39	39.4		46	35.4		36	29.3		33	29.2		49	26.8		65	32.5
	Excellent	13	15.7		31	31.3		70	53.8		77	62.6		62	54.9		114	62.3		119	59.5
Total	83	100.0	3.54	99	100.0	3.92	130	100.0	4.41	123	100.0	4.51	113	100.0	4.35	183	100.0	4.50	200	100.0	4.50
Career Services	Poor							1	1.2		0	0.0		0	0.0		0	0.0		0	0.0
	Below Average							1	1.2		1	1.4		1	1.2		2	1.4		1	0.7
	Average							20	24.4		8	10.8		13	16.0		14	10.0		20	14.0
	Above Average							32	39.0		30	40.5		24	29.6		43	30.7		45	31.5
	Excellent							28	34.1		35	47.3		43	53.1		81	57.9		77	53.8
Total							82	100.0	4.04	74	100.0	4.34	81	100.0	4.35	140	100.0	4.45	143	100.0	4.38
Transfer Services	Poor							1	1.3		0	0.0		0	0.0		0	0.0		0	0.0
	Below Average							2	2.6		4	5.1		2	2.6		1	0.9		1	0.9
	Average							19	24.7		15	19.0		15	19.7		19	17.0		19	17.0
	Above Average							25	32.5		23	29.1		22	28.9		47	42.0		45	40.2
	Excellent							30	39.0		37	46.8		37	48.7		45	40.2		47	42.0
Total							77	100.0	4.05	79	100.0	4.18	76	100.0	4.24	112	100.0	4.21	112	100.0	4.23
Advising/career & transfer services	Poor	1	1.4		4	4.9															
	Below Average	3	4.2		3	3.7															
	Average	19	26.4		25	30.9															
	Above Average	35	48.6		31	38.3															
	Excellent	14	19.4		18	22.2															
Total	72	100.0	3.81	81	100.0	3.69															
Testing Center	Poor	1	1.2		1	0.9		1	0.8		3	2.5		0	0.0		2	1.0		0	0.0
	Below Average	1	1.2		3	2.8		0	0.0		1	0.8		3	2.5		2	1.0		1	0.5
	Average	38	45.2		22	20.8		23	17.4		13	10.7		19	15.7		15	7.6		25	12.6
	Above Average	36	42.9		42	39.6		42	31.8		31	25.6		35	28.9		57	28.8		50	25.1
	Excellent	8	9.5		38	35.8		66	50.0		73	60.3		64	52.9		122	61.6		123	61.8
Total	84	100.0	3.58	106	100.0	4.07	132	100.0	4.30	121	100.0	4.40	121	100.0	4.32	198	100.0	4.49	199	100.0	4.48
Service Learning	Poor										0	0.0		0	0.0		0	0.0		1	0.8
	Below Average										0	0.0		3	4.6		2	1.7		2	1.6
	Average										15	15.3		13	20.0		21	17.5		28	22.6
	Above Average										23	27.1		16	24.6		48	40.0		39	31.5
	Excellent										49	57.6		33	50.8		49	40.8		54	43.5
Total										87	100.0	4.42	65	100.0	4.22	120	100.0	4.20	124	100.0	4.15



Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

	Spring 2009			Spring 2011			Spring 2013		
	N	%	Mean*	N	%	Mean*	N	%	Mean*
Number of useable surveys:	180			296			314		
<b>Quality of Service</b>									
iweb/ ease of navigation	Poor			8	2.9		18	6.3	
	Below Average			27	9.9		34	11.9	
	Average			104	38.2		119	41.6	
	Above Average			80	29.4		75	26.2	
	Excellent			53	19.5		40	14.0	
<b>Total</b>			<b>272</b>	<b>100.0</b>	<b>3.53</b>	<b>286</b>	<b>100.0</b>	<b>3.30</b>	
iweb/ quality of content	Poor			4	1.5		12	4.2	
	Below Average			13	4.8		24	8.4	
	Average			111	41.3		124	43.5	
	Above Average			89	33.1		82	28.8	
	Excellent			52	19.3		43	15.1	
<b>Total</b>			<b>269</b>	<b>100.0</b>	<b>3.64</b>	<b>285</b>	<b>100.0</b>	<b>3.42</b>	
iweb/overall appearance	Poor			7	2.6		16	5.6	
	Below Average			25	9.3		38	13.3	
	Average			114	42.2		121	42.5	
	Above Average			74	27.4		68	23.9	
	Excellent			50	18.5		42	14.7	
<b>Total</b>			<b>270</b>	<b>100.0</b>	<b>3.50</b>	<b>285</b>	<b>100.0</b>	<b>3.29</b>	
carrollcc.edu/ ease of navigation	Poor			7	2.4		9	3.0	
	Below Average			15	5.2		22	7.3	
	Average			89	31.1		122	40.4	
	Above Average			108	37.8		91	30.1	
	Excellent			67	23.4		58	19.2	
<b>Total</b>			<b>286</b>	<b>100.0</b>	<b>3.74</b>	<b>302</b>	<b>100.0</b>	<b>3.55</b>	
carrollcc.edu/ quality of content	Poor			4	1.4		7	2.3	
	Below Average			8	2.8		17	5.6	
	Average			89	31.2		120	39.9	
	Above Average			117	41.1		91	30.2	
	Excellent			67	23.5		66	21.9	
<b>Total</b>			<b>285</b>	<b>100.0</b>	<b>3.82</b>	<b>301</b>	<b>100.0</b>	<b>3.64</b>	
carrollcc.edu/ overall appearance	Poor			6	2.1		9	3.0	
	Below Average			7	2.4		21	6.9	
	Average			91	31.8		119	39.0	
	Above Average			104	36.4		95	31.1	
	Excellent			78	27.3		61	20.0	
<b>Total</b>			<b>286</b>	<b>100.0</b>	<b>3.84</b>	<b>305</b>	<b>100.0</b>	<b>3.58</b>	

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

	Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Number of useable surveys:	131			179			188			189			180			296			314		
<b>Campus Climate</b>																					
<b>How well does the campus:</b>																					
Encourage excellence in teaching	Low	3	3.0	4	2.9				2	1.3			2	1.3		5	2.0		5	2.0	
	2	3	3.0	7	5.0				4	2.5			6	4.0		5	2.0		11	4.4	
	3	26	25.7	24	17.1				27	17.1			25	16.6		33	13.0		27	10.8	
	4	38	37.6	44	31.4				49	31.0			55	36.4		89	35.2		85	34.1	
	High	31	30.7	61	43.6				76	48.1			63	41.7		121	47.8		121	48.6	
Total	101	100.0	3.90	140	100.0	4.08	NA		158	100.0	4.22	151	100.0	4.13	253	100.0	4.25	249	100.0	4.23	
Place a high priority on student learning	Low	2	1.9	1	0.6				1	0.6			3	1.9		2	.7		6	2.2	
	2	3	2.9	6	3.9				1	0.6			3	1.9		5	1.9		8	2.9	
	3	22	21.0	22	14.3				22	12.8			19	12.0		17	6.3		23	8.4	
	4	44	41.9	38	24.7				53	30.8			48	30.4		83	30.9		83	30.2	
	High	34	32.4	87	56.5				95	55.2			85	53.8		162	60.2		155	56.4	
Total	105	100.0	4.00	154	100.0	4.32	NA		172	100.0	4.40	158	100.0	4.32	269	100.0	4.48	275	100.0	4.36	
Effectively plan for the future	Low			4	2.8				2	1.3			6	4.1		3	1.2		5	2.1	
	2			16	11.2				8	5.3			8	5.5		4	1.7		13	5.5	
	3			23	16.1				24	15.8			28	19.2		55	22.8		45	19.0	
	4			53	37.1				62	40.8			59	40.4		79	32.8		84	35.4	
	High			47	32.9				56	36.8			45	30.8		100	41.5		90	38.0	
Total			143	100.0	3.86	NA		152	100.0	4.07	146	100.0	3.88	241	100.0	4.12	237	100.0	4.02		
Effective Strategic Planning	Low	4	4.7																		
	2	8	9.3																		
	3	36	41.9																		
	4	26	30.2																		
	High	12	14.0																		
Total	86	100.0	3.40																		
Reward contributions to improve quality	Low	29	31.5	15	11.5				14	10.6			16	12.5		17	8.3		26	12.0	
	2	18	19.6	23	17.7				11	8.3			19	14.8		29	14.1		34	15.7	
	3	29	31.5	38	29.2				49	37.1			36	28.1		65	31.7		75	34.6	
	4	14	15.2	34	26.2				35	26.5			35	27.3		49	23.9		43	19.8	
	High	2	2.2	20	15.4				23	17.4			22	17.2		45	22.0		39	18.0	
Total	92	100.0	2.37	130	100.0	3.16	NA		132	100.0	3.32	128	100.0	3.22	205	100.0	3.37	217	100.0	3.16	
Evaluate institutional effectiveness	Low								6	4.3			4	3.0		2	0.9		6	2.8	
	2								7	5.0			10	7.6		12	5.2		14	6.4	
	3								38	27.3			33	25.0		47	20.4		48	22.0	
	4								47	33.8			47	35.6		79	34.3		72	33.0	
	High								41	29.5			38	28.8		90	39.1		78	35.8	
Total							NA		139	100.0	3.79	132	100.0	3.80	230	100.0	4.06	218	100.0	3.93	

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Enhance the institution's reputation	Low	3	2.7		3	2.1																
	2	9	8.0		11	7.6																
	3	47	41.6		34	23.4																
	4	41	36.3		45	31.0																
	High	13	11.5		52	35.9																
	Total	113	100.0	3.46	145	100.0	3.91															
Encourage innovation	Low									7	4.6		10	7.0		7	2.9		17	7.0		
	2									9	5.9		14	9.8		18	7.5		23	9.5		
	3									38	25.0		33	23.1		59	24.6		60	24.8		
	4									46	30.3		50	35.0		82	34.2		75	31.0		
	High									52	34.2		36	25.2		74	30.8		67	27.7		
	Total							NA		152	100.0	3.84	143	100.0	3.62	240	100.0	3.83	242	100.0	3.63	
Encourage community outreach	Low									2	1.4		4	3.0		7	3.1		6	2.6		
	2									5	3.4		6	4.5		6	2.7		13	5.6		
	3									33	22.8		31	23.5		46	20.4		52	22.4		
	4									52	35.9		45	34.1		79	35.1		77	33.2		
	High									53	36.6		46	34.8		87	38.7		84	36.2		
	Total							NA		145	100.0	4.03	132	100.0	3.93	225	100.0	4.04	232	100.0	3.95	
Support freedom to openly express views	Low	9	8.3		11	7.7				18	11.3		17	11.6		16	6.3		21	8.1		
	2	15	13.8		13	9.1				16	10.1		8	5.4		15	5.9		28	10.8		
	3	29	26.6		37	25.9				31	19.5		39	26.5		72	28.3		69	26.6		
	4	35	32.1		38	26.6				45	28.3		40	27.2		75	29.5		74	28.6		
	High	21	19.3		44	30.8				49	30.8		43	29.3		76	29.9		67	25.9		
	Total	109	100.0	3.40	143	100.0	3.64	NA		159	100.0	3.57	147	100.0	3.57	254	100.0	3.71	259	100.0	3.53	
Encourage a professional appearance of employees	Low	2	1.7		7	4.9				11	6.5		10	6.5		3	1.1		8	2.9		
	2	16	13.9		13	9.1				15	8.8		19	12.3		15	5.6		17	6.2		
	3	42	36.5		49	34.3				54	31.8		53	34.2		65	24.1		76	27.7		
	4	39	33.9		42	29.4				58	34.1		38	24.5		91	33.7		99	36.1		
	High	16	13.9		32	22.4				32	18.8		35	22.6		96	35.6		74	27.0		
	Total	115	100.0	3.44	143	100.0	3.55	NA		170	100.0	3.50	155	100.0	3.45	270	100.0	3.97	274	100.0	3.78	
Support employee health and wellness	Low	6	5.6		4	3.0				2	1.2		2	1.2		1	0.4		6	2.2		
	2	13	12.1		13	9.6				7	4.1		2	1.2		7	2.6		16	6.0		
	3	40	37.4		30	22.2				30	17.5		23	13.4		37	14.0		46	17.2		
	4	36	33.6		51	37.8				58	33.9		50	29.1		84	31.7		77	28.7		
	High	12	11.2		37	27.4				74	43.3		95	55.2		136	51.3		123	45.9		
	Total	107	100.0	3.33	135	100.0	3.77	NA		171	100.0	4.14	172	100.0	4.36	265	100.0	4.31	268	100.0	4.10	

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013				
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*		
Maintain campus buildings	Low									2	1.1		0	0.0		2	0.7		3	1.0				
	2									1	0.5		1	0.6		1	0.3		7	2.3				
	3									15	8.1		13	7.3		31	10.7		32	10.7				
	4									46	24.7		54	30.3		79	27.2		84	28.1				
	High									122	65.6		110	61.8		177	61.0		173	57.9				
Total								NA		186	100.0	4.53	178	100.0	4.53	290	100.0	4.48	299	100.0	4.39			
Maintain campus grounds	Low									1	0.5		2	1.1		0	0.0		2	0.7				
	2									3	1.6		1	0.6		5	1.7		3	1.0				
	3									13	6.9		12	6.7		36	12.5		26	8.8				
	4									48	25.5		46	25.8		76	26.3		83	28.1				
	High									123	65.4		117	65.7		172	59.5		181	61.4				
Total								NA		188	100.0	4.54	178	100.0	4.54	289	100.0	4.44	295	100.0	4.48			
Maintain campus buildings and grounds	Low	4	3.3		1	0.6																		
	2	5	4.1		8	4.9																		
	3	35	28.9		24	14.7																		
	4	46	38.0		52	31.9																		
	High	31	25.6		78	47.9																		
Total		121	100.0	3.79	163	100.0	4.21																	
<b>Campus Climate: Diversity</b>																								
<b>How well does the campus:</b>																								
Contribute toward students' understanding of and ability to work with diverse populations (people from different economic, social, and racial or ethnic backgrounds)	Low															5	3.8		1	0.4		4	1.6	
	2															9	6.9		7	2.9		9	3.7	
	3															47	36.2		44	18.4		51	20.9	
	4															39	30.0		102	42.7		104	42.6	
	High															30	23.1		85	35.6		76	31.1	
Total																130	100	3.62	239	100.0	4.10	244	100.0	3.98
Provide opportunities for contact among students of diverse backgrounds	Low																					6	2.6	
	2																					16	7.0	
	3																					67	29.5	
	4																					77	33.9	
	High																					61	26.9	
Total																						227	100.0	3.75
Emphasize contact among students of diverse	Low															8	6.7		4	1.9				
	2															15	12.5		15	6.9				
	3															43	35.8		48	22.2				
	4															34	28.3		79	36.6				
	High															20	16.7		70	32.4				
Total																120	100.0	3.36	216	100.0	3.91			

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Support students and staff with disabilities	Low	0	0.0		3	2.2				2	1.4		1	0.6		1	0.4		1	0.4		
	2	4	3.9		5	3.7				2	1.4		1	0.6		2	0.8		3	1.2		
	3	26	25.5		15	11.2				9	6.3		22	14.1		24	9.8		27	10.4		
	4	43	42.2		47	35.1				53	37.1		52	33.3		81	33.1		96	37.1		
	High	29	28.4		64	47.8				77	53.8		80	51.3		137	55.9		132	51.0		
Total		102	100.0	3.95	134	100.0	4.22	NA		143	100.0	4.41	156	100.0	4.34	245	100.0	4.43	259	100.0	4.37	
Provide the education and training necessary to support its commitment to diversity	Low																		3	1.2		
	2																		11	4.3		
	3																		54	21.3		
	4																		102	40.2		
	High																		84	33.1		
Total																			254	100.0	4.00	
Contribute toward employees' understanding of and ability to work with diverse populations	Low											7	4.7		2	0.8						
	2											19	12.8		17	6.6						
	3											61	40.9		75	29.0						
	4											37	24.8		92	35.5						
	High											25	16.8		73	28.2						
Total												149	100.0	3.36	259	100.0	3.84					
Provide the resources and other personnel necessary to support its commitment to diversity	Low																		4	1.7		
	2																		11	4.7		
	3																		59	25.3		
	4																		88	37.8		
	High																		71	30.5		
Total																			233	100.0	3.91	
Exhibit a commitment to diversity	Low	10	9.6		4	2.9				5	3.0		6	4.0		2	0.8					
	2	13	12.5		15	10.7				5	3.0		16	10.7		13	4.9					
	3	30	28.8		25	17.9				38	23.0		48	32.2		51	19.3					
	4	38	36.5		57	40.7				64	38.8		46	30.9		90	34.1					
	High	13	12.5		39	27.9				53	32.1		33	22.1		108	40.9					
Total		104	100.0	3.30	140	100.0	3.80	NA		165	100.0	3.94	149	100.0	3.56	264	100.0	4.09				
Create an atmosphere of inclusion for all members of the college community	Low																		7	2.6		
	2																		9	3.4		
	3																		42	15.7		
	4																		114	42.5		
	High																		96	35.8		
Total																			268	100.0	4.06	

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Provide a climate of diversity on campus	Low	8	7.5		6	4.3				4	2.5		8	5.2		3	1.1					
	2	26	24.3		18	12.9				11	6.8		19	12.4		15	5.7					
	3	33	30.8		24	17.3				42	25.9		56	36.6		70	26.5					
	4	31	29.0		56	40.3				58	35.8		40	26.1		87	33.0					
	High	9	8.4		35	25.2				47	29.0		30	19.6		89	33.7					
Total		107	100.0	3.07	139	100.0	3.69	NA		162	100.0	3.82	153	100.0	3.42	264	100.0	3.92				
OVERALL RATING OF CAMPUS CLIMATE	Low				1	0.6				0	0.0		1	0.6		1	0.4		3	1.1		
	2				2	1.2				6	3.2		5	2.9		4	1.5		4	1.5		
	3				34	21.1				28	15.0		19	10.9		36	13.5		39	14.7		
	4				63	39.1				70	37.4		79	45.4		105	39.5		119	44.7		
	High				61	37.9				83	44.4		70	40.2		120	45.1		101	38.0		
Total					161	100.0	4.12	NA		187	100.0	4.23	174	100.0	4.22	266	100.0	4.27	266	100.0	4.17	
<b>Job Satisfaction</b>																						
<b>How satisfied are you with:</b>																						
How your position satisfies your goals	Low	4	3.2		3	1.8				3	1.6		4	2.2		5	1.7		9	3.0		
	2	8	6.4		10	5.8				13	7.0		4	2.2		7	2.4		18	5.9		
	3	22	17.6		21	12.3				26	13.9		34	18.9		40	13.7		55	18.0		
	4	55	44.0		58	33.9				55	29.4		54	30.0		101	34.5		99	32.5		
	High	36	28.8		79	46.2				90	48.1		84	46.7		140	47.8		124	40.7		
Total		125	100.0	3.89	171	100.0	4.17	NA		187	100.0	4.16	180	100.0	4.17	293	100.0	4.24	305	100.0	4.02	
Job security of your present position	Low	9	7.3		9	5.5				6	3.2		8	4.6		10	3.5		22	7.3		
	2	2	1.6		12	7.4				12	6.5		10	5.7		14	4.9		18	6.0		
	3	22	17.9		25	15.3				32	17.3		30	17.1		54	18.9		41	13.6		
	4	45	36.6		44	27.0				60	32.4		58	33.1		90	31.5		104	34.6		
	High	45	36.0		73	44.8				75	40.5		69	39.4		118	41.3		116	38.5		
Total		123	100.0	3.93	163	100.0	3.98	NA		185	100.0	4.01	175	100.0	3.97	286	100.0	4.02	301	100.0	3.91	
Salary you receive in your present position	Low	18	14.2		24	13.9				19	10.2		22	12.3		48	16.7		62	20.3		
	2	24	18.9		40	23.1				26	13.9		23	12.8		50	17.4		57	18.6		
	3	40	31.5		39	22.5				64	34.2		62	34.6		87	30.2		87	28.4		
	4	32	25.2		41	23.7				46	24.6		34	19.0		70	24.3		62	20.3		
	High	13	10.2		29	16.8				32	17.1		38	21.2		33	11.5		38	12.4		
Total		127	100.0	2.98	173	100.0	3.06	NA		187	100.0	3.25	179	100.0	3.24	288	100.0	2.97	306	100.0	2.86	
Total compensation package (pay, vacation, health insurance, etc.)	Low															20	8.2		27	11.0		
	2															17	6.9		27	11.0		
	3															58	23.7		69	28.2		
	4															71	29.0		60	24.5		
	High															79	32.2		62	25.3		
Total																245	100.0	3.70	245	100.0	3.42	

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Opportunities for advancement/promotion	Low	18	15.7		30	19.2				32	18.5		28	17.2		39	15.1		68	25.4		
	2	19	16.5		36	23.1				29	16.8		26	16.0		51	19.7		53	19.8		
	3	41	35.7		41	26.3				54	31.2		53	32.5		73	28.2		71	26.5		
	4	26	22.6		27	17.3				34	19.7		31	19.0		58	22.4		47	17.5		
	High	11	9.6		22	14.1				24	13.9		25	15.3		38	14.7		29	10.8		
Total		115	100.0	2.94	156	100.0	2.84	NA		173	100.0	2.94	163	100.0	2.99	259	100.0	3.02	268	100.0	2.69	
Resources available to you to carry out your job	Low	3	2.4		2	1.2				1	0.5		6	3.4		5	1.7		10	3.3		
	2	11	8.7		11	6.4				8	4.3		7	3.9		13	4.4		21	6.9		
	3	27	21.4		41	14.0				31	16.6		32	17.9		52	17.7		52	17.2		
	4	54	42.9		54	31.6				70	37.4		60	33.5		97	33.0		100	33.0		
	High	31	24.6		63	36.8				77	41.2		74	41.3		127	43.2		120	39.6		
Total		126	100.0	3.79	171	90.0	3.96	NA		187	100.0	4.14	179	100.0	4.06	294	100.0	4.12	303	100.0	3.99	
Staff/faculty professional development activities	Low									6	3.4		7	4.1		15	5.4		14	4.8		
	2									13	7.4		14	8.1		21	7.5		32	10.9		
	3									39	22.3		41	23.8		64	22.9		79	27.0		
	4									64	36.6		60	34.9		90	32.3		97	33.1		
	High									53	30.3		50	29.1		89	31.9		71	24.2		
Total							NA			175	100.0	3.83	172	100.0	3.77	279	100.0	3.78	293	100.0	3.61	
The way your job performance is evaluated	Low	11	9.2		7	4.5				10	5.7		9	5.3		13	4.6		20	6.9		
	2	12	10.1		23	14.6				15	8.6		11	6.5		20	7.1		26	9.0		
	3	23	19.3		34	21.7				56	32.0		39	23.1		66	23.5		58	20.0		
	4	55	46.2		48	30.6				52	29.7		63	37.3		91	32.4		92	31.7		
	High	18	15.1		45	28.7				42	24.0		47	27.8		91	32.4		94	32.4		
Total		119	100.0	3.48	157	100.0	3.64	NA		175	100.0	3.58	169	100.0	3.76	281	100.0	3.81	290	100.0	3.74	
Relation of pay to job performance	Low															49	18.1		68	23.8		
	2															49	18.1		60	21.0		
	3															92	34.1		70	24.5		
	4															46	17.0		63	22.0		
	High															34	12.6		25	8.7		
Total																270	100.0	2.88	286	100.0	2.71	
Relation of pay increase to job performance	Low	37	32.5		34	23.8				32	20.0		33	21.2								
	2	18	15.8		27	18.9				30	18.8		32	20.5								
	3	31	27.2		39	27.3				52	32.5		46	29.5								
	4	18	15.8		30	21.0				25	15.6		27	17.3								
	High	10	8.8		13	9.1				21	13.1		18	11.5								
Total		114	100.0	2.53	143	100.0	2.73	NA		160	100.0	2.83	156	100.0	2.78							

Carroll Community College  
Employee Survey Comparison for All Years  
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		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
Opportunities for job-related training	Low	10	8.6		7	4.5				13	7.3		10	5.7		19	7.0		19	6.7		
	2	9	7.8		12	7.7				19	10.7		17	9.7		21	7.7		39	13.7		
	3	30	25.9		37	23.9				47	26.6		44	25.1		87	31.9		65	22.8		
	4	43	37.1		48	31.0				53	29.9		64	36.6		86	31.5		99	34.7		
	High	24	20.7		51	32.9				45	25.4		40	22.9		60	22.0		63	22.1		
Total		116	100.0	3.53	155	100.0	3.80	NA		177	100.0	3.55	175	100.0	3.61	273	100.0	3.54	285	100.0	3.52	
Campus parking (Provide adequate parking)	Low	3	2.5		4	2.4				6	3.4		8	4.5		19	6.5		13	4.3		
	2	3	2.5		8	4.7				7	3.9		15	8.5		25	8.6		33	10.9		
	3	25	20.8		26	15.3				41	22.9		39	22.2		87	29.9		70	23.1		
	4	41	34.2		42	24.7				51	28.5		45	25.6		89	30.6		84	27.7		
	High	48	40.0		90	52.9				74	41.3		69	39.2		71	24.4		103	34.0		
Total		120	100.0	4.07	170	100.0	4.21	NA		179	100.0	4.01	176	100.0	3.86	291	100.0	3.58	303	100.0	3.76	
Your personal work space	Low	5	4.2		12	7.7				7	3.8		13	7.4		9	3.1		14	4.7		
	2	11	9.2		18	11.5				19	10.4		17	9.7		20	6.9		14	4.7		
	3	21	17.5		28	17.9				38	20.8		34	19.3		44	15.2		63	21.2		
	4	43	35.8		46	29.5				50	27.3		46	26.1		87	30.1		82	27.6		
	High	40	33.3		52	33.3				69	37.7		66	37.5		129	44.6		124	41.8		
Total		120	100.0	3.85	156	100.0	3.69	NA		183	100.0	3.85	176	100.0	3.77	289	100.0	4.06	297	100.0	3.97	
Your personal safety on	Low	1	0.9		0	0.0				2	1.1		4	2.2		2	0.7		0	.0		
	2	5	4.3		3	1.8				3	1.6		2	1.1		1	0.3		3	1.0		
	3	12	10.3		29	17.5				22	11.8		15	8.4		22	7.6		28	9.3		
	4	49	42.2		48	28.9				57	30.5		55	30.7		83	28.7		80	26.7		
	High	49	42.2		86	51.8				103	55.1		103	57.5		181	62.6		189	63.0		
Total		116	100.0	4.21	166	100.0	4.31	NA		187	100.0	4.37	179	100.0	4.40	289	100.0	4.52	300	100.0	4.52	
OVERALL RATING OF JOB SATISFACTION	Low	3	2.5		4	2.4				2	1.1		3	1.7		6	2.1		8	2.7		
	2	10	8.5		9	5.4				9	4.8		3	1.7		8	2.8		24	8.0		
	3	19	16.1		39	23.2				31	16.7		25	13.9		51	17.8		72	24.0		
	4	63	53.4		63	37.5				71	38.2		79	43.9		117	40.8		98	32.7		
	High	23	19.5		53	31.5				73	39.2		70	38.9		105	36.6		98	32.7		
Total		118	100.0	3.79	168	100.0	3.90	NA		186	100.0	4.10	180	100.0	4.17	287	100.0	4.07	300	100.0	3.85	



Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
<b>College Leadership</b>																						
<b>The Executive Team:</b>																						
<b>(President and Vice Presidents)</b>																						
Shows confidence in campus personnel to do excellent work	Low	2	1.9		1	0.7				3	1.9		5	3.3		2	0.8		4	1.6		
	2	2	1.9		7	4.8				8	5.1		4	2.6		6	2.4		10	4.0		
	3	17	15.7		8	5.5				15	9.5		19	12.6		26	10.6		29	11.6		
	4	50	46.3		53	36.3				44	27.8		53	35.1		77	31.4		87	34.8		
	High	37	34.3		77	52.7				88	55.7		70	46.4		134	54.7		120	48.0		
Total		108	100.0	4.09	146	100.0	4.36	NA		158	100.0	4.30	151	100.0	4.19	245	100.0	4.37	250	100.0	4.24	
Encourages creative and innovative ideas	Low	2	1.9		3	2.3				4	2.7		6	4.1		7	3.1		7	3.1		
	2	2	1.9		6	4.5				10	6.7		12	8.3		8	3.6		26	11.4		
	3	26	25.0		29	22.0				24	16.1		25	17.2		39	17.3		44	19.2		
	4	44	42.3		38	28.8				50	33.6		42	29.0		75	33.3		75	32.8		
	High	30	28.8		56	42.4				61	40.9		60	41.4		96	42.7		77	33.6		
Total		104	100.0	3.94	132	100.0	4.05	NA		149	100.0	4.03	145	100.0	3.95	225	100.0	4.09	229	100.0	3.83	
Builds a climate of trust and openness	Low	6	5.7		6	4.4				12	7.7		14	9.2		9	3.9		9	3.6		
	2	13	12.3		11	8.1				15	9.6		6	3.9		13	5.6		39	15.6		
	3	33	31.1		30	22.1				33	21.2		30	19.6		49	21.0		45	18.0		
	4	32	30.2		44	32.4				45	28.8		41	26.8		75	32.2		83	33.2		
	High	22	20.8		45	33.1				51	32.7		62	40.5		87	37.3		74	29.6		
Total		106	100.0	3.48	136	100.0	3.82	NA		156	100.0	3.69	153	100.0	3.86	233	100.0	3.94	250	100.0	3.70	
Shares information you need to do your job	Low	7	6.6		4	3.0				7	4.6		4	2.7		5	2.1		6	2.5		
	2	8	7.5		11	8.2				15	9.8		11	7.4		11	4.7		24	10.1		
	3	28	26.4		29	21.6				27	17.6		30	20.1		42	18.0		43	18.1		
	4	42	39.6		46	34.3				52	34.0		52	34.9		80	34.3		92	38.7		
	High	21	19.8		44	32.8				52	34.0		52	34.9		95	40.8		73	30.7		
Total		106	100.0	3.58	134	100.0	3.86	NA		153	100.0	3.83	149	100.0	3.92	233	100.0	4.07	238	100.0	3.85	
Involves you in decisions that affect you personally	Low	11	11.0		9	7.2				22	16.4		16	11.5		13	6.0		24	11.1		
	2	16	16.0		24	19.2				17	12.7		14	10.1		29	13.4		31	14.3		
	3	23	23.0		25	20.0				25	18.7		39	28.1		56	25.9		53	24.4		
	4	34	34.0		29	23.2				37	27.6		34	24.5		52	24.1		60	27.6		
	High	16	16.0		38	30.4				33	24.6		36	25.9		66	30.6		49	22.6		
Total		100	100.0	3.28	125	100.0	3.50	NA		134	100.0	3.31	139	100.0	3.43	216	100.0	3.60	217	100.0	3.36	
Provides effective institutional leadership (Exhibits leadership that enhances campus climate)	Low	3	2.8		1	0.7				6	3.8		6	3.9		3	1.2		7	2.9		
	2	6	5.6		7	5.0				8	5.0		6	3.9		7	2.9		16	6.5		
	3	25	23.1		26	18.7				23	14.5		24	15.8		38	15.7		37	15.1		
	4	47	43.5		52	37.4				55	34.6		53	34.9		82	33.9		94	38.4		
	High	27	25.0		53	38.1				67	42.1		63	41.4		112	46.3		91	37.1		
Total		108	100.0	3.82	139	100.0	4.07	NA		159	100.0	4.06	152	100.0	4.06	242	100.0	4.21	245	100.0	4.00	

Carroll Community College  
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		Fall 1999			Spring 2002			Spring 2005			Spring 2007			Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*	N	%	Mean*
OVERALL RATING OF EXECUTIVE TEAM	Low	4	4.0		2	1.4				5	3.0		5	3.2		2	0.8		5	2.2		
	2	2	2.0		7	4.9				10	6.1		6	3.9		9	3.8		14	6.1		
	3	26	26.0		30	21.0				26	15.8		30	19.4		41	17.2		43	18.9		
	4	48	48.0		54	37.8				56	33.9		51	32.9		82	34.3		88	38.6		
	High	20	20.0		50	35.0				68	41.2		63	40.6		105	43.9		78	34.2		
Total		100	100.0	3.78	143	100.0	4.00	NA		165	100.0	4.04	155	100.0	4.04	239	100.0	4.17	228	100.0	3.96	

Carroll Community College  
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Five-point Satisfaction Scale

	Spring 2009			Spring 2011			Spring 2013		
	N	%	Mean*	N	%	Mean*	N	%	Mean*
Number of useable surveys:	180			296			314		
<b>Planning and Institutional Effectiveness Assessment</b>									
I am familiar with the college's mission and institutional goals	Strongly Disagree			0	0.0		1	0.4	
	Disagree			2	0.7		6	2.1	
	Neutral			15	5.3		29	10.2	
	Agree			137	48.4		144	50.7	
	Strongly Agree			129	45.6		104	36.6	
	Total			283	100.0	4.39	284	100.0	4.21
I am familiar with the priorities in <i>Compass</i> the college's five-year strategic plan  ( <i>Compass 2015</i> , the college's three year strategic plan in 2013)	Strongly Disagree			1	0.4		9	3.4	
	Disagree			20	7.5		28	10.6	
	Neutral			40	14.9		59	22.3	
	Agree			114	42.5		95	35.8	
	Strongly Agree			93	34.7		74	27.9	
	Total			268	100.0	4.04	265	100.0	3.74
I understand how the president's annual strategic initiatives link the priorities in <i>Compass</i> to the action plans of individual offices and departments	Strongly Disagree			2	0.8		7	2.8	
	Disagree			22	8.5		22	8.7	
	Neutral			50	19.3		65	25.6	
	Agree			96	37.1		90	35.4	
	Strongly Agree			89	34.4		70	27.6	
	Total			259	100.0	3.96	254	100.0	3.76
I understand how the college uses Institutional Effectiveness Assessment Measures to assess the accomplishment of its mission and institutional goals	Strongly Disagree			1	0.4		5	2.0	
	Disagree			16	6.1		22	8.7	
	Neutral			46	17.4		64	25.3	
	Agree			117	44.3		93	36.8	
	Strongly Agree			84	31.8		69	27.3	
	Total			264	100.0	4.01	253	100.0	3.79
Employees have the opportunity to participate in planning	Strongly Disagree			4	1.6		5	2.0	
	Disagree			14	5.7		27	10.7	
	Neutral			58	23.6		83	32.8	
	Agree			107	43.5		87	34.4	
	Strongly Agree			63	25.6		51	20.2	
	Total			246	100.0	3.86	253	100.0	3.60
Planning is informed by data	Strongly Disagree			1	0.4		1	0.4	
	Disagree			7	3.0		12	5.2	
	Neutral			48	20.4		60	26.1	
	Agree			114	48.5		95	41.3	
	Strongly Agree			65	27.7		62	27.0	
	Total			235	100.0	4.00	230	100.0	3.89

Carroll Community College  
Employee Survey Comparison for All Years  
Five-point Satisfaction Scale

		Spring 2009			Spring 2011			Spring 2013		
		N	%	Mean*	N	%	Mean*	N	%	Mean*
Area, office, and departmental plans reflect the priorities in the college's Strategic Plan	Strongly Disagree				0	0.0		2	0.9	
	Disagree				2	0.8		7	3.0	
	Neutral				35	14.4		66	28.3	
	Agree				124	51.0		98	42.1	
	Strongly Agree				82	33.7		60	25.8	
Total					243	100.0	4.18	233	100.0	3.89
Budget decisions reflect the college's planning priorities	Strongly Disagree				3	1.3		1	0.4	
	Disagree				11	4.8		16	7.0	
	Neutral				40	17.5		59	25.8	
	Agree				115	50.4		100	43.7	
	Strongly Agree				59	25.9		53	23.1	
Total					228	100.0	3.95	229	100.0	3.82
Assessment results are used for improvement	Strongly Disagree				0	0.0		2	0.9	
	Disagree				3	1.3		11	4.7	
	Neutral				46	19.7		66	28.4	
	Agree				113	48.3		101	43.5	
	Strongly Agree				72	30.8		52	22.4	
Total					234	100.0	4.09	232	100.0	3.82

Carroll Community College  
Employee Survey Comparison for All Years

	Fall 1999		Spring 2002		Spring 2005		Spring 2007		Spring 2009		Spring 2011		Spring 2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Number of useable surveys:	131		179		188		189		180		296		314	
<b>Please indicate your job classification:</b>														
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Administrative/Professional Staff	34	26.2	43	25.9	52	28.9	45	25.3	39	22.5	73	24.7	82	27.0
Credit Full-time Faculty	38	29.2	28	16.9	42	23.3	38	21.3	42	24.3	61	20.7	56	18.4
Support Staff/Hourly	33	25.4	40	24.1	45	25.0	53	29.8	44	25.4	92	31.2	81	26.6
Credit Adjunct Faculty	4	3.1	29	17.5	41	22.8	42	23.6	48	27.7	69	23.4	85	28.0
Continuing Ed. Adjunct Faculty	21	16.2	26	15.7										
Total	130	100.0	166	100.0	180	100.0	178	100.0	173	100.0	295	100.0	304	100.0
<b>Status:</b>														
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Benefit Eligible											202	69.4	191	63.2
Non-benefit eligible											89	30.6	111	36.8
Total											291	100.0	302	100.0
<b>Years employed at Carroll or Catonsville:</b>														
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1 - 3 years	41	32.0												
4 - 6 years	24	18.8												
7 - 9 years	25	19.5												
10 - 15 years	27	21.1												
Over 15 years	11	8.6												
Total	128	100.0												
<b>In the past year, have you made a formal presentation at an off-campus professional conference?</b>														
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes			46	27.1										
No			124	72.9										
Total			170	100										

## Employee 2015

Responses = 286

**Building maintenance**

Response	Frequency	Percent	Mean: 4.22
Poor	0	0.00	
Below Average	7	2.55	
Average	52	18.91	
Above Average	89	32.36	
Excellent	127	46.18	
No basis to judge	11		

**Grounds maintenance**

Response	Frequency	Percent	Mean: 4.16
Poor	2	0.72	
Below Average	10	3.61	
Average	54	19.49	
Above Average	87	31.41	
Excellent	124	44.77	
No basis to judge	9		

**Housekeeping**

Response	Frequency	Percent	Mean: 4.19
Poor	2	0.72	
Below Average	10	3.62	
Average	51	18.48	
Above Average	84	30.43	
Excellent	129	46.74	
No basis to judge	4		

**Facilities scheduling**

Response	Frequency	Percent	Mean: 4.02
Poor	1	0.51	
Below Average	9	4.57	
Average	45	22.84	
Above Average	72	36.55	
Excellent	70	35.53	
No basis to judge	89		

**Facilities set up**

Response	Frequency	Percent	Mean: 4.16
Poor	0	0.00	
Below Average	10	5.13	
Average	37	18.97	
Above Average	59	30.26	
Excellent	89	45.64	
No basis to judge	90		

**Information Center**

Response	Frequency	Percent	Mean: 4.20
Poor	1	0.47	
Below Average	6	2.80	
Average	38	17.76	
Above Average	73	34.11	
Excellent	96	44.86	
No basis to judge	69		

**Campus Security**

Response	Frequency	Percent	Mean: 4.46
Poor	2	0.75	
Below Average	2	0.75	
Average	25	9.36	
Above Average	81	30.34	
Excellent	157	58.80	
No basis to judge	18		

**Risk Management**

Response	Frequency	Percent	Mean: 3.95
Poor	3	1.84	
Below Average	8	4.91	
Average	44	26.99	
Above Average	47	28.83	
Excellent	61	37.42	
No basis to judge	119		

**Bookstore service**

Response	Frequency	Percent	Mean: 3.63
Poor	4	2.34	
Below Average	8	4.68	
Average	73	42.69	
Above Average	48	28.07	
Excellent	38	22.22	
<i>No basis to judge</i>	114		

**Business Office/cashier**

Response	Frequency	Percent	Mean: 4.48
Poor	0	0.00	
Below Average	1	0.50	
Average	17	8.54	
Above Average	67	33.67	
Excellent	114	57.29	
<i>No basis to judge</i>	87		

**Mail service**

Response	Frequency	Percent	Mean: 4.61
Poor	1	0.45	
Below Average	0	0.00	
Average	17	7.62	
Above Average	49	21.97	
Excellent	156	69.96	
<i>No basis to judge</i>	63		

**Cafe - food quality**

Response	Frequency	Percent	Mean: 3.53
Poor	8	3.23	
Below Average	15	6.05	
Average	103	41.53	
Above Average	82	33.06	
Excellent	40	16.13	
<i>No basis to judge</i>	36		

**Cafe - food selection**

Response	Frequency	Percent	Mean: 3.37
Poor	7	2.78	
Below Average	24	9.52	
Average	123	48.81	
Above Average	64	25.40	
Excellent	34	13.49	
<i>No basis to judge</i>	33		

**Accounting**

Response	Frequency	Percent	Mean: 4.23
Poor	0	0.00	
Below Average	3	2.22	
Average	24	17.78	
Above Average	47	34.81	
Excellent	61	45.19	
<i>No basis to judge</i>	147		

**Copy Center**

Response	Frequency	Percent	Mean: 4.28
Poor	0	0.00	
Below Average	3	1.57	
Average	30	15.71	
Above Average	69	36.13	
Excellent	89	46.60	
<i>No basis to judge</i>	95		

**Supplies**

Response	Frequency	Percent	Mean: 4.54
Poor	0	0.00	
Below Average	1	0.45	
Average	25	11.26	
Above Average	50	22.52	
Excellent	146	65.77	
<i>No basis to judge</i>	64		

**Cafe - food prices**

Response	Frequency	Percent	Mean: 3.32
Poor	13	5.18	
Below Average	26	10.36	
Average	116	46.22	
Above Average	60	23.90	
Excellent	36	14.34	
<i>No basis to judge</i>	33		

**Cafe - service**

Response	Frequency	Percent	Mean: 4.00
Poor	4	1.60	
Below Average	5	2.00	
Average	65	26.00	
Above Average	88	35.20	
Excellent	88	35.20	
<i>No basis to judge</i>	35		

**Human Resources - Benefits**

Response	Frequency	Percent	Mean: 4.22
Poor	5	2.31	
Below Average	6	2.78	
Average	34	15.74	
Above Average	63	29.17	
Excellent	108	50.00	
<i>No basis to judge</i>	70		

**Human Resources - Hiring**

Response	Frequency	Percent	Mean: 3.79
Poor	4	1.99	
Below Average	19	9.45	
Average	62	30.85	
Above Average	47	23.38	
Excellent	69	34.33	
<i>No basis to judge</i>	84		

**Human Resources - Payroll**

Response	Frequency	Percent	Mean: 4.36
Poor	2	0.83	
Below Average	6	2.50	
Average	35	14.58	
Above Average	57	23.75	
Excellent	140	58.33	
<i>No basis to judge</i>	43		

**IT - Database Administration**

Response	Frequency	Percent	Mean: 4.15
Poor	3	1.71	
Below Average	3	1.71	
Average	38	21.71	
Above Average	52	29.71	
Excellent	79	45.14	
<i>No basis to judge</i>	108		

**IT - Network/email**

Response	Frequency	Percent	Mean: 4.19
Poor	3	1.14	
Below Average	3	1.14	
Average	53	20.15	
Above Average	86	32.70	
Excellent	118	44.87	
<i>No basis to judge</i>	22		

**IT - Office Support/Help Desk**

Response	Frequency	Percent	Mean: 4.29
Poor	3	1.14	
Below Average	4	1.52	
Average	38	14.45	
Above Average	86	32.70	
Excellent	132	50.19	
<i>No basis to judge</i>	21		

**IT - Web Services**

Response	Frequency	Percent	Mean: 3.95
Poor	5	2.26	
Below Average	11	4.98	
Average	59	26.70	
Above Average	62	28.05	
Excellent	84	38.01	
<i>No basis to judge</i>	62		

**Academic Center/tutoring**

Response	Frequency	Percent	Mean: 4.28
Poor	0	0.00	
Below Average	4	3.08	
Average	20	15.38	
Above Average	42	32.31	
Excellent	64	49.23	
<i>No basis to judge</i>	156		

**Art galleries and exhibits**

Response	Frequency	Percent	Mean: 4.39
Poor	0	0.00	
Below Average	5	2.35	
Average	20	9.39	
Above Average	75	35.21	
Excellent	113	53.05	
<i>No basis to judge</i>	70		

**Performing Arts/music/theatre productions**

Response	Frequency	Percent	Mean: 4.46
Poor	0	0.00	
Below Average	1	0.54	
Average	16	8.60	
Above Average	65	34.95	
Excellent	104	55.91	
<i>No basis to judge</i>	98		



**Learning Technologies/classroom support**

Response	Frequency	Percent	Mean: 4.34
Poor	1	0.53	
Below Average	3	1.60	
Average	22	11.70	
Above Average	68	36.17	
Excellent	94	50.00	
No basis to judge	96		

**Library - Collections/resources**

Response	Frequency	Percent	Mean: 4.39
Poor	0	0.00	
Below Average	0	0.00	
Average	25	13.37	
Above Average	64	34.22	
Excellent	98	52.41	
No basis to judge	98		

**Media/AV support**

Response	Frequency	Percent	Mean: 4.37
Poor	0	0.00	
Below Average	1	0.62	
Average	23	14.29	
Above Average	52	32.30	
Excellent	85	52.80	
No basis to judge	124		

**Blackboard/distance learning support**

Response	Frequency	Percent	Mean: 4.43
Poor	0	0.00	
Below Average	3	1.67	
Average	22	12.22	
Above Average	49	27.22	
Excellent	106	58.89	
No basis to judge	104		

**Continuing Education - Registration and business operations**

Response	Frequency	Percent	Mean: 3.72
Poor	4	2.84	
Below Average	10	7.09	
Average	48	34.04	
Above Average	38	26.95	
Excellent	41	29.08	
No basis to judge	141		

**Fitness Center**

Response	Frequency	Percent	Mean: 3.98
Poor	1	0.76	
Below Average	8	6.11	
Average	30	22.90	
Above Average	46	35.11	
Excellent	46	35.11	
No basis to judge	154		

**Information and reference services**

Response	Frequency	Percent	Mean: 4.50
Poor	0	0.00	
Below Average	1	0.55	
Average	21	11.60	
Above Average	45	24.86	
Excellent	114	62.98	
No basis to judge	105		

**Circulation Services**

Response	Frequency	Percent	Mean: 4.46
Poor	0	0.00	
Below Average	0	0.00	
Average	19	11.59	
Above Average	51	31.10	
Excellent	94	57.32	
No basis to judge	119		

**Continuing Education - Course and program offerings**

Response	Frequency	Percent	Mean: 3.80
Poor	4	2.40	
Below Average	8	4.79	
Average	49	29.34	
Above Average	63	37.72	
Excellent	43	25.75	
No basis to judge	115		

**Continuing Education - Community outreach**

Response	Frequency	Percent	Mean: 3.77
Poor	3	2.36	
Below Average	11	8.66	
Average	37	29.13	
Above Average	37	29.13	
Excellent	39	30.71	
No basis to judge	152		

**Accountability/Institutional Effectiveness**

Response	Frequency	Percent	Mean: 3.93
Poor	2	1.49	
Below Average	9	6.72	
Average	34	25.37	
Above Average	41	30.60	
Excellent	48	35.82	
<i>No basis to judge</i>		148	

**Marketing and Creative Services**

Response	Frequency	Percent	Mean: 3.86
Poor	1	0.56	
Below Average	16	8.99	
Average	48	26.97	
Above Average	55	30.90	
Excellent	58	32.58	
<i>No basis to judge</i>		105	

**President's Office**

Response	Frequency	Percent	Mean: 4.20
Poor	1	0.54	
Below Average	3	1.63	
Average	36	19.57	
Above Average	62	33.70	
Excellent	82	44.57	
<i>No basis to judge</i>		100	

**Child Development Center**

Response	Frequency	Percent	Mean: 4.53
Poor	1	1.18	
Below Average	2	2.35	
Average	6	7.06	
Above Average	18	21.18	
Excellent	58	68.24	
<i>No basis to judge</i>		197	

**Admissions and recruitment**

Response	Frequency	Percent	Mean: 4.14
Poor	0	0.00	
Below Average	6	3.92	
Average	33	21.57	
Above Average	47	30.72	
Excellent	67	43.79	
<i>No basis to judge</i>		131	

**Institutional Research**

Response	Frequency	Percent	Mean: 3.90
Poor	1	0.76	
Below Average	11	8.40	
Average	37	28.24	
Above Average	33	25.19	
Excellent	49	37.40	
<i>No basis to judge</i>		152	

**Web/social media content development and editing**

Response	Frequency	Percent	Mean: 3.63
Poor	4	2.45	
Below Average	19	11.66	
Average	54	33.13	
Above Average	42	25.77	
Excellent	44	26.99	
<i>No basis to judge</i>		118	

**Public relations**

Response	Frequency	Percent	Mean: 3.80
Poor	1	0.61	
Below Average	14	8.48	
Average	52	31.52	
Above Average	48	29.09	
Excellent	50	30.30	
<i>No basis to judge</i>		119	

**Institutional Advancement/Foundation Office**

Response	Frequency	Percent	Mean: 4.15
Poor	2	1.19	
Below Average	5	2.98	
Average	30	17.86	
Above Average	60	35.71	
Excellent	71	42.26	
<i>No basis to judge</i>		114	

**Advising**

Response	Frequency	Percent	Mean: 3.96
Poor	1	0.59	
Below Average	10	5.92	
Average	41	24.26	
Above Average	59	34.91	
Excellent	58	34.32	
<i>No basis to judge</i>		116	

**Financial Aid**

Response	Frequency	Percent	Mean: 4.14
Poor	1	0.73	
Below Average	3	2.19	
Average	32	23.36	
Above Average	41	29.93	
Excellent	60	43.80	
<i>No basis to judge</i>	148		

**Student Life/activities**

Response	Frequency	Percent	Mean: 4.49
Poor	0	0.00	
Below Average	2	0.99	
Average	12	5.94	
Above Average	73	36.14	
Excellent	115	56.93	
<i>No basis to judge</i>	82		

**Career Services**

Response	Frequency	Percent	Mean: 4.31
Poor	0	0.00	
Below Average	3	2.13	
Average	18	12.77	
Above Average	52	36.88	
Excellent	68	48.23	
<i>No basis to judge</i>	143		

**Testing Center**

Response	Frequency	Percent	Mean: 4.51
Poor	0	0.00	
Below Average	4	2.17	
Average	13	7.07	
Above Average	53	28.80	
Excellent	114	61.96	
<i>No basis to judge</i>	100		

**Place a high priority on student learning**

Response	Frequency	Percent	Mean: 4.38
Low	2	0.77	
2	8	3.08	
3	22	8.46	
4	84	32.31	
High	144	55.38	
<i>No basis to Judge</i>	24		

**Records and Registration**

Response	Frequency	Percent	Mean: 4.27
Poor	3	1.60	
Below Average	4	2.13	
Average	24	12.77	
Above Average	66	35.11	
Excellent	91	48.40	
<i>No basis to judge</i>	96		

**Service Learning**

Response	Frequency	Percent	Mean: 4.32
Poor	0	0.00	
Below Average	2	1.44	
Average	18	12.95	
Above Average	52	37.41	
Excellent	67	48.20	
<i>No basis to judge</i>	145		

**Transfer Services**

Response	Frequency	Percent	Mean: 4.18
Poor	2	1.68	
Below Average	3	2.52	
Average	22	18.49	
Above Average	37	31.09	
Excellent	55	46.22	
<i>No basis to judge</i>	165		

**Encourage excellence in teaching**

Response	Frequency	Percent	Mean: 4.17
Low	4	1.67	
2	10	4.18	
3	42	17.57	
4	68	28.45	
High	115	48.12	
<i>No basis to Judge</i>	46		

**Effectively plan for the future**

Response	Frequency	Percent	Mean: 3.86
Low	10	4.03	
2	22	8.87	
3	50	20.16	
4	77	31.05	
High	89	35.89	
<i>No basis to Judge</i>	37		

**Support freedom to openly express views**

Response	Frequency	Percent	Mean: 3.76
Low	12	4.82	
2	29	11.65	
3	53	21.29	
4	69	27.71	
High	86	34.54	
No basis to Judge	35		

**Contribute toward students' understanding of and ability to work with diverse populations (people from different economic, social, and racial or ethnic backgrounds)**

Response	Frequency	Percent	Mean: 3.95
Low	4	1.69	
2	12	5.08	
3	58	24.58	
4	79	33.47	
High	83	35.17	
No basis to Judge	47		

**Support students and staff with disabilities**

Response	Frequency	Percent	Mean: 4.34
Low	1	0.42	
2	6	2.52	
3	24	10.08	
4	88	36.97	
High	119	50.00	
No basis to Judge	44		

**Provide the resources and personnel necessary to support our commitment to diversity**

Response	Frequency	Percent	Mean: 3.73
Low	7	3.21	
2	16	7.34	
3	68	31.19	
4	64	29.36	
High	63	28.90	
No basis to Judge	64		

**Support employee health and wellness**

Response	Frequency	Percent	Mean: 3.97
Low	4	1.56	
2	18	7.00	
3	59	22.96	
4	77	29.96	
High	99	38.52	
No basis to Judge	26		

**Provide opportunities for contact among students of diverse backgrounds**

Response	Frequency	Percent	Mean: 3.73
Low	5	2.34	
2	23	10.75	
3	61	28.50	
4	60	28.04	
High	65	30.37	
No basis to Judge	68		

**Provide the education and training necessary to support our commitment to diversity**

Response	Frequency	Percent	Mean: 3.83
Low	7	2.93	
2	12	5.02	
3	65	27.20	
4	85	35.56	
High	70	29.29	
No basis to Judge	44		

**Create an atmosphere of inclusion for all members of the college community**

Response	Frequency	Percent	Mean: 3.98
Low	4	1.61	
2	13	5.22	
3	57	22.89	
4	86	34.54	
High	89	35.74	
No basis to Judge	32		

**OVERALL RATING OF COLLEGE CLIMATE**

Response	Frequency	Percent	Mean: 4.07
Low	5	1.86	
2	9	3.35	
3	49	18.22	
4	105	39.03	
High	101	37.55	
No basis to Judge	5		

**Salary you receive in your present position**

Response	Frequency	Percent	Mean: 2.66
Low	67	23.51	
2	59	20.70	
3	88	30.88	
4	45	15.79	
High	26	9.12	
No basis to Judge	1		

**Resources available to you to carry out your job**

Response	Frequency	Percent	Mean: 3.80
Low	8	2.81	
2	22	7.72	
3	65	22.81	
4	115	40.35	
High	75	26.32	
No basis to Judge	0		

**The way your job performance is evaluated**

Response	Frequency	Percent	Mean: 3.47
Low	27	10.27	
2	30	11.41	
3	70	26.62	
4	65	24.71	
High	71	27.00	
No basis to Judge	22		

**How your position supports your personal/career goals**

Response	Frequency	Percent	Mean: 3.88
Low	13	4.68	
2	22	7.91	
3	57	20.50	
4	80	28.78	
High	106	38.13	
No basis to Judge	5		

**Total compensation package (pay, vacation, health insurance)**

Response	Frequency	Percent	Mean: 3.42
Low	23	9.31	
2	31	12.55	
3	65	26.32	
4	76	30.77	
High	52	21.05	
No basis to Judge	38		

**Staff/faculty professional development activities**

Response	Frequency	Percent	Mean: 3.45
Low	17	6.44	
2	40	15.15	
3	69	26.14	
4	83	31.44	
High	55	20.83	
No basis to Judge	20		

**Opportunities for job-related training**

Response	Frequency	Percent	Mean: 3.45
Low	23	8.46	
2	34	12.50	
3	74	27.21	
4	79	29.04	
High	62	22.79	
No basis to Judge	14		

**Campus parking**

Response	Frequency	Percent	Mean: 3.75
Low	17	6.07	
2	22	7.86	
3	69	24.64	
4	78	27.86	
High	94	33.57	
No basis to Judge	4		

**Relationship with your immediate supervisor**

Response	Frequency	Percent	Mean: 4.24
Low	13	4.58	
2	15	5.28	
3	31	10.92	
4	58	20.42	
High	167	58.80	
No basis to Judge	1		

**Your personal safety on campus**

Response	Frequency	Percent	Mean: 4.58
Low	2	0.72	
2	2	0.72	
3	15	5.40	
4	73	26.26	
High	186	66.91	
No basis to Judge	4		

**OVERALL RATING OF JOB SATISFACTION**

Response	Frequency	Percent	Mean: 3.86
Low	9	3.17	
2	15	5.28	
3	68	23.94	
4	107	37.68	
High	85	29.93	
No basis to Judge	0		

**Shows confidence in campus personnel to do excellent work**

Response	Frequency	Percent	Mean: 4.08
Low	5	2.13	
2	8	3.40	
3	43	18.30	
4	87	37.02	
High	92	39.15	
No basis to Judge	48		

**Encourages creative and innovative thinking**

Response	Frequency	Percent	Mean: 3.80
Low	14	6.14	
2	13	5.70	
3	49	21.49	
4	80	35.09	
High	72	31.58	
No basis to Judge	53		

**Builds a climate of trust and openness**

Response	Frequency	Percent	Mean: 3.58
Low	17	7.20	
2	22	9.32	
3	67	28.39	
4	66	27.97	
High	64	27.12	
No basis to Judge	46		

**Shares information you need to do your job**

Response	Frequency	Percent	Mean: 3.68
Low	12	5.13	
2	20	8.55	
3	62	26.50	
4	76	32.48	
High	64	27.35	
No basis to Judge	48		

**Provides opportunities for involvement in decision-making**

Response	Frequency	Percent	Mean: 3.39
Low	20	9.01	
2	26	11.71	
3	71	31.98	
4	58	26.13	
High	47	21.17	
No basis to Judge	61		

**Provides effective institutional leadership**

Response	Frequency	Percent	Mean: 3.81
Low	10	4.41	
2	17	7.49	
3	51	22.47	
4	78	34.36	
High	71	31.28	
No basis to Judge	52		

**OVERALL RATING OF EXECUTIVE TEAM**

Response	Frequency	Percent	Mean: 3.83
Low	7	3.14	
2	16	7.17	
3	52	23.32	
4	81	36.32	
High	67	30.04	
No basis to Judge	33		

**I am familiar with the college's mission**

Response	Frequency	Percent	Mean: 4.28
Strongly Disagree	2	0.73	
Disagree	4	1.47	
Neutral	22	8.06	
Agree	133	48.72	
Strongly Agree	112	41.03	
No basis to judge	10		

**I am familiar with the priorities in Compass 2015, the college's strategic plan**

Response	Frequency	Percent	Mean: 4.04
Strongly Disagree	5	1.95	
Disagree	9	3.50	
Neutral	39	15.18	
Agree	122	47.47	
Strongly Agree	82	31.91	
No basis to judge	25		

**I understand how the president's annual strategic initiatives link the priorities in Compass to the goals of individual offices and departments**

Response	Frequency	Percent	Mean: 3.95
Strongly Disagree	5	2.06	
Disagree	8	3.29	
Neutral	54	22.22	
Agree	102	41.98	
Strongly Agree	74	30.45	
No basis to judge	40		

**I understand how the college uses Institutional Effectiveness Assessment Measures to evaluate the accomplishment of its mission**

Response	Frequency	Percent	Mean: 3.84
Strongly Disagree	5	2.06	
Disagree	14	5.76	
Neutral	62	25.51	
Agree	96	39.51	
Strongly Agree	66	27.16	
No basis to judge	39		

**Employees have the opportunity to participate in planning**

Response	Frequency	Percent	Mean: 3.56
Strongly Disagree	7	2.88	
Disagree	28	11.52	
Neutral	71	29.22	
Agree	95	39.09	
Strongly Agree	42	17.28	
No basis to judge	40		

**Planning is informed by data**

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	3	1.38	
Disagree	12	5.50	
Neutral	55	25.23	
Agree	98	44.95	
Strongly Agree	50	22.94	
No basis to judge	65		

**Area, office, and departmental plans reflect the priorities in the college's Strategic Plan**

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	4	1.79	
Disagree	7	3.13	
Neutral	54	24.11	
Agree	105	46.88	
Strongly Agree	54	24.11	
No basis to judge	56		

**Budget decisions reflect the college's planning priorities**

Response	Frequency	Percent	Mean: 3.71
Strongly Disagree	5	2.25	
Disagree	19	8.56	
Neutral	58	26.13	
Agree	94	42.34	
Strongly Agree	46	20.72	
No basis to judge	61		

**Institutional effectiveness is regularly assessed**

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	3	1.36	
Disagree	11	4.98	
Neutral	42	19.00	
Agree	92	41.63	
Strongly Agree	73	33.03	
No basis to judge	63		

**Assessment results are used for improvement**

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	5	2.39	
Disagree	12	5.74	
Neutral	57	27.27	
Agree	82	39.23	
Strongly Agree	53	25.36	
No basis to judge	71		

**Please indicate your job classification:**

Response	Frequency	Percent	Mean: 2.46
Administrative/Professional Staff	77	27.60	
Credit Fulltime Faculty	59	21.15	
Support Staff/Hourly	81	29.03	
Credit Adjunct Faculty	62	22.22	

**Status:**

Response	Frequency	Percent	Mean: 1.29
Benefit eligible	194	70.80	
Non-benefit eligible	80	29.20	



Appendix 52



**CARROLL**  
COMMUNITY COLLEGE

**TABLE OF  
ORGANIZATION**

Approved Board of Trustee: June 17, 2015  
Revised April 20, 2016

**CARROLL COMMUNITY COLLEGE**  
*Board of Trustees*

**President**  
*Dr. James Ball*

Chief Compliance &  
Integrity Officer  
*Dr. Michael Kiphart*

Director of College Communications,  
Media Relations & Staff Development  
*Sylvia Blair*

Executive Associate II  
*Marianne Anderson*

Administrative Associate  
*Lynda Swanson*

Vice President  
Academic & Student  
Affairs  
*Dr. Jan Ohlemacher*

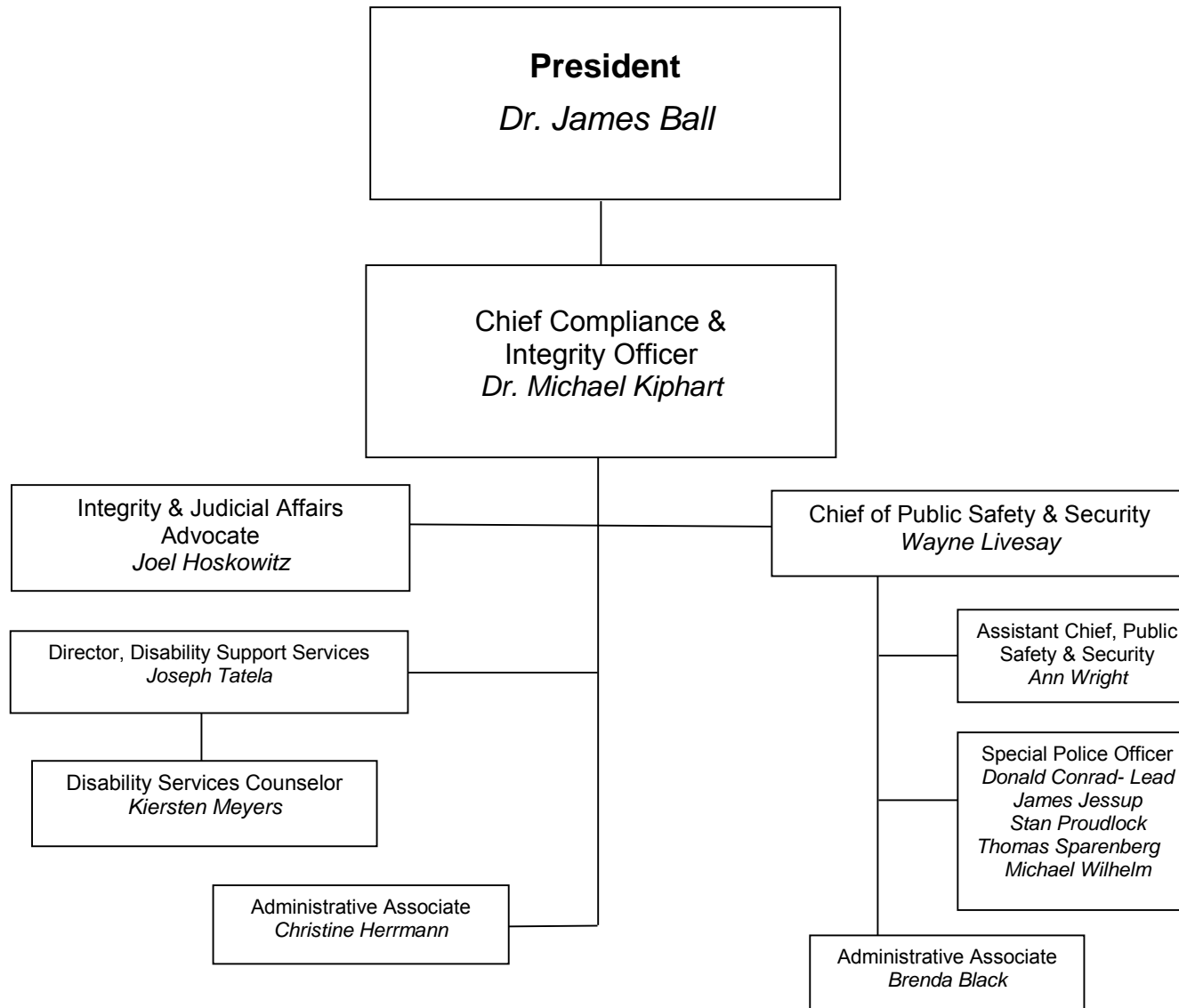
Vice President  
Planning, Marketing  
& Assessment  
*Dr. Craig Clagett*

Vice President  
Continuing Education &  
Training  
*Karen Merkle*

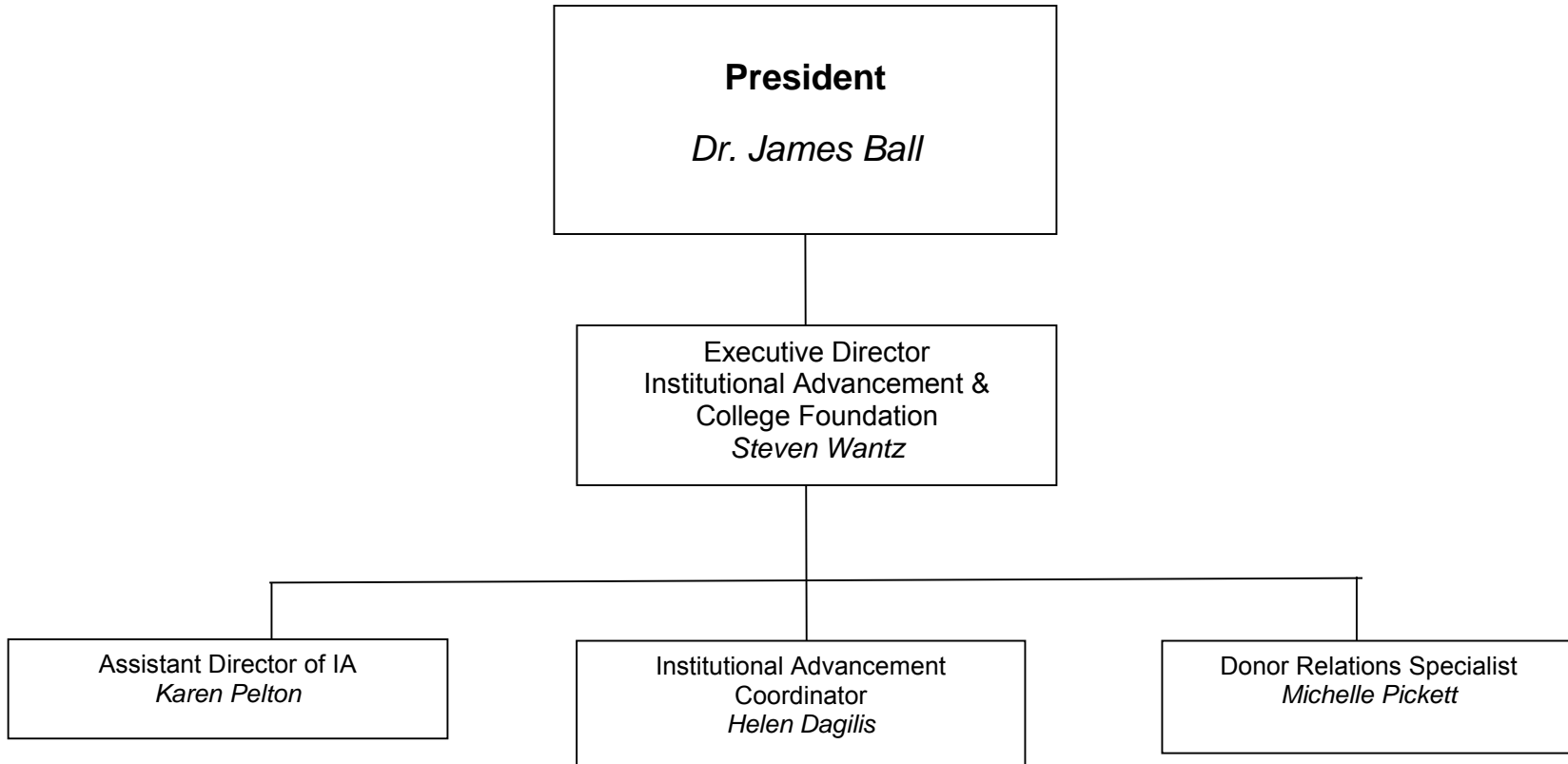
Executive Vice President  
Administration  
*Alan Schuman*

Executive Director  
Institutional Advancement &  
College Foundation  
*Steven Wantz*

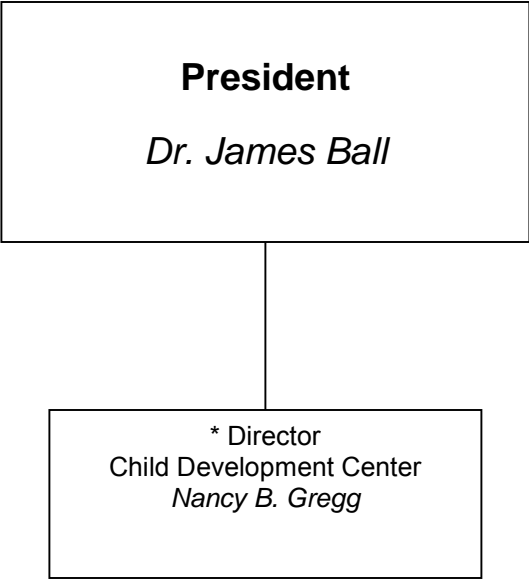
Director Child  
Development Center  
*Nancy B. Gregg*



# INSTITUTIONAL ADVANCEMENT

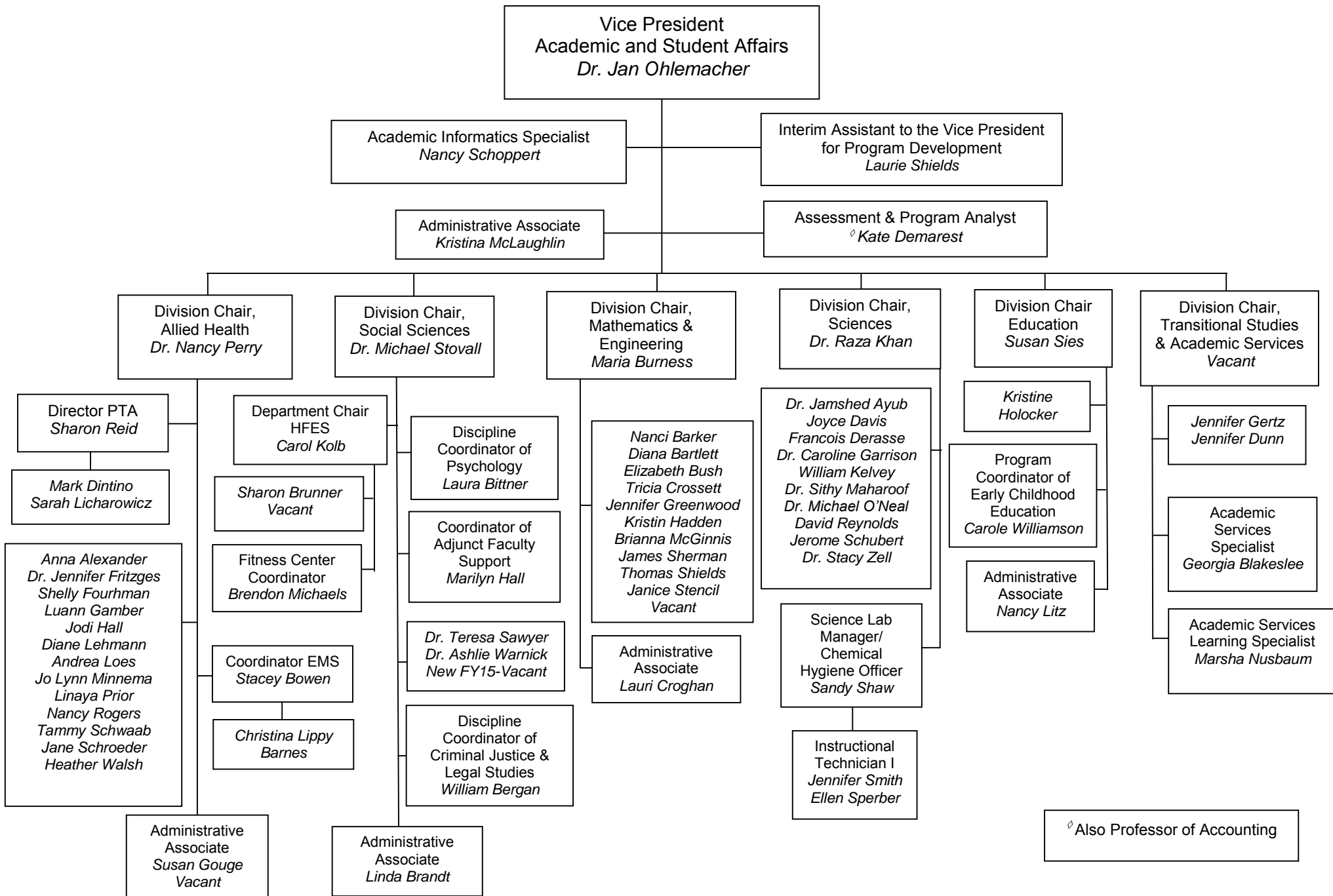


**CHILD DEVELOPMENT CENTER**

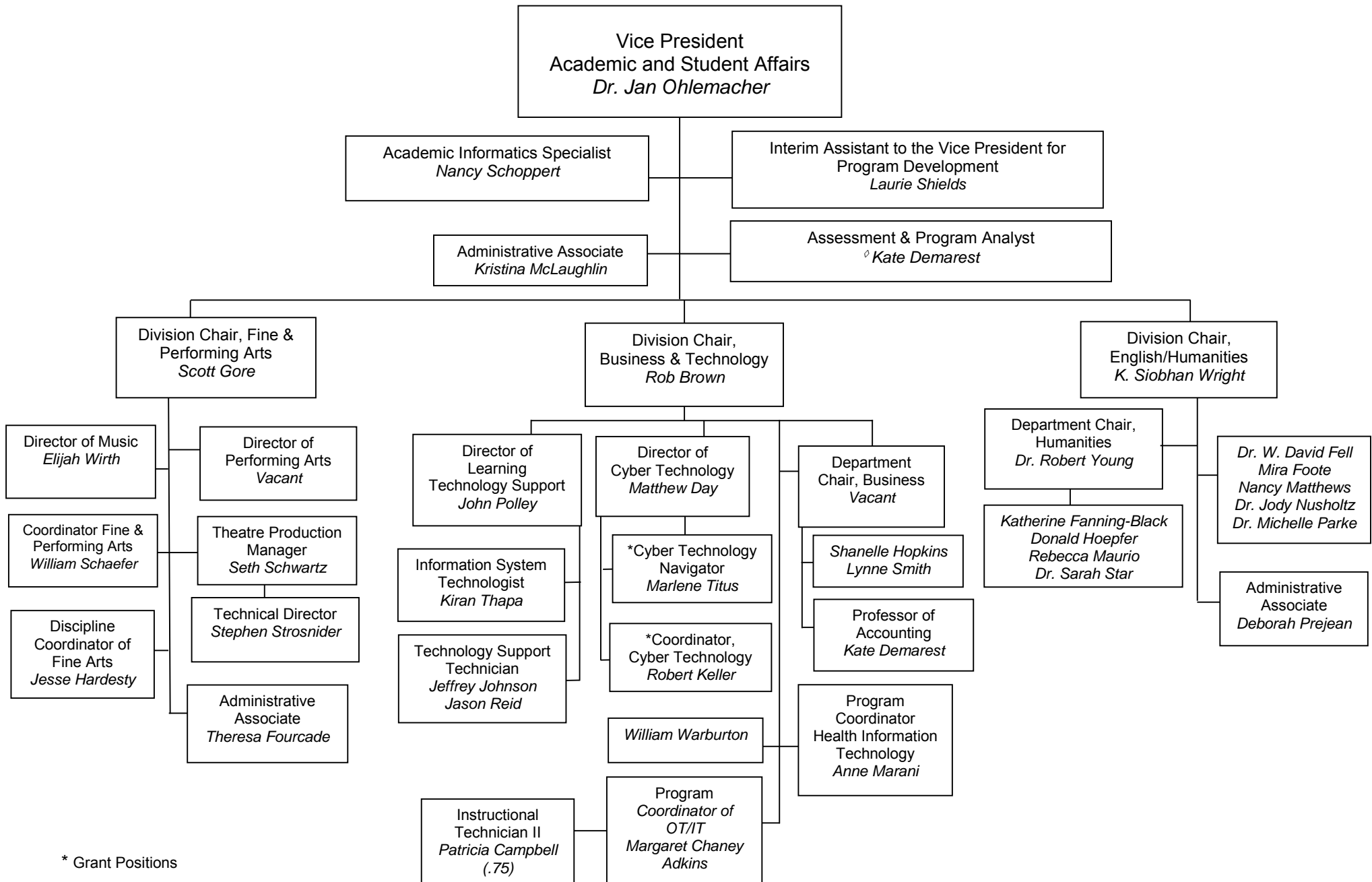


\* Auxiliary Enterprise Funded Position

# ACADEMIC AFFAIRS



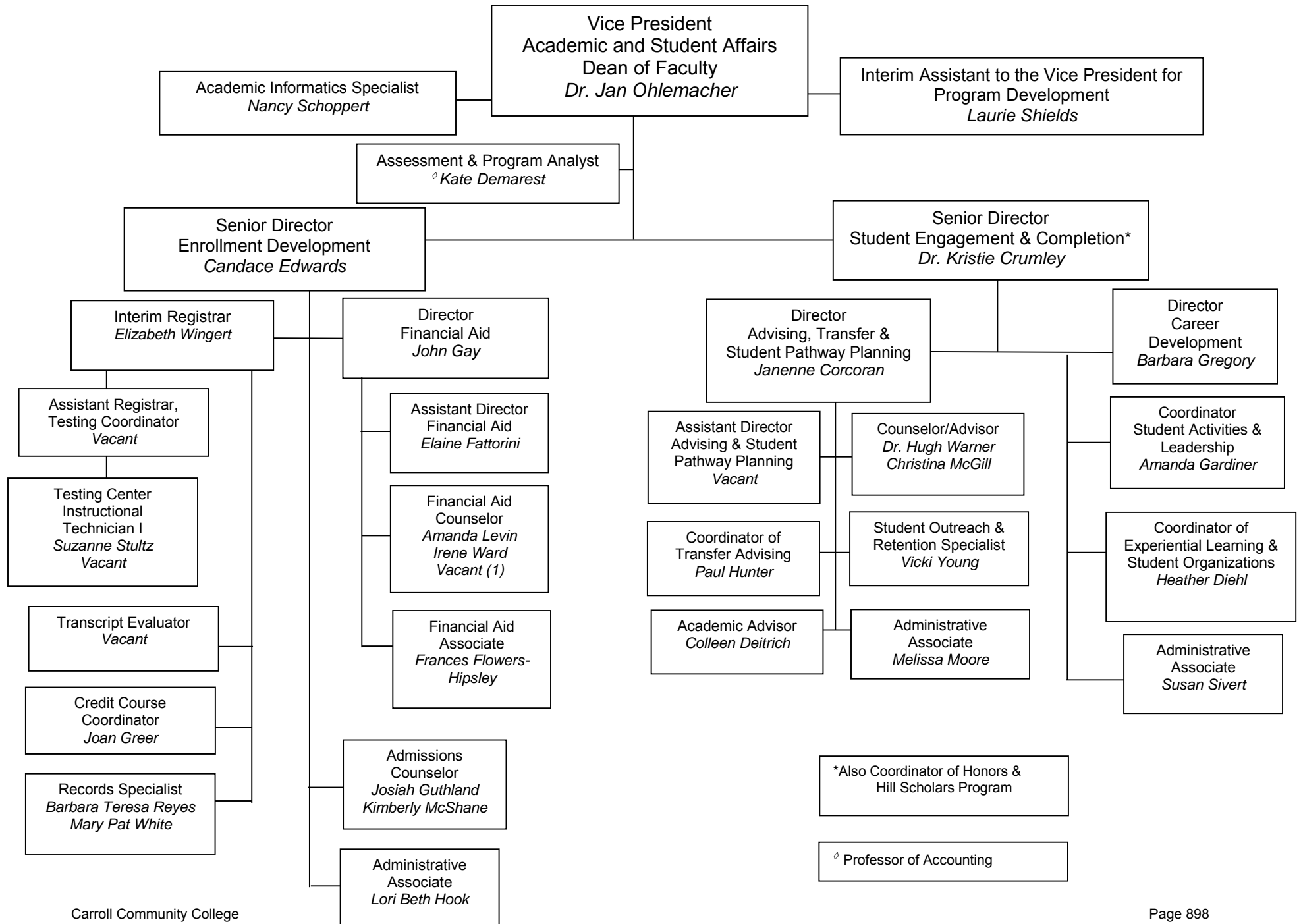
# ACADEMIC AFFAIRS



\* Grant Positions

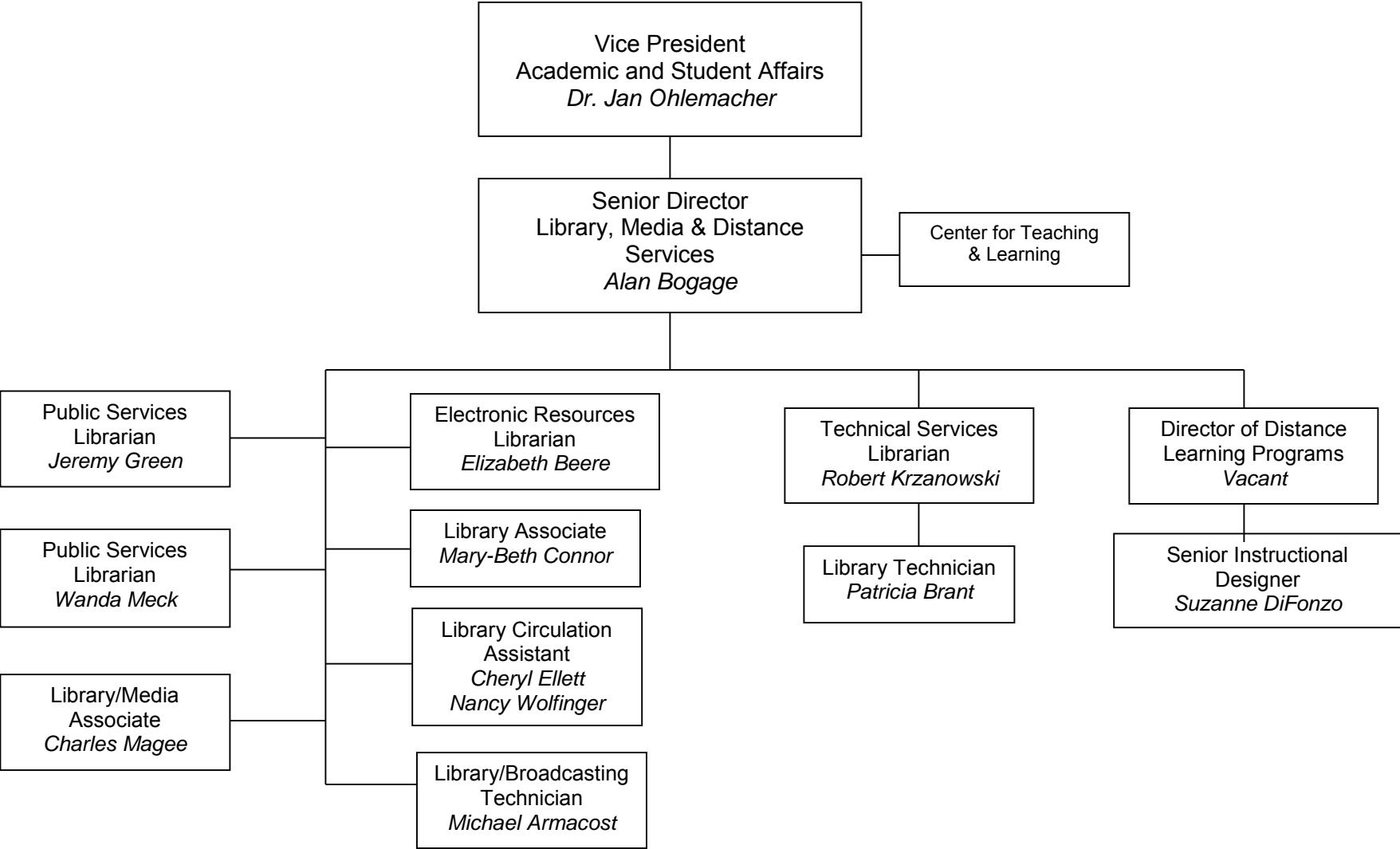
Note: 1 Vacant position-Dean, Not to be Filled

# STUDENT AFFAIRS

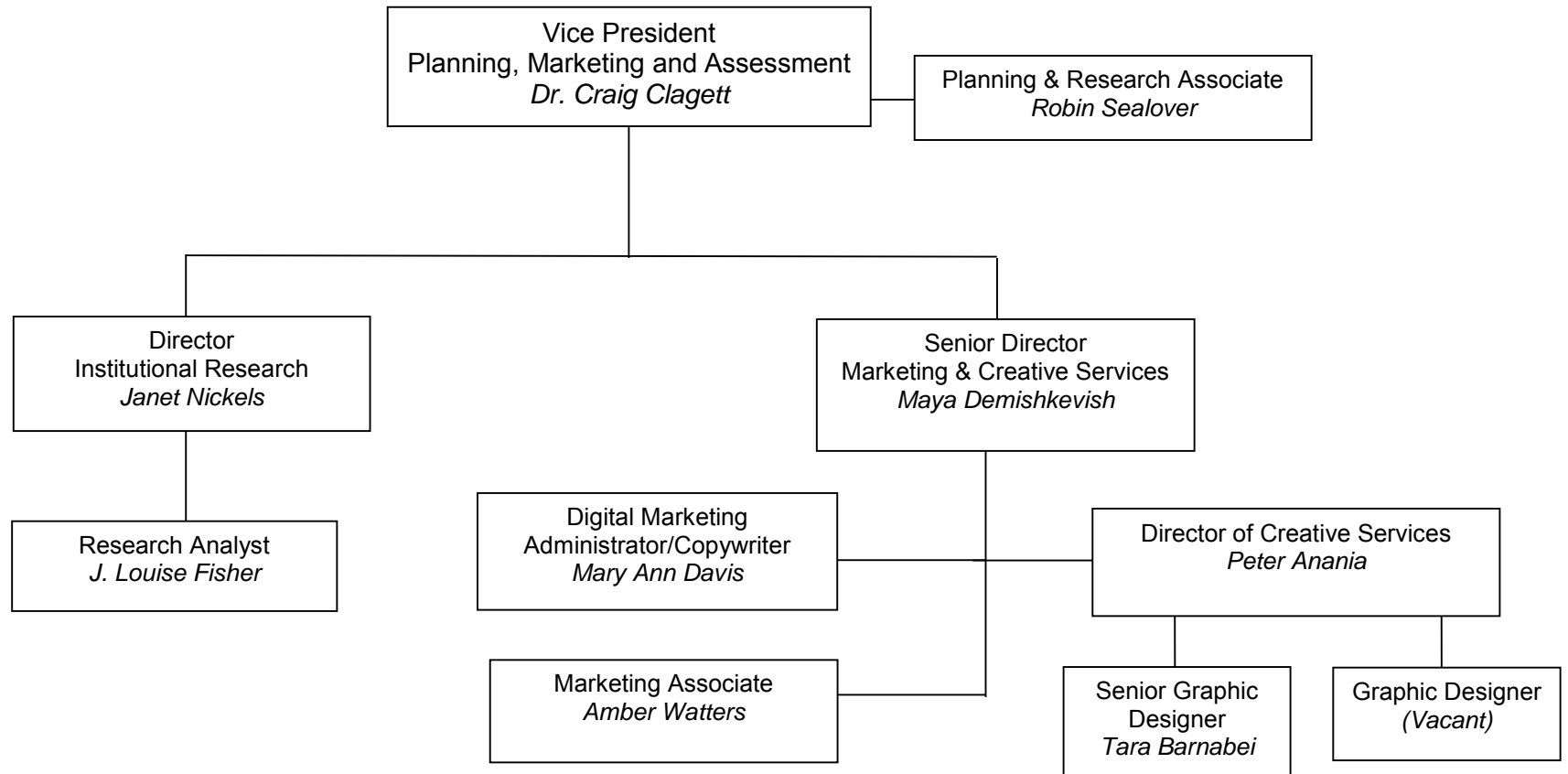




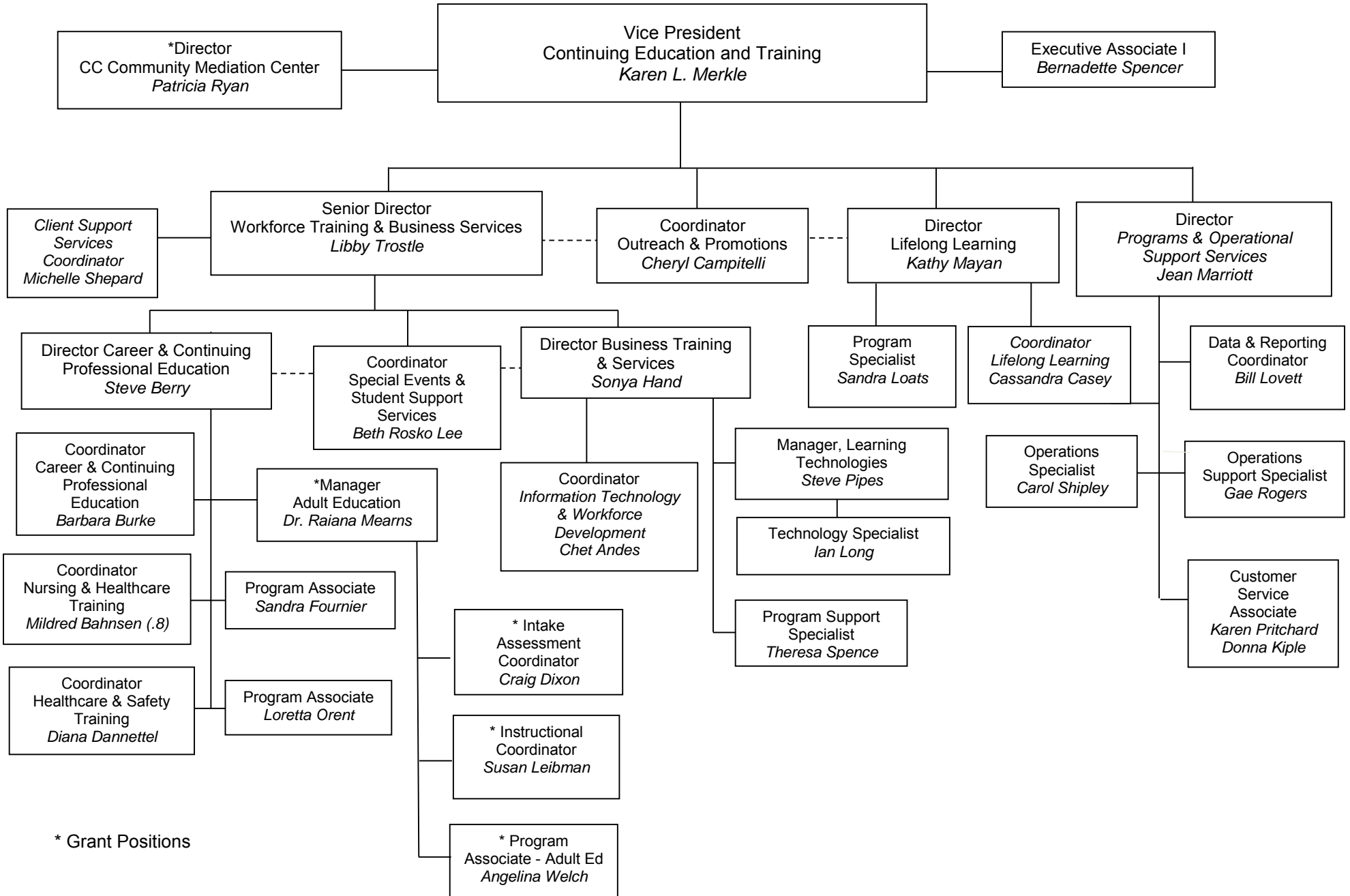
# LEARNING RESOURCES



# PLANNING, MARKETING AND ASSESSMENT

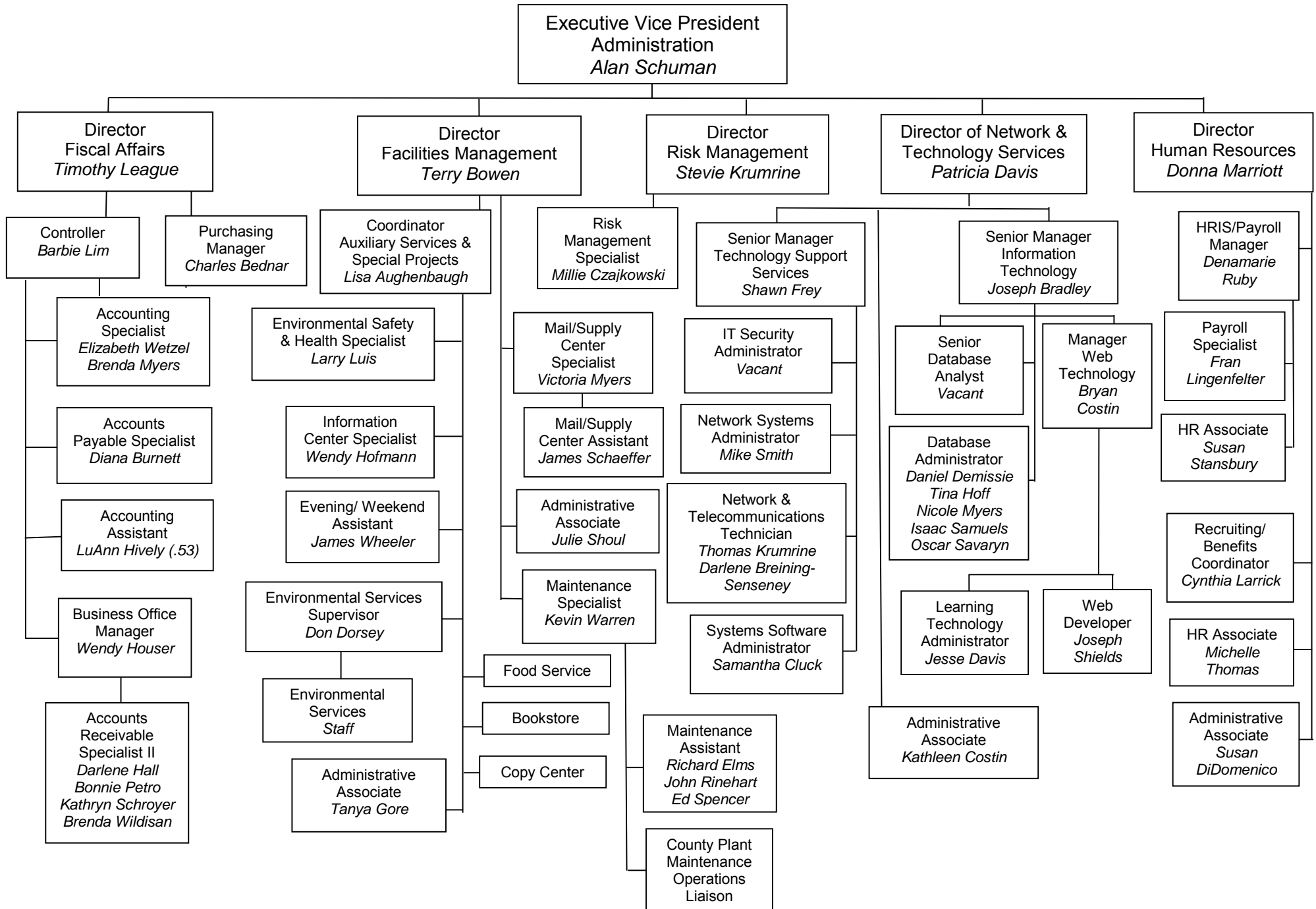


# CONTINUING EDUCATION AND TRAINING

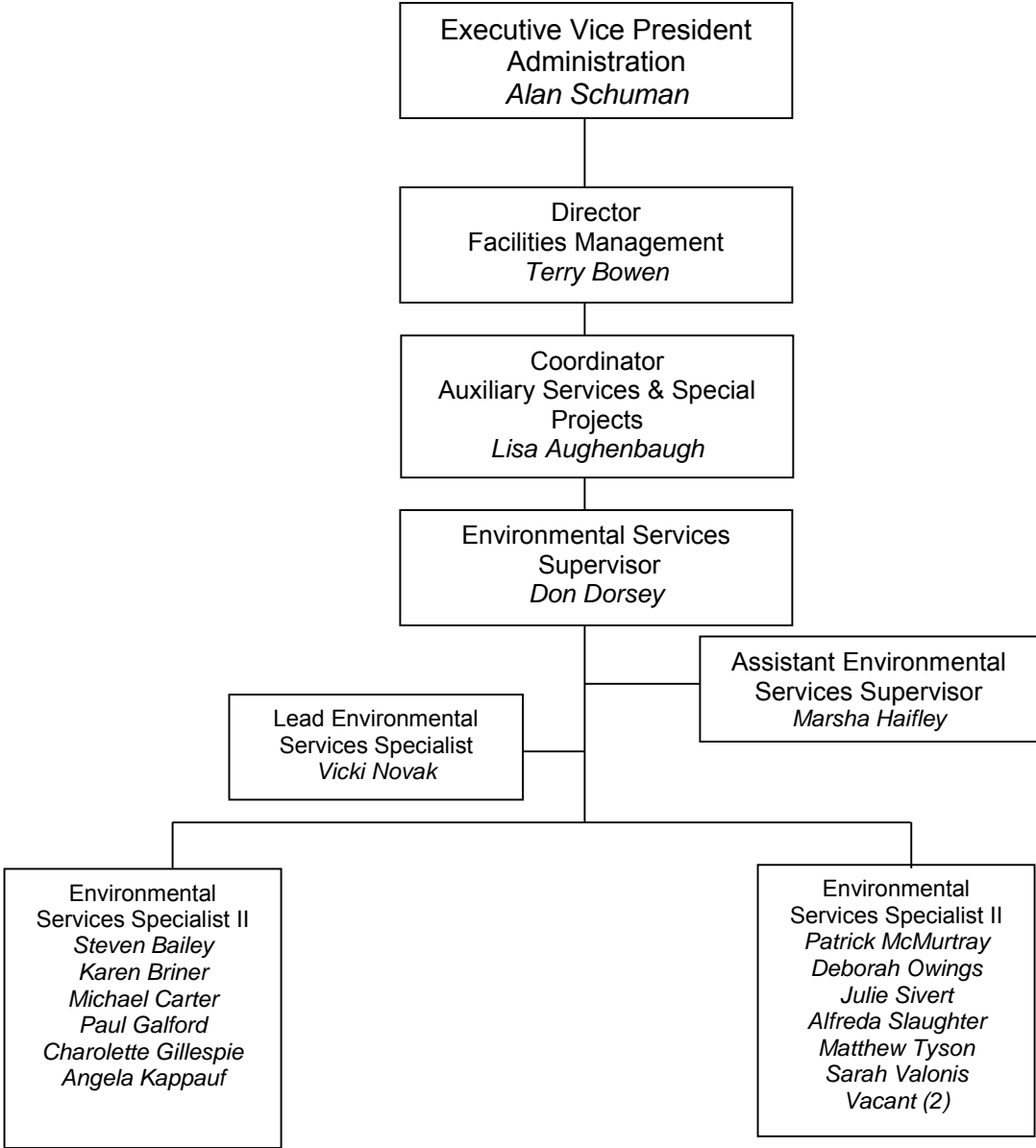


\* Grant Positions

# ADMINISTRATION



**ADMINISTRATION  
ENVIRONMENTAL SERVICES**





**CARROLL**  
COMMUNITY COLLEGE

**Diversity/World View Annual Report**

**September 1, 2015**

**Carroll Community College**

**1601 Washington Rd**

**Westminster, MD 21157**

# Carroll Community College

## Diversity/World View Annual Report

### September 1, 2015

#### Introduction

Since inception, Carroll Community College has endeavored to maintain practices and activities designed to foster awareness and increase competence related to issues of equity, diversity, multicultural and global awareness for students and staff. Several years ago a committee was established to lead and carry out related diversity activities. While past activities have been effective in raising awareness and competence, the college recognized the need to create a more comprehensive plan to develop, assess and improve upon our desired goals. This plan outlines goals and initiatives in the following areas: Curriculum, Learning Environment, Student Achievement, Employee Development, and Code of Integrity. These efforts will assure that students and staff are equipped to interact, work, and succeed in the Twenty-First Century and that the college's student body and staffing reflect the racial and cultural diversity of the community in which we live.

#### Existing Institutional Goals Relating to Diversity/Global View

The following items represent major direction-setting goals and other planning/curricular statements established to promote values of diversity and global view among students and staff.

- **Mission based Institutional Goal 7:** Embrace an increasingly diverse and changing world by encouraging students, faculty, and staff to value diversity, cultivate global awareness, and practice responsible citizenship.
- **General Education Learning Goals**

General Education Mission: The General Education Program at Carroll Community College introduces students to the fundamental knowledge, skills, and values essential to the further exploration of academic disciplines; encourages intellectual curiosity and the pursuit of life-long learning; and fosters personal and social responsibility in a diverse, complex, and changing world.

#### *General Education Learning Goal 6: Global Awareness*

*Students will acknowledge and comprehend the beliefs, behaviors, and values of diverse populations within a global environment.*

*Toward attaining this goal, students will:*

- *Analyze and evaluate the significance of cultures and societies from a variety of perspectives*

- *Explain the impact of economic, political, and technological changes on diverse cultures*
- *Examine the interdependence of humanity*
- *Appreciate the commonalities and the differences among world cultures*

*General Education Learning Goal 7: Personal Development and Social Responsibility*

*Students will recognize and engage in personal and social behaviors responsible for the wellness of self and community.*

*Toward attaining this goal, students will:*

- *Develop a framework for ethical decision making and personal responsibility*
- *Examine how personal behaviors affect self and others*
- *Collaborate with others to achieve a common goal*
- *Participate in and reflect on personal learning experiences*

**Existing Diversity Monitoring Processes**

The college monitored racial and ethnic diversity of students and employees, and student academic progress by racial/ethnic groups, through the following periodic reports:

- Annual Performance Accountability Report to the Maryland Higher Education Commission
- Annual Cultural Diversity Report to the Maryland Higher Education Commission

**Diversity/World View Committee**

The Diversity/World View Committee is a recommending body to the President and Executive Team as well as a working committee. Its function is to develop and recommend objectives and strategies to meet Diversity/World View long-range goals, and to assist the college in carrying out staff development, awareness and other activities to enhance accomplishment of Diversity/World View plan goals.

Committee membership is representative of major constituencies on campus: students, faculty, administration, and support staff. Members also represent each major functional unit of the college: Academic and Student Affairs, Advancement Office, Administrative Services, Continuing Education and Training, Planning, Marketing and Assessment, and Office of Compliance and Integrity. The college strives to have balanced representation of racial/ethnic and gender group representation on the committee to foster inclusion and equitable representation.

The committee's ongoing charge is to:

1. Define values and principles upon which the college can build and maintain a program of understanding and shared values concerning the dignity and worth of all races, cultures, religions and ways of life;
2. Assist in developing learning and staff development activities aimed at promoting diversity and global awareness values and competencies;
3. Develop, maintain, and assess the Diversity/World View action plan.



Fundamental to the Diversity and Global View Plan is the following value statement developed by the Diversity Committee:

***“We embrace an increasingly diverse and changing world, encouraging students, faculty and staff to value diversity, cultivate global awareness, promote social justice, and welcome new ways of working with and learning from the unique contributions of all people.”***

The Committee will be undertaking a review of its plan and goals in the latter half of 2015 to develop a strategic five-year direction looking towards 2020.

## **Section I**

### **Goals, Intended Outcomes, Activities, and Assessment Measures**

Diversity is seen as an integral component across all areas of the institution. The following goals reflect specific initiatives to advance diversity and global awareness.

#### **I. Curriculum**

**Goal:** Within the curriculum and co-curriculum students will demonstrate attitudes, knowledge and behaviors exemplifying cultural competence and recognition of the interdependence of humanity across the global community.

##### **Intended Outcomes:**

1. The curriculum will include learning experiences and intended learning outcomes that allow all students to develop cultural competence (including valuing diversity, cultural awareness/cultural intelligence [Bucher 2008], and global view competencies).

##### **Activities:**

- a. *Support the General Education assessment process and help to ensure that the specific intended learning outcomes relating to Global Awareness are being measured and improved.*
- b. *Increase the opportunities for students to participate in a variety of diversity programs and events outside of the classroom.*
- c. *Expand the graduation requirement so that two “Diversity/World View” designated courses must be completed and explore the possibility of awarding a certificate to students who take a number of Diversity/Global View credits beyond the requirement.*

- d. *Assess Diversity/World View designated courses to determine the extent to which relevant outcomes are being met.*

Bucher, R. D. (2008). *Building Cultural Intelligence (CQ): Nine Megaskills*, Upper Saddle River, N.J.: Pearson Prentice Hall.

2. Faculty and staff will demonstrate Diversity/World View competencies and be able to promote the institutional value of Diversity/World View.

**Activities:**

- a. *The Diversity/World View committee will promote specific competencies relating to cultural competency to be used in campus-wide staff development and student development activities.*
  - b. *The Diversity/World View committee will work with existing faculty and staff development committees to redefine and expand programs and development experiences designed to continuously build cultural competencies among staff.*
  - c. *Develop and convene yearly an external Diversity/World View Advisory Committee to provide input and feedback to the college on the development of our goals.*
3. Students and the community will identify Carroll Community College as an institution that values, promotes, and prepares students for living in an increasingly diverse and global community.

**Activities:**

- a. *The Community Outreach Committee will further develop strategies to enhance public awareness of our Diversity/World View institutional activities.*
4. Non-credit course offerings and programming will provide the community with enhanced exposure to diversity/world view issues.

**Activities:**

- a. *Schedule an array of non-credit courses and activities that educate students about varying cultures and philosophies.*
- b. *Include diversity awareness topics in occupational training as appropriate.*

**Measure:** *Institutional Effectiveness Indicator 46*, Percent of students agreeing that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity; from the college's student satisfaction surveys; top 3 ratings on a five-point scale.

**Benchmark:** 90%

**Outcome:** 91.2% (Down from 95.4% from the previous year, meets the benchmark set for measure)

**Measure:** *Institutional Effectiveness Indicator 47*, Percent of students agreeing that the college creates an atmosphere of inclusion for all members of the college community; from student satisfaction surveys; top 3 ratings on a five-point scale.

**Benchmark:** 90%

**Outcome:** 95.3 (Down 1.6% from 96.9% from the previous year, meets benchmark for measure)

## II. Learning Environment

**Goal:** Provide an affordable center of learning with supportive and caring faculty and staff, appropriate admissions practices, effective learner support services, relevant programs, and a variety of teaching and learning strategies. (Mission Based Institutional Goal 1)

### Intended Outcomes

1. Community members from historically underrepresented groups will identify the college as a viable choice based on a commitment to diversity and a broad global perspective.

**Activity:**

- a. Enhance diversity awareness through additional recruitment and admissions marketing informational resources and activities and track those activities in the yearly student affairs plan.*

2. The college will maintain open access to programs assuring equitable opportunity to enter and succeed within all college programs.

**Activity:**

- a. Monitor recruitment process and participation rates within all college programs*

3. Improve student success and retention by emphasizing the importance of valuing both our differences as well as our commonalities.

**Activities:**

- a. Reinforce Diversity/World View competency development through first advising session and orientation activities.*
- b. Monitor and meet or exceed the college's achievement goals and enhance persistence efforts targeted to underrepresented groups*

4. Impact retention via "High Impact" programs designed to engage students in applying their learning experiences outside of the classroom using service learning, academic communities, and internships designed to foster cultural awareness and global view perspectives.

**Activities:**

*Enhance diversity global view initiatives within activities in the following areas:*

- a. *Implement a World View Competencies completion certificate and recognition program in Service Learning, Academic Communities, and Leadership Challenge Multicultural Track*
5. Provide students with exposure to a variety of transfer and post-graduate options.

**Activity:**

- a. *Enhance diversity topics presented in COL 100 (College Success) and CAR 100 (Career Development) courses, and provide greater diversity in terms of transfer institution information and visits.*

**Measure:** Credit enrollment by racial/ethnic group, MHEC Performance Accountability Report (PAR) #18

**Benchmark:** \*8.3% (The current percentage of non-whites within the service area population) \*Updated

**Outcome:** 9.2% (PAR 2014, reported for fall 2013)

Because the number of students within each racial/ethnic category is less than 50, all racial/ethnic categories are reported as a whole.

**Measure:** Percent minorities of full-time faculty, PAR #19

**Benchmark:** \*8.3% (The current percentage of non-whites within the service area population.)

\*Updated

**Outcome:** 3.9% (PAR 2014, reported for fall 2013)

**Efforts to meet benchmark:** Please refer to Section II.

**Measure:** Percent minorities of full-time administrative and professional staff, PAR#20

**Benchmark:** \*8.3% (The current percentage of non-whites within the service area population.) \*Updated

**Outcome:** 7.6% (PAR 2014, reported for fall 2013)

**Efforts to meet benchmark:** All faculty and staff searches work to attract minority candidates by advertising in special publications and making efforts to reach potential minority candidates.

### III. Student Achievement

**Goal:** Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student learning, engagement and responsibility. (*Compass Strategic Plan Priority I*)

#### Intended Outcomes

1. The college will have met all student achievement benchmarks by racial category

**Activities:**

- a. *Monitor completion/success data by racial/ethnic categories*

- b. *Complete a minority achievement report as required by MHEC every three years.*
- c. *Assist in developing improvement strategies to enhance student achievement by racial/ethnic category*
- d. Support the General Education assessment process and help to ensure that the specific intended learning outcomes relating to Global Awareness can be measured and improved for racial /ethnic categories.

**Measure:** Percent of enrollees by racial/ethnic group in developmental English, reading, and mathematics earning grades C or above, reported separately by discipline.

**Benchmark:** 70%

**Outcome:** English: 58.6% (up from 53.6% the previous year)

Reading: 75.0% (up from 71.3% the previous year)

Math: 52.2% (down from 53.0% the previous year)

The most recent data available is for the 2013-2014 academic year. Because the number of students in each non-white racial category is not reportable (N less than 50), the percentages provided are for all non-white racial categories taken as a whole.

**Efforts to meet benchmark:** All developmental courses have been redesigned. The increases in English and Reading are credited to the redesigned curriculum which have been fully implemented. The redesigned Math curriculum was fully implemented last year and, while there was a slight drop for this year of less than one percent, the students are adjusting to the new redesigned curriculum and the College expects better performance in the second and third years of implementation.

**Measure:** Percent of fall first-time fall cohort needing developmental coursework who completed all recommended developmental courses within four years of entry, by racial/ethnic group.

**Benchmark:** 60%

**Outcome:** 48.9% (down from 64.4% last year)

The most recent data available is for the fall 2009 cohort. Because the number of students in each non-white racial category is less than 50, the percentages provided are for all non-white categories taken as a whole.

**Efforts to meet benchmark:** The newly redesigned curriculums to multiple modules for developmental courses has impacted students and allowed them to extend their efforts to complete the developmental courses over additional semesters. This should level out over time and we expect it to again approach or surpass the established benchmark.

**Measure:** Percent of first-time fall cohort enrolling in subsequent spring term, by racial/ethnic group.

**Benchmark:** FT 80%, PT 55.5% for all racial/ethnic categories

**Outcome:** Full-time: 71.4% (down from 72.57% last year)

Part-time: 70.8% (down from 75.9% last year)

Because the number of students in each non-white racial category is less than 50, the percentages provided are for all non-white categories taken as a whole. The most recent data available is for the 2014-2015 academic year.

**Efforts to meet benchmark:** Continual marketing to explain the benefits of completing an associate's degree prior to graduation; personal contact to those who have not reregistered; personal attention to those students identified by faculty as being at-risk; implementation of a student loan program. The overall retention and graduation rates for the College are presently at an all-time high. The benchmark for full-time students is very aggressive and one the College hopes to eventually meet.

**Measure:** Percent of fall first-time fall cohort attempting 18 hours during the first two years, who graduated, transferred, earned at least 30 credit hours with a cumulative grade point average of 2.0 or greater, or were still enrolled four years after entry, by racial/ethnic group.

**Benchmark:** 75%

**Outcome:** 67.6% (down from 72.1% last year)

Because the number of students in each non-white racial category is less than 50, the percentages provided are for all non-white categories taken as a whole. The most recent data available is for the fall 2008 cohort.

**Efforts to meet benchmark:** The College is in the process of implementing areas of study, graduation plans, pathways, and mandated checkpoints to help ensure student success. The Ellucian Student Planning Module is fully implemented and all new students receive an academic plan to graduation upon enrollment that is used and adjusted with academic advisors and faculty for the students' time at the College. The planning module should increase the students' performance on this measure.

#### **IV. Employee Development**

**Goal:** Employees will be culturally competent and racially and ethnically representative of Carroll County.

**Intended Outcomes:**

1. Secure a faculty and staff that mirror our service area demographics.

**Activity:**

*a. Assure that the college's staffing is representative of demographics in the service area and enhance opportunities for creating diverse pools of job applicants, including hiring greater diversity among the adjunct faculty.*

2. Diversity is identified as an institutional goal during recruitment, interviewing and new employee orientation.

**Activity:**

*a. Expand cultural competencies training (i.e. responses to / rights related to different types of harassment) within programs for employee orientation and staff development.*

3. Cultural competencies will be further integrated in staff development and training provided for all faculty and staff

**Activities:**

- a. *Include diversity-related workshops in January and August full-faculty development events (ideas: working with English Language Learners; developing cultural intelligence, Understanding rights of and resources for students with disabilities, etc.)*
- b. *Plan and promote a variety of diversity-related events (workshops, book discussions, films) during the semester; encourage staff and faculty participation in one event per semester*
- c. *Use Diversity logo to easily identify activities and events*

**Measure:** Racial/ethnic composition of all full-time and part-time employees.

**Benchmark** 8.3%\* (The current percentage of non-whites within the service area population.) \*Updated

**Outcome:** 8.1% as of November 1, 2014

**Efforts to meet benchmark:** The 8.1% is very close to the benchmark of 8.3% within the service area population. Given the small number of total employees, differences of only one employee can significantly increase or decrease this percentage.

**Measure:** Institutional Effectiveness Indicator 48, Percent of employees agreeing that the college provides the education, resources, training, and personnel necessary to support its commitment to diversity; from employee satisfaction surveys conducted by Institutional Research; top 3 ratings on a five-point scale.

**Benchmark:** 90%

**Outcome:** 90.8% (From the 2015 employee survey.)

**Measure:** Institutional Effectiveness Indicator 49, Percent of employees agreeing that the college creates an atmosphere of inclusion for all members of the college community; from employee satisfaction surveys; top 3 ratings on a five-point scale.

**Benchmark:** 90%

**Outcome:** 93.2% (From the 2015 employee survey.)

## **Section II**

### **Students**

The Admissions Office handles the bulk of the student recruiting efforts expended by the college and generally approaches the community as a whole rather than targeting any individual group. In general, the majority of the focus is directed towards those individuals who have recently graduated or are about to graduate from high school. There are many initiatives and approaches taken to ensure that the

college reaches underrepresented groups such as race and first generation students from more rural areas. They include:

- Visiting each of the eight public high schools within the county at least four times each academic year.
- Attending college or career fair evening or weekend events hosted by Carroll County public high schools and the Career and Technology Center.
- Scheduling individual meetings with students who have been identified by high school counselors as needing extra attention gearing themselves toward college.
- Meeting with students and ESL high school coordinators.
- Coordinating field trips and/or information sessions, tours etc. at the college to give students an opportunity to visit CCC.
- Collaborating with Marketing and Creative Services to identify students from various race and ethnic backgrounds for use on recruitment publications.
- Offering information sessions to all GED classes to guide them into appropriate courses after GED completion.
- Providing targeted publicity for all campus wide recruitment events to ensure that all public, private, and homeschooled students within the county are equally informed.
- Sending a continual public message of open enrollment, affordability, quality education, and student support.

Funding for diversity events and programs continues to be an area of concern and need. The College continues to offer the best possible “home-grown” programming. The College offered the following events and programs during the 2014-2015 academic year for the student body and College community. These events were primarily sponsored by the Student Life Office and the Student Government Organization.

Dates	Time	Event	Location	Descriptions
<b>September</b>				
Monday, Sept 8 & Tuesday, Sept 9	10am-1pm	Club Fair	Great Hall	This fair allows a diverse group of Carroll student clubs to come together and share their mission, vision, and activities with other students.
Monday, Sept 15 & Tuesday, Sept 16	10am-1pm	Community Fair	Great Hall	This is an opportunity for students, faculty and staff to interact with representatives from various community partners. The partners will provide information on service and internship experiences.
Friday, Sept 26	8:30 am-4 pm	iServe Trip to SERRV International	New Windsor, MD	SERRV International is a nonprofit organization with a mission to eradicate poverty wherever it resides by providing support to artisans and farmers worldwide. This service opportunity will allow students to learn about Fair Trade and package handmade items from all over the world.



October				
Friday, Oct 3- Saturday, Oct 4		Chester River Service and Leadership Retreat	Eastern Shore, MD	On this service and leadership retreat to the Echo Hill Outdoor School on the Eastern Shore, students will participate in outdoor adventures, test your leadership skills and help promote stewardship of Maryland's most valuable watershed with an environmental service project.
Monday, Oct 6	2:30-5:30	iServe trip to Copper Ridge	Sykesville, MD	Copper Ridge is an organization which serves people in our senior community who may be dealing with memory loss or memory impairment. Students will be helping the residents carve pumpkins for Halloween!
Friday, Oct 10	8am-2pm	iServe trip to First Fruits Farm	Freeland, Maryland	Help harvest fresh fruits and vegetables to provide healthy and nutritious meals to individuals in need! The Fresh Fruits Farm is located in Freeland, MD
Monday, Oct 13	12:30-1:30 pm	Indigenous Peoples' Day	Great Hall	Piscataway Nation Singers and Dancers welcome this opportunity to educate and entertain audiences who want to learn more about Native American history, culture and contemporary issues.
November				
Wednesday, Nov 5	3:30-4:30 pm	Human Services Program Workshop	P520	Human Services Program of Carroll County, Inc. is committed to improving the quality of life and self-sufficiency of at-risk and low-income Carroll County residents by providing assistance with basic needs, advocacy, linkages to resources and opportunities to enhance life skills. Come learn about what this organization has to offer our community—and how you can get involved!
Tuesday, Nov 11	5-7 pm	Education Department Movie: Temple Grandin	L287	A biopic of Temple Grandin, an autistic woman who has become one of the top scientists in the humane livestock handling industry.
Saturday, Nov 15	6:45 AM-11:30 pm	New York Blast Trip	NYC	Join us as we travel to the Big Apple to see Radio City Christmas Spectacular! Tickets are available in the Business Office Monday, October 6 <sup>th</sup> .
Monday, Nov 17 <sup>th</sup>	3:30-4:30 pm	Positive Language Workshop	A125	Learn more about the power of language. How we speak and the words we choose have a much larger impact than we may think.
Friday, Nov 21	10:30 am-	Poverty Simulation	K100	This workshop allows participants to assume the roles of mid to low-income family members living on a limited

	1:30 pm			budget. The simulation creates awareness for participants who serve clients within this population, and helps them gain a better understanding of the systems that the clients have to navigate to survive.
Tuesday, Nov 25	6 pm-8 pm	iServe Trip to the Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
<b>December</b>				
Monday, Dec 1	2:30-4:30 pm	iServe trip to Copper Ridge	Sykesville, MD	Copper Ridge is an organization which serves people in our senior community who may be dealing with memory loss or memory impairment. Students will be helping the residents make Christmas crafts!
Friday, Dec 5	10am-4pm; Various times	iServe trip to Neighbors in Need	Westminster, MD	The Holiday Program of Neighbors in Need helps Carroll County residents provide holiday presents for their family. Families in need are able to "shop" (at no cost) in the Holiday Shop.
<b>January</b>				
Monday, Jan 19	9am-1pm	MLK Day of Service	McDaniel College	This event is to help Carroll County Public School students understand the significance of two of the things Dr. King was most passionate about—civility and service!
Tuesday, Jan 27	6-8 pm	iServe trip to the Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
<b>February</b>				
Monday, Feb 9-Tuesday, Feb 10	10 am-1 pm	Club Fair	Great Hall	This fair allows a diverse group of Carroll student clubs to come together and share their mission, vision, and activities with other students.
Thursday, Feb 12	3:30-4:30 pm	African American magicians in Contemporary Society	Great Hall	The history of African American magicians is as sparse as the number of them that are performing professionally. Throughout American history, black magicians have achieved great skill in both the tricks of the trade and the business side of the performing. However, slavery and racial discrimination took its toll on the careers and

				memories of early black magicians, preventing them from becoming household names such as Keller, Thurston and Houdini in the magic community and the world at large.
Thursday, Feb 12	4-6pm	Relationship Workshop	K122	Learn how to build healthy relationships from the Marriage and Relationship Education Resource Center in Carroll County
Monday, Feb 16-Friday, Feb 20		Diversity Week		Various Diversity-related events planned this week (see below)
Monday, Feb 16	3:30-4:30 pm	Leadership and Diversity Workshop	TBD	Understanding how to lead a diverse team, the challenges you will face and the potential for success.
Wednesday, Feb 18	10 am-1 pm	Community Fair	Great Hall	This is an opportunity for students, faculty and staff to interact with representatives from various community partners. The partners will provide information on service and internship experiences.
Tuesday, Feb 19	11:30-1	Meet and Greet Luncheon	Great Hall	Come enjoy free Asian cuisine as you discuss topics of Chinese culture with other Carroll students, faculty, and staff.
Thursday, Feb 19	12:30-1:30 pm	Chinese New Year Celebration	Great Hall	The origins of Chinese Lion Dance may reach back more than two thousand years. With this continuous history, the Lion Dance is an integral part of Chinese culture and Southeast Asian cultures of Vietnam, Korea, Japan, and Malaysia. The Wong People's Lion Dance Team presents an artful, educational and entertaining exhibition and martial arts demonstration.
Friday, Feb 20	8:30 am-4 pm	iServe trip to SERRV International	New Windsor, MD	SERRV International is a nonprofit organization with a mission to eradicate poverty wherever it resides by providing support to artisans and farmers worldwide. This service opportunity will allow students to learn about Fair Trade and package handmade items from all over the world.
Tuesday, Feb 24	6-8 pm	iServe trip to the Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
<b>March</b>				

Tuesday, Mar 10	3:30-4:30 pm	Leadership Colors Workshop	P520	Ever wonder why you work better with some people more than others? This workshop will help you to explore your own leadership style and provide tips for working successfully with other leadership styles.
Tuesday, Mar 17	3:30-6:30 pm	iServe trip to the Boys and Girls Club	Westminster, MD	The Boys and Girls Club provides healthy, supervised after-school programs and activities for children in Westminster. On this day, we will plan a St. Patrick's Day party for them that they will never forget!
Tuesday, Mar 24	6-8pm	iServe trip to the Cold Weather Shelter	Westminster, MD	The Cold Weather Shelter is located in Westminster, MD and provides lodging for men and women between the months of November through March. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that night.
Sunday, Mar 29-Saturday, Apr 4		Alternative Spring Break to WV		Ever hung drywall or shingled a roof? Now's your chance! We'll travel to Lewisburg, WV for the week to partner with Habitat for Humanity, working on affordable housing that will benefit families living in poverty. Come help us rebuild lives this spring break!
<b>April</b>				
Friday, Apr 3	9:30 am-3:30 pm	iServe trip to My Sister's Place	Baltimore, MD	My Sister's Place is a comprehensive resource center, a single location where women can find resources to get help with health, returning to work and financial problems. Help us plan, prepare, and serve a meal at this center. Volunteers for this service are expected to contribute a food item towards a meal to serve to the shelter clients that day.
Tuesday, Apr 14	9:30-10:30 pm	Running a Non-Profit Workshop	K119	What business skills do you need to combine your passion for social justice and social change? What does it take to become a 501C3? Join us for a panel discussion with local non-profit owners and directors
Friday, April 24	6:45a m-11:30 pm	NYC Trip	New York City, NY	Join us as we travel to the Big Apple and explore the city on your own.
Friday, April 27	3:30-4:30	Student Diversity Panel about Positive Language	K100	Listen as students discuss candidly about how they have been affected by both positive and negative uses of language.
<b>May</b>				

Wednesday, May 6	10:30 am- 1:30 pm	SERRV Sale	Great Hall	SERRV International is a nonprofit organization with a mission to eradicate poverty by providing support to artisans worldwide and selling their craft items at fair prices. Two marketing classes planned this consignment sale with many fine handmade crafts you would see at the SERRV store in New Windsor, MD. <b>90%</b> of the sale proceeds will go directly towards helping the artisans have access to food, shelter, health care and education. The other <b>10%</b> of the revenue will be donated to the college's Foundation and will be put towards student scholarships at Carroll to help our own community have access to education.
Wednesday, May 6	6:30- 7:30p m	Leading and Managing People Workshop	C073	Most of us will find ourselves in leadership positions and formal management positions. This workshop analyzes what makes people tick and how to get the most out of them. We will also discuss real-world scenarios that challenge our presumptions on leading people.

### **Faculty and Staff**

Since our Diversity/World View Plan's inception in 2009/10, Carroll Community College has made progress increasing minority representation among employees. However, during the last several years the college's efforts to recruit minorities have been somewhat stymied by the lack of vacancies as economic conditions have resulted in lower employee turnover and few new positions. Efforts to attract pools of qualified minority candidates include:

- Ensuring the broadest possible marketing of positions to potential applicants by conducting national searches for all full-time positions, including the routine use of higheredjobs.com.
- Reaching out to the local minority community by regularly advertising in *The Baltimore Afro-American*.
- Reinforcing the college's mission during comprehensive training for search committee chairs.
- Ensuring that Human Resources reviews each step of the hiring process.

### **Section III**

#### **Curricular Initiatives**

Recognizing the growing importance of global awareness and cultural competency skills, Carroll Community College includes a global awareness learning goal among its seven general education goals. Additionally, as a result of a recommendation of the Diversity/World View Steering Committee, the college requires each student to take a least one course that is "diversity certified." These courses are clearly marked in the college's catalog with the diversity logo. A continual assessment of each course's content provides assurance that sufficient emphasis is placed on diversity and global awareness.

Other efforts to introduce diversity into the curriculum include:

- Increase the number of “diversity certified” courses.
- Increase the number of “diversity certified” courses required for graduation.
- A proposed Letter of Recognition for students taking more Diversity/World View courses than required.
- Requiring DVTY-115 (Diversity in the U.S.: Living in a Multicultural Society) for Hills Scholars.

### **Co-Curricular Programming for Students**

Carroll Community College provides a wide variety of opportunities for students to engage in diversity related activities. During the past academic year the college sponsored its fourth annual “Diversity Week” which included a discussion/luncheon attended by students, faculty, and staff; a workshop; a service learning opportunity; dance lessons; and a movie and discussion.

Throughout the year the college hosted thirty-six documented diversity related events including thirteen service learning opportunities, seven workshops, two student panel discussions, and a poverty simulation exercise. The Social and Cultural Awareness Academic Community and the Multicultural Club remained active.

### **Faculty and Staff Cultural Training**

In the spring of 2014, college employees were surveyed regarding their preferences for additional diversity related training and events. The responses have been tallied and plans are being made for appropriate employee development.

In response to faculty/staff interest (expressed in the survey) for training in “accepting differences in cultural beliefs,” the employee development subcommittee implemented the following:

1. On September 23, faculty and staff attended a diversity-related book discussion piloted through a state-wide library initiative called One Maryland One Book. Employees read a non-fiction book which has a diversity theme.

The 2014 Maryland One Book was *“The Distance Between Us: A Memoir”* by Reyna Grande. Ms. Grande is an award-winning writer and was a finalist for the prestigious National Book Critics Circle Award in 2012. *“The Distance Between Us”* is Grande’s memoir about her life before and after immigrating from Mexico to the United States. It is an inspiring story about her pursuit of a better life. *The Los Angeles Times* called it “the Angela’s Ashes” of the modern, Mexican-immigrant experience. This was a brown bag event, and participants had lunch while they talked about the immigrant experience.

2. In March, 2015, a four-part class was held about recognizing the hidden signs of mental illness, which may be considered to fall under the category of diverse populations. As with many diverse populations, there is stigma attached to mental health issues.

The class was called “Mental Health First Aid.” The instructor was a nursing faculty member, who has been trained to offer the classes.

Mental Health First Aid is an eight-hour training course that teaches you how to help someone who is developing a mental health problem or experiencing a mental health crisis. People across the country—in all 50 states and the District of Columbia—are trained in Mental Health First Aid. They know how to identify, understand and respond to signs of mental illnesses and addictions.

Nationally, the course is delivered to college/university leaders; human resources administrators; nurses/physician assistants/primary care workers; public safety personnel; members of faith communities; social services staff and volunteers; policymakers and social workers.

3. In April, 2015, a panel of students representing diversity issues in gender; race; learning disability; physical disabilities; and cultures spoke with faculty and staff. They addressed the topic of “The Power of Positive Language.” Students shared personal stories about their own experiences in dealing with their own diversity issues in various settings at home and at school.

The student panel was moderated by Dr. Michael Stovall, Chair of Social Sciences and Dr. Kristie Crumley, Director of Student Life. The panel entertained questions from the audience at the end.

The presentation was video-taped and will be edited for college-wide online distribution to all employees to view this fall.

**Appendix 54**  
**SYLLABUS**  
**CARROLL COMMUNITY COLLEGE**  
**SCIENCES DIVISION**

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**BIOL 101, Sections -03 & -04: *Fundamentals of Biology 1***  
**SPRING 2016**

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**COURSE DESCRIPTION:** Fundamentals of Biology 1 gives the student who is a science major the basic biological principles common to all living things. Biochemistry, genetics, and evolution serve as central themes for the topics, which include cell structure and function, molecular and cellular energetics, and genetics. Through experiments the student will gain familiarity with various biological techniques and principles. The course includes formulating questions and hypotheses, designing experiments and the collection, reporting, and interpretation of data. Prerequisite: exemption/completion of MAT-097 and READ-A-F with C grades or better. Credit by exam available. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours. GENERAL EDUCATION

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**INSTRUCTOR:** Melanie Dunn

**OFFICE:** Room M-050A   **MAILBOX:** Room M-250

**VOICE MAIL:** 410-386-8481; ext. 5232

**EMAIL:** [mdunn@carrollcc.edu](mailto:mdunn@carrollcc.edu)

**LIFE SCIENCE COORDINATOR:** Lena Garrison, 410-386-8468; [lgarrison@carrollcc.edu](mailto:lgarrison@carrollcc.edu), M250Q

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**CLASS MEETING TIMES:**

**Lecture:** Monday & Wednesday, 11:00 am - 12:20 pm, Room C271

**Lab -03:** Monday, 12:30 pm to 3:20 pm, **Lab -04:** Wednesday, 12:30 pm to 3:20 pm, Room C170

**OFFICE HOURS:** Monday and Wednesday, 10:00 am to 11:00 am, or by appointment.

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**TEXT:**

- Mader, Biology 12th edition, 2016, with CONNECT access, McGraw Hill publisher
  - Biology 101 Laboratory Manual, Cell Biology & Genetics, 9th edition, 2015. Carroll Community College.
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**COURSE OBJECTIVES:** (GE = General Education Learning Goals; PG = Science Program Goals)

Upon completion of this course, students should be able to:

1. Relate basic chemical structures to physical structures and processes of cells recognizing molecular and cellular organization as core structure of living systems. (GE2, GE3, PG1, PG2)
2. Compare and contrast certain metabolic pathways in plants and animals. (GE1, GE2, GE3, PG1, PG4)
3. Use processes of cell division to explain the genetic basis of growth and reproduction. (GE1, GE2, GE3, PG1, PG4)
4. Explain genetic expression in molecular terms. (GE1, GE3, PG4)
5. Describe and appraise application of current genetic technology. (GE1, GE2, GE3, GE4, GE7, PG1, PG2, PG3, PG4)
6. Formulate hypotheses, collect and interpret data, and communicate conclusions. (GE1, GE2, GE3, GE4, GE5, PG1, PG2, PG3, PG4)
7. Explain how evolution is a unifying thread in biology. (GE1, GE2, GE3, PG1)

**Sciences Division Mission Statement:** The Sciences Division supports the College's mission, vision, and values. Through challenging, collaborative, and engaging lab, field, and curricular activities, the Sciences Division instills students with the current scientific knowledge and skills necessary to be life-long learners and well-informed, scientifically literate citizens.



<b>GENERAL EDUCATION LEARNING GOALS (GE)</b>	
GE1: Communication	GE2: Critical Thinking
GE3: Quantitative and Scientific Reasoning	GE4: Information & Technology Literacy
GE5: Creativity	GE6: Global Awareness
GE7: Personal Development and Social Responsibility	
<b>SCIENCE PROGRAM GOALS (PG)</b>	
PG1: Students will apply scientific concepts to problem solving situations.	
PG2: Students will communicate information in a scientific format.	
PG3: Students will manipulate scientific data mathematically.	
PG4: Students will demonstrate knowledge of specific course content.	

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## INSTRUCTIONAL METHODS:

**LECTURE:** Concepts will be covered in a lecture/discussion format, reinforced by the student's independent reading and problem solving from the text and Learn Smart activities. **Five lecture exams** will be given, falling after every 2-3 chapters covered. Exam questions will draw from lectures, the textbook, and LearnSmart assignments, and emphasize understanding and interpretation of material. The format of the exams will be mainly multiple choice, but may include short answer, labeling diagrams, essay, and critical thinking questions. Tentative dates are shown on the course outline. Bonus credit questions will be given on all lecture exams.

**LAB: Attendance in lab is required to pass the course. More than 3 absences will result in an F grade.** The laboratory is intended to provide you with a working knowledge of lab equipment and an appreciation for the scientific method. You are expected to develop the critical thinking skills necessary to formulate hypotheses, evaluate data, integrate concepts, and establish conclusions. A pre-lab exercise will be collected and a lab quiz will be given at the start of each lab period (except for the first lab). The quizzes will emphasize application of concepts from the previous week's lab exercises. **No make-up lab quizzes will be given.** The pre-lab exercise as well as lab participation points will be included as part of each lab session's quiz score. The 2 lowest lab quiz scores will be dropped from the student's grade. **Lab Summary Questions** are included in each lab exercise. These questions are an indicator of what may be asked on the next week's lab quiz. A **formal lab report** will be required; specific instructions will be provided in lab. *Students must pass the laboratory portion of the class with a 60% or better in order to pass the course.*

**INFORMATION & TECHNOLOGY LITERACY ASSIGNMENT:** A multi-part research/writing assignment will be required, designed to develop the student's analytical reading and writing skills and to make you aware of the vast amount of information available through modern technological means. This assignment includes an annotated bibliography. A 45-60 minute tutorial will be given by library staff during one of the lab sessions approximately mid-semester to provide you with guidance in doing your research. Further details will be given in class and posted on Bb.

**FINAL EXAM:** The **final exam** will be comprehensive and cumulative. Emphasis will be on understanding and interpretation of major concepts and assimilation of the lectures and lab material by the student. **The final exam will be on Wednesday, May 18<sup>th</sup> at 10:15 am in room C271.**

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**GRADING POLICY:** Science courses at Carroll integrate scientific content with mathematical, written and oral skills, problem solving, and critical thinking. Assessment of these skills may include tests and

quizzes, projects, assignments, group activities, oral and written presentations, laboratory experiments and reports, field experience and other activities as deemed appropriate by the instructor of the course. The laboratory experiments and reports will account for at least 25% of the course. The student must pass the lab portion of the grade to pass the course.

Grades will be calculated as follows:

Lecture Assessments			Letter grades: A: 900 pts or above B+ 870-899 pts B 800-869 pts C+ 770-799 pts C 700-769 pts D+ 670-699 pts D 600-669 pts F Below 600 pts	
	Unit Lecture Exams (5 @ 85 pts each)	425 pts		
	LearnSmart Activities	112 pts		
	Info Literacy Assignment	85 pts		
	Introductory E-mail	3 pts		
	Final Exam	125 pts		
	<b>Total Lecture Points (75%)</b>	<b>750 pts</b>		
Lab Assessments			Bonus Points: 20 points MAXIMUM: Come to Office Hours: 1 point Attend Tutoring: 1 point Attend Academic Center Seminar: 2 points <u>There are NO "Extra Credit" assignments</u>	
	Lab Quizzes (10 @ 20 pts)	200 pts		
	Formal Lab Report	50 pts		
	<b>Total Lab Points (25%)</b>	<b>250 pts</b>		
	<b>Total Points</b>	<b>1000 pts</b>		

Borderline grades may be determined according to an evaluation of the student's effort, participation, and adherence to the respectful learning community expectations. **Any assignment turned in late** will have points deducted for each day it is late, including weekend days. **Once an assignment has been handed back to the class, it will not be accepted for grading. Once the due date has passed for the LearnSmart assignments, there are NO opportunities to earn those points.**

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**RESPECTFUL LEARNING COMMUNITY:** You are expected to be in class on time. Talking to classmates should stop when class begins. Do not hold conversations with a classmate when the instructor is speaking. Earbuds/headphones must not be worn in class. **COMPUTER & CELL PHONE POLICY:** Cell phones are to remain on vibrate and should be put away during lecture, except in cases of emergency. Computers may be used to access the ebook for the course. Any other computer activity will be considered a violation of the Code of Integrity and will be reported to the College administration. Late arrival, talking, cell phone use and computer activity are a distraction to other students. The courtesy of your attention during lecture is expected. **NO TEXT MESSAGING is allowed during class at any time without the permission of the instructor. If you receive a text during class, out of consideration for your instructor, your classmates, and your own learning, please wait until the class break or until the end of class to check and/or respond to the text. Studies have shown that students who text during class score an average of ONE AND A HALF GRADES LOWER on exams!** Repeated talking or texting during class may result in points being deducted from your grade and/or a behavioral alert.

**CLASS CANCELLATIONS:** If for any reason a class is cancelled or the college campus is closed, it is each student's responsibility to visit the course Blackboard site for course relevant announcements and/or assignments. Please make sure you have signed up for e2campus alerts (see link on CCC homepage)—you will be notified by text and/or email when there are campus-wide weather-related or other alerts. If you are unable to access the internet, please contact the instructor at the phone number provided on the course syllabus. It is strongly suggested that the student do this as soon as word is

provided that the class will be cancelled or the college campus closed so that any alternative/makeup assignment may be accomplished prior to the next scheduled class meeting. Please note that failure to access Blackboard or otherwise contact your instructor may result in an unexcused absence and lost credit for any work missed.

**ATTENDANCE POLICY:** Successful completion of the course objectives will be extremely unlikely without **excellent** attendance. Students are expected to attend all classes except in cases of emergency (e.g. illness, death in family), religious holidays (observance of which requires restriction of daily activity), or participation in an official college function (field trips, etc.). In these cases, notification or verification is requested. In the case of absence for special reasons other than those already mentioned, it is the *student's responsibility* to confer with the instructor about whether the absence is considered excused. When determining whether an absence is excused, the instructor may require such evidence as seems appropriate. **If you do miss class, it is your responsibility to catch up with work missed.** A few methods for catching up are: (1) get notes from a classmate; (2) come to my office hours before the next class session; and (3) check Blackboard for any announcements, assignments or handouts you may have missed. **Attendance in lab is essential.** Labs cannot be made up easily if at all, and laboratory reports require participation in lab. **No make-up lab quizzes will be given. Missed quizzes will be taken as your lowest dropped scores.** **EXAM POLICY:** In case of a missed lecture exam, it is the student's responsibility to notify the instructor **within 24 hours** and explain his/her absence. **Failure to do so will result in no make-up exam allowed.** If you are absent for an exam you can **make up only one exam during the semester and documentation will be required** to explain the absence. If you miss the final exam, you must contact your instructor within 24 hours or you will automatically receive a failing grade on the final.

**ACADEMIC INTEGRITY:** Carroll Community College has adopted a Code of Integrity to foster and promote a sense of respect and consideration of others, and to uphold high standards of academic honesty and social conduct; refer to: <http://www.carrollcc.edu/About-Us/College-Policies/Policies---Section-Six--Code-of-Integrity-for-Academic-and-Behavioral-Standards/>. Cheating, plagiarism and classroom disruptions are serious offenses and will not be tolerated. It is expected that students complete their own work unless collaboration is expressly permitted by the instructor. Students will be asked to sign a pledge on all exams they take and on all major papers they turn in. The signed pledge shall read: "I pledge that this work is entirely my own and that I have neither given nor received any unauthorized help in doing it." After the first exam or paper, students will be authorized to sign an abbreviated pledge. This abbreviated pledge, which symbolically represents the complete pledge, shall read: "Integrity Pledge." Although students may refuse to sign a pledge, this refusal does not absolve them from adhering to the Code of Integrity. Computer activity other than for ebook access will be considered a classroom disruption and is a violation of the Code of Integrity and will be reported to the College administration.

**Guidelines for academic integrity in biology:**

1. Lab partners may work together and help each other in doing laboratory exercises, calculation, and questions; but the verbatim copying of answers to lab questions is not acceptable.
2. Students may help each other solve homework problems; but turning in a homework assignment that is a verbatim copy of someone else's work will be considered a violation.
3. Falsifying lab data to avoid doing some work or to obtain better results is cheating; but repeating the experiment to obtain better results is allowed. On some occasions, the instructor may allow the use of data obtained by another group.
4. In written work that involves research, the best practice is for students to use their own words, rather than quotations. This reveals to the instructor the degree to which the student understands

what has been read and is being said. Direct quotes or even paraphrasing requires proper citation. When in doubt, ask for help rather than risking plagiarism.

5. Students are encouraged to study with other classmates.

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#### **COLLEGE POLICIES AND INFORMATION:**

Please refer to the links on the Blackboard site in the Syllabus section for college policies and information on withdrawal, integrity code, inclement weather, disabilities, and other information.

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#### **HOW TO POSITION YOURSELF FOR SUCCESS :**

Tips for improving your chances for success in Fundamentals of Biology 101:

1. **Come to Class** – People learn in many ways; some are auditory learners, some visual learners, some tactile, but most of us use a combination of all of these, which I will try to do in class as well. Hence, attending lecture and lab increases your opportunities for learning.
2. **Note Taking Techniques** – Taking notes in class in outline form and leaving space on the page to ‘fill in’ from the text is highly recommended. Reading over your notes within 24 hours after class and supplementing with more detail from the text, discussions, or lab experiences will greatly enhance your retention of the material. I would suggest taking lecture notes in one color and using contrasting color for ‘added’ material.
3. **Keep up with the material** – Learn the vocabulary and study it regularly. Do not wait until the day before the exam to find out you do not understand something. There is sometimes a tendency to go into a studying slump after mid-semester. Just like in a race, do not let up until the finish line and try to save your best kick for the end of the race!
4. **Read the text** – Lectures will not always cover all the material so your text is an important resource. Focus on the summary charts, bold or highlighted items, and end of chapter reviews. Supplement your lecture notes with points from your readings. The text provides a wealth of visual illustrations and additional web based resources. Utilize all of these resources to help you learn.
5. **Do homework** – It is expected that you are using the text, study materials, and web resources to further enhance your understanding. You can expect to see questions from these resources appear on the tests.
6. **Form study groups** – Study groups can help you learn while making new friends. Often students can learn as much from their peers as from the professor. When you can explain a concept to someone else then you know that you really *know* it!
7. **Ask for help** – Students ARE NOT an interruption from my work, but the reason for it! Talk to me during or after lab, during office hours, or email. Sometimes that extra bit of explanation makes all the difference.
8. **Use the Academic Center** – Both drop-in and appointment as well as online tutoring are available for science, math, writing, and more. You are entitled to one hour of tutoring each week for each of your classes for free! The Academic Center also gives useful workshops throughout the semester on subjects such as time management, study skills, and preparing for tests. I will post the tutoring and workshop schedules on Blackboard. The Academic Center is located in L288, on the second floor above the library.

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**BLACKBOARD SITE (Bb): <http://carrollcc.blackboard.com>. You MUST check your e-mail address in Blackboard to ensure that your current address is there and correct!** Supplementary materials will be posted at this site for students to download and use. Announcements concerning the course will also be posted to remind students of upcoming assignments and deadlines; advise students of additional resources; and inform them of changes in the course outline. Students can also use the site to communicate with each other and the instructor.

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Week	Dates	Lecture Topics	Laboratory Exercises	LS
1.	M 2/1	Course Orientation Ch 1: A View of Life	Lab 1: Introduction to Biological Concepts	Ch 1 due Fri 2/12
	W 2/3	Ch 1: A View of Life		
2.	M 2/8	Ch 2: Basic Chemistry	Lab 2: Biological Measurement <b>Unit Conversion Resources on Blackboard</b>	Ch 2 due Fri 2/12
	W 2/10	Ch 2: Basic Chemistry Ch 3: Chemistry of Organic Molecules		
3.	M 2/15	Ch 3: Chemistry of Organic Molecules	Lab 3: Biological Macromolecules	Ch 3 due Sun 2/14
	W 2/17	Ch 4: Cell Structure & Function		
4.	M 2/22	<b>EXAM 1: Ch 1, 2, &amp; 3</b>	Lab 4: Introduction to the Microscope & Lab 5: Microscope and Cell Structure	Ch 4 due Tue 2/23
	W 2/24	Ch 4: Cell Structure & Function		
5.	M 2/29	Ch 5: Membrane Structure & Function	<b>Instruction: Writing a Formal Lab Report</b>	Ch 5 due Sun 2/28 Ch6 Tu 3/1
	W 3/2	Ch 5: Membrane Structure & Function Ch 6: Metabolism: Energy & Enzymes		
6.	M 3/7	Ch 6: Metabolism: Energy & Enzymes	Lab 6: Diffusion & Osmosis	LQ#4
	W 3/9	<b>EXAM 2: Ch 4, 5, &amp; 6</b>		
7.	M 3/14	Ch 7: Photosynthesis	Lab 7: Enzymes	Ch 7 due Sun 3/13
	W 3/16	Ch 7: Photosynthesis		
8.	M 3/21	<b>SPRING BREAK</b>	<b>SPRING BREAK: NO LAB</b>	
	W 3/23			
9.	M 3/28	Ch 8: Cellular Respiration	Lab 9: Photosynthesis <b>LIBRARY INSTRUCTION</b> <b>Formal Lab Report Due In Lab</b>	Ch 8 due Sun 3/27
	W 3/30	Ch 8: Cellular Respiration		
10.	M 4/4	<b>EXAM 3: Ch 7 &amp; 8</b>	Lab 8: Cellular Respiration	Ch 9 due Tue 4/5
	W 4/6	Ch 9: Cell Cycle & Cell Reproduction		
11.	M 4/11	Ch 9: Cell Cycle & Cell Reproduction Ch 10: Meiosis & Sexual Reproduction	Lab 10: The Cell Cycle & Mitosis	Ch 10 due Sun 4/10
	W 4/13	Ch 10: Meiosis & Sexual Reproduction		
12.	M 4/18	Ch 11: Patterns of Inheritance	Lab 11 : Human Genetic Pedigrees	Ch 11 due Sun 4/17
	W 4/20	Ch 11: Patterns of Inheritance		
13.	M 4/25	<b>EXAM 4: Ch 9, 10, &amp; 11</b>	Lab 12 : DNA Electrophoresis <b>Annotated Bibliography due by Fri 4/29</b>	Ch 12 due Tue 11/26
	W 4/27	Ch 12: Molecular Biology of the Gene		
14.	M 5/2	Ch 12: Molecular Biology of the Gene	Lab 13: Genetic Transformation Part 1	Ch 13 due Tue 5/3
	W 5/4	Ch 13: Regulation of Gene Expression		
15.	M 5/9	Ch 14: Biotechnology & Genomics	Lab 13: Genetic Transformation Part 2 Research Presentations	Ch 14 due Sun 5/8
	W 5/11	<b>EXAM 5: Ch 12, 13, &amp; 14</b>		
16.	W 5/18	<b>FINAL EXAM Wednesday 10:15 am</b>		

BIOL-101 - Fundamentals

www.carrollcc.edu/courses/academiclevel/undergraduate/biol-101---fundamentals-of-biology-1/

CREDIT PROGRAMS | NON-CREDIT PROGRAMS | NOT SURE?

## BIOL-101 - FUNDAMENTALS OF BIOLOGY 1

Fundamentals of Biology 1 gives the student who is a science major the basic biological principles common to all living things. Biochemistry, genetics, and evolution serve as central themes for the topics, which include cell structure and function, molecular and cellular energetics, and genetics. Through experiments the student will gain familiarity with various biological techniques and principles. The course includes formulating questions and hypotheses, designing experiments and the collection, reporting, and interpretation of data. Prerequisite: exemption/completion of READ A-F and MAT-097 with a C grade or better. Credit by exam available. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours. GENERAL EDUCATION

ACADEMIC LEVEL:	Undergraduate
DEPARTMENT:	General Ed Science
SUBJECT:	Biology*
PREREQUISITES:	Please see course description for prerequisites.
COREQUISITES:	None
CREDITS:	4

Course Objectives:

1. Relate basic chemical structures to physical structures and processes of cells recognizing molecular and cellular organization as core structure of living systems. (GE2, GE3, PG1, PG2)
2. Compare and contrast certain metabolic pathways in plants and animals. (GE1, GE2, GE3, PG1, PG4)
3. Use processes of cell division to explain the genetic basis of growth and reproduction. (GE1, GE2, GE3, PG1, PG4)
4. Explain genetic expression in molecular terms. (GE1, GE3, PG4)
5. Describe and appraise application of current genetic technology. (GE1, GE2, GE3, GE4, GE7, PG1, PG2, PG3, PG4)
6. Explain how evolution is a unifying thread in biology. (GE1, GE2, GE3, PG1)
7. Engage in collaborative laboratory activities, formulate hypotheses, collect and interpret data, and communicate conclusions in written, oral, or visual formats. (GE1, GE2, GE3, GE4, GE5 PG1, PG2, PG3, PG4)
8. Research and present information on selected topics using various modes of communication (oral, written, and visual). (GE1 PG1, PG2, PG3)

INFO FOR: CURRENT STUDENTS | FUTURE STUDENTS | VETERANS | PARENTS | DONORS | EMPLOYERS | COMMUNITY

5/9/2016 3:39 PM - Screen Clipping



# Appendix 55

Monday, May 09, 2016 3:51 PM

The screenshot shows the Carroll Community College website. The main header includes the college logo and navigation links: LIBRARY, DIRECTORY, NEWS, CALENDAR, BLACKBOARD, WEBADVISOR, and a search bar. Below this is a secondary menu with links for Programs & Courses, Costs & Aid, Apply & Register, Student Services, Student Life, Arts & Events, Business Training, and About Us. The breadcrumb trail reads: CARROLL HOME :: STUDENT SERVICES :: STUDENT RESOURCES :: TRANSFER FROM CARROLL. The main heading is 'TRANSFER AGREEMENTS'. On the left is a sidebar menu with categories like Library, Facilities, and Student Resources. The main content area contains text about transfer programs, a paragraph about ARTSYS, and a list of partner institutions under the heading 'ALLIED HEALTH AGREEMENTS'. The footer contains navigation links for CURRENT STUDENTS, FUTURE STUDENTS, VETERANS, PARENTS, DONORS, EMPLOYERS, and COMMUNITY.

www.carrollcc.edu/Student-Services/Student-Resources/Transfer-from-Carroll/Transfer-Agreements/

LIBRARY DIRECTORY NEWS CALENDAR BLACKBOARD WEBADVISOR Search

Programs & Courses Costs & Aid Apply & Register Student Services Student Life Arts & Events Business Training About Us

CARROLL HOME :: STUDENT SERVICES :: STUDENT RESOURCES :: TRANSFER FROM CARROLL

## TRANSFER AGREEMENTS

Library  
Facilities  
**Student Resources**  
» Advising  
» Academic Success Coaching  
» Bookstore  
» Career Development  
» CARE Team  
» Carroll Food Locker  
» Child Development Center  
» Disability Support Services  
» Placement Testing and Proctoring  
» Request Transcripts  
» Student Basics  
» Transfer to Carroll  
» Transfer from Carroll  
» Choosing a Transfer Destination  
» Steps After Selecting a Transfer Destination  
» Transfer Events  
» **Transfer Agreements**  
» Transfer Scholarships and Financial Aid  
» Transfer Legislation  
» Transfer Statistics  
» Contact Us  
» Tutoring and Study

Carroll's transfer programs are designed to fulfill requirements of most colleges and universities. It is important to select your courses carefully and align choices with the program at the receiving institution.

ARTSYS, the articulation system of the University System of Maryland, facilitates transferring by providing course equivalencies and Recommended Transfer Programs (RTPs) at Maryland colleges and universities.

In addition to those agreements, which comprise most majors, Carroll maintains some special agreements with the following colleges and universities:

ALL + -

- ALLIED HEALTH AGREEMENTS
- DREXEL UNIVERSITY ONLINE
- EXCELSIOR COLLEGE ONLINE
- JOHNS HOPKINS UNIVERSITY CAREY BUSINESS SCHOOL
- PENN STATE HARRISBURG
- SHIPPENSBURG UNIVERSITY
- ST. MARY'S COLLEGE OF MARYLAND
- STEVENSON UNIVERSITY
- UNIVERSITY OF MARYLAND
- UNIVERSITY OF MARYLAND BALTIMORE COUNTY

CURRENT STUDENTS FUTURE STUDENTS VETERANS PARENTS DONORS EMPLOYERS COMMUNITY

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## Appendix 56

### Reading Placement and Completion Data

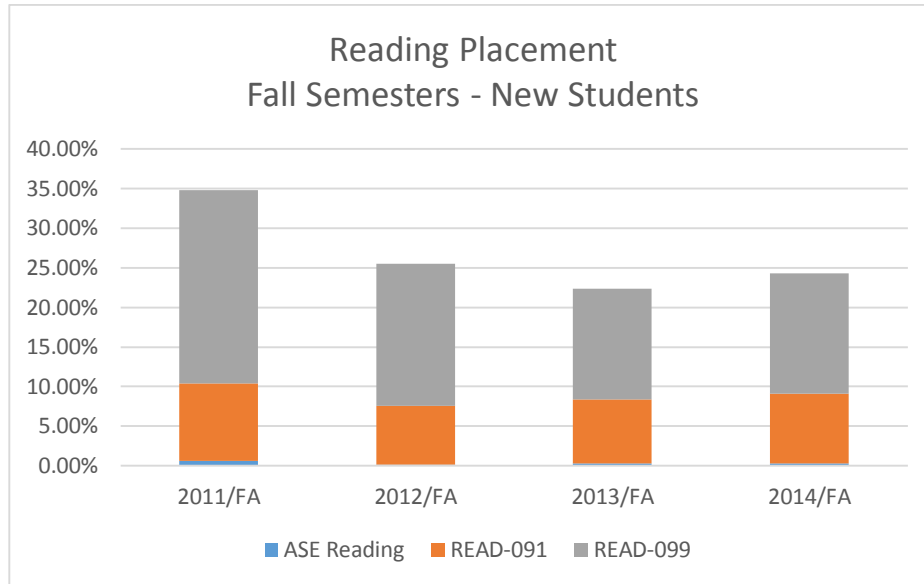
For the purposes of this analysis, we will look at new students entering in Fall 2011 compared to new students entering in Fall 2014. These two cohorts provide a picture of the student population before the redesign and after the redesign. Over the four academic years from AY 2011 to AY 2014, we have observed the following trends in new student enrollment and reading placement:

	2011/FA	2012/FA	2013/FA	2014/FA
<b>Total New Students</b>	<b>883</b>	<b>882</b>	<b>767</b>	<b>718</b>
<b>Placement:</b>				
ASE Reading (Accuplacer Reading score less than 36)	5	1	2	2
READ-091 (Accuplacer Reading 36-60)	78	63	61	62
READ-099 (Accuplacer Reading 61-78)	194	152	105	106
Exempt based on Accuplacer score (Reading greater than 78)	464	534	478	388
Exempt because 12 or more credits completed	6	5	3	3
Exempt based of SAT (SAT Reading 550 or higher)	36	79	80	104
Exempt based of ACT (ACT Reading 21 or higher)	13	13	21	35
<b>Total New Students with Reading Placement</b>	<b>794</b>	<b>847</b>	<b>750</b>	<b>700</b>

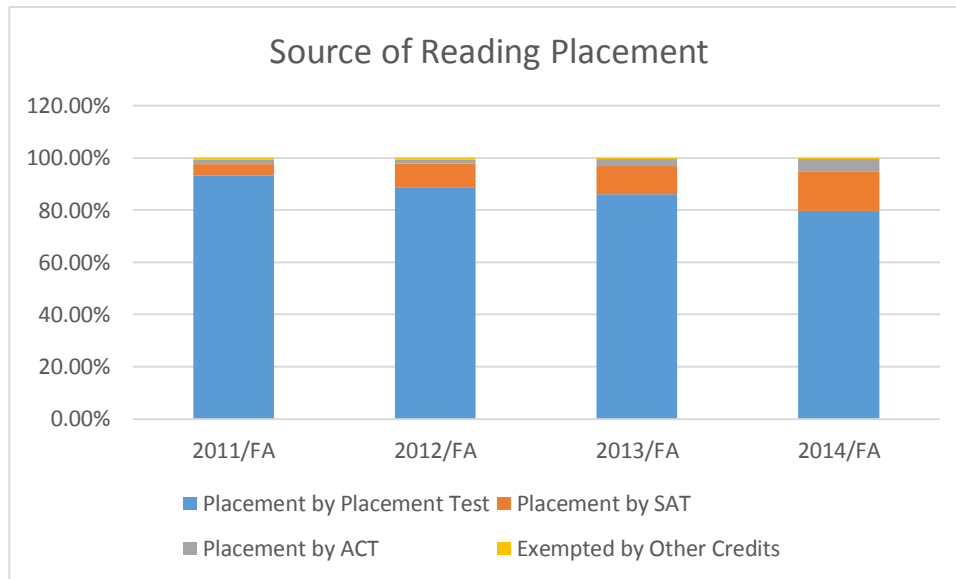
As a result of improved business practices over the four year period, the number of new students who do not receive a documented reading placement has sharply decreased. Additionally, the college has more accurately captured who is truly a new student, rather than a student who is bringing in credits from another college (and therefore possibly exempt from placement).



As the following chart shows, the percentage of new students who place into developmental reading has decreased over the past four years:



At the same time, more students are reading exempt based on SAT and ACT scores.



(Note: The students exempted by other credits came into the college with at least 12 college credits. It is likely that this very small group (less than 1%) are not truly new students, although they indicated that they were on their enrollment application. The college has worked to clarify the online enrollment application data to more accurately capture student's educational background and intent.)

In Fall 2011, there were 796 new students who received a reading placement. Of these new students,

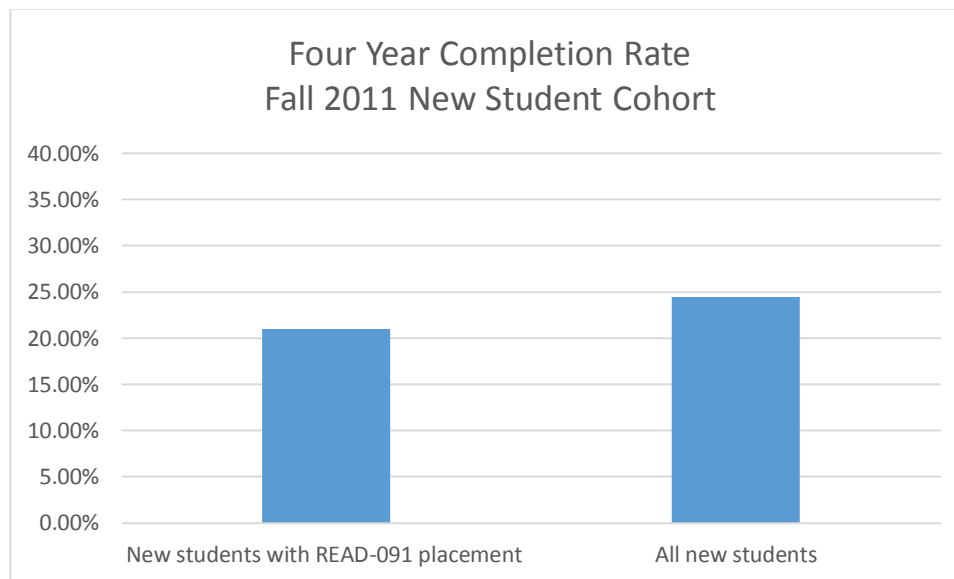
- READ-091 placement:
  - Completion of the developmental sequence:
    - 78 (or 9.80%) of these students placed into READ-091, based on an Accuplacer score between 36 and 60.
    - Of these 78 students, 57 (73.08%) enrolled in READ-091 in Fall 2011, with the following outcomes:
      - 3 students (5.26%) withdrew
      - 7 students (12.28%) failed
      - 47 students (82.46%) passed
      - 4 students were moved up to READ-099 and all passed this course
    - By the end of the Spring 2012 term, 33 of the 61 students who placed into READ-091 and who took a reading class in Fall 2011 had passed READ-099, representing 54.10% of the total.
    - Looking at all new students who placed into READ-091 in Fall 2011, 42.31% had completed the developmental sequence within two terms.
    - If we look forward another academic year, 2 more students complete the sequence, bringing the total to 35 out of 78 students or 44.87%.
  - Progress towards degree attainment:
    - Looking at the cohort of 33 students who placed into READ-091 and who completed the developmental reading sequence within the academic year,
      - 28 students (84.84%) were enrolled in the Fall 2012 term
      - 23 students (69.70%) were enrolled in the Fall 2013 term
      - 16 students (48.48%) were enrolled in the Fall 2014 term
      - 11 students (33.33%) were enrolled in the Fall 2015 term
    - For comparison, looking at the 45 students who placed into READ-091 in Fall 2011, but who did not complete the sequence within the academic year,
      - 9 students (20.00%) were enrolled in the Fall 2012 term
      - 4 students (8.89%) were enrolled in the Fall 2013 term
      - 4 students (8.89%) were enrolled in the Fall 2014 term
      - 3 students (6.67%) were enrolled in the Fall 2015 term

It is clear that students who complete the developmental sequence are more likely to persist at the college.

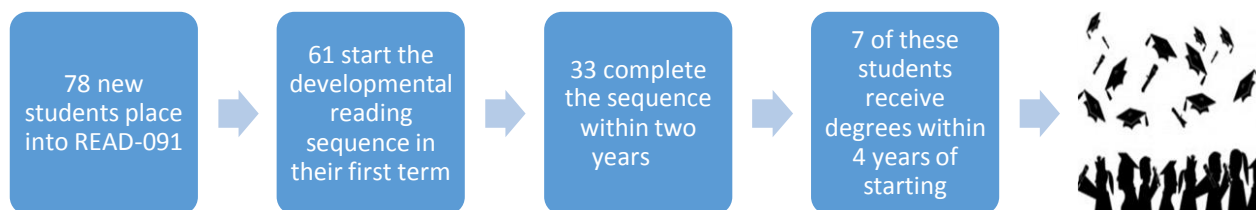
- Of the 33 students who passed both READ-091 and READ-099 during AY 2012, seven went on to receive degrees,
  - 2 received degrees in AY 2014
  - 4 received degrees in AY 2015
  - 1 received a degree in Summer 2015

Stated another way, within four years of starting at Carroll, 7/33 or 21% of students who placed into READ-091 and completed the developmental sequence within one year had graduated from Carroll with an associate's degree. Looking at 883 all students who started in Fall 2011, by Summer 2015, 216 of these students had received a degree from

Carroll, accounting for 24.46% of the total. This data suggests that students with low reading placements who complete the developmental reading sequence within one year complete degrees and graduate at almost the same rate as the college population as a whole.



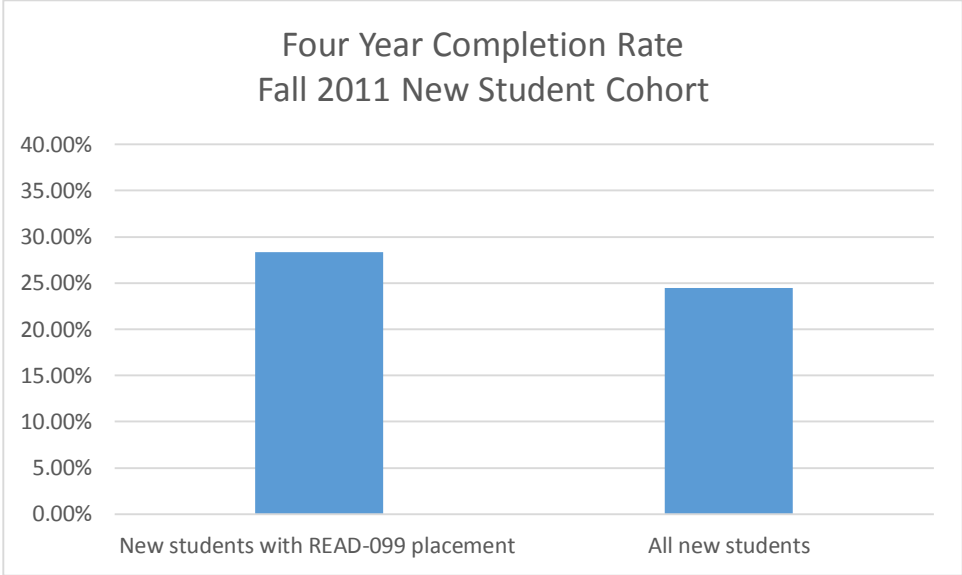
Amid concerns about the cost of developmental education, and the potential for success in college among these students, we observe there is a significant human impact of these developmental courses.



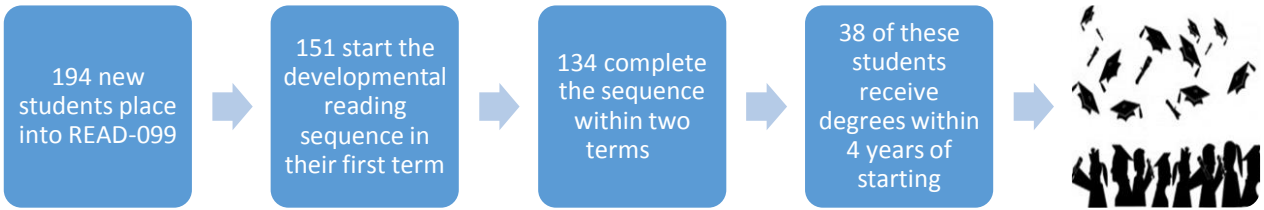
- READ-099 placement:
  - Completion of the developmental sequence:
    - 194 (or 24.37%) of these students placed into READ-099, based on an Accuplacer score between 61 and 78.
    - Of these 194 students, 151 enrolled (77.84%) in READ-099 in Fall 2011, with the following outcomes:
      - 13 students (8.61%) withdrew
      - 20 students (13.25%) failed
      - 118 students (78.15%) passed
      - 1 student enrolled in READ-091 (despite placement) and failed
    - By the end of the Spring 2012 term, 134 of the 151 students who placed into READ-099 and who took a reading class in Fall 2011 had passed READ-099, representing 88.74% of the total.

- Looking at all 194 new students who placed into READ-099 in Fall 2011, 69.07% had completed the developmental sequence within two terms.
- If we look forward another academic year, 2 more students complete the sequence, bringing the total to 136 out of 194 students or 70.10%.
- Among students placing into READ-099, it appears that there is a high success rate among those who actually enroll in the course. However, there is a population of students who never complete the reading course. While all 194 students who placed into READ-099 were actually enrolled in at least one class during the Fall 2011 term, it is possible that some students never elected to take a course at Carroll which required completion of READ-099.
- Progress towards degree attainment:
  - Looking at the cohort of 134 students who placed into READ-099 and who completed the developmental reading sequence within the academic year,
    - 108 students (80.60%) were enrolled in the Fall 2012 term
    - 72 students (53.73%) were enrolled in the Fall 2013 term
    - 37 students (27.61%) were enrolled in the Fall 2014 term
    - 30 students (22.38%) were enrolled in the Fall 2015 term
  - For comparison, looking at the 51 students who placed into READ-091 in Fall 2011, but who did not complete the sequence within the academic year,
    - 17 students (33.33%) were enrolled in the Fall 2012 term
    - 13 students (25.49%) were enrolled in the Fall 2013 term
    - 9 students (17.65%) were enrolled in the Fall 2014 term
    - 7 students (14.07%) were enrolled in the Fall 2015 term
  - Of the 134 students who placed into READ-099 and passed READ-099 during AY 2012, 38 went on to receive degrees,
    - 2 received degrees in AY 2013
    - 20 received degrees in AY 2014
    - 14 received degrees in AY 2015
    - 2 received degrees in Summer 2015

Stated another way, within four years of starting at Carroll, 38/134 or 28.36% of students who placed into READ-099 and passed this class had graduated from Carroll with an associate's degree. It appears that students who place into and complete READ-099 are more likely to complete an associate's degree than those who place into READ-091 and complete the developmental sequence and actually more likely to complete an associate's degree than the Fall 2011 new student population as a whole (24.71%).



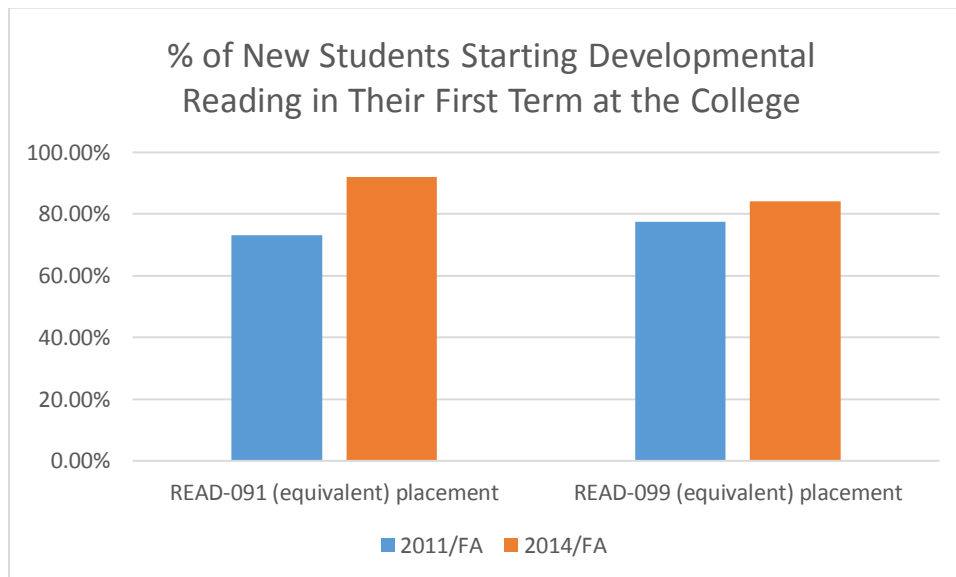
Amid concerns about the cost of developmental education, and the potential for success in college among these students, we observe there is a significant human impact of these developmental courses.



After the redesign:

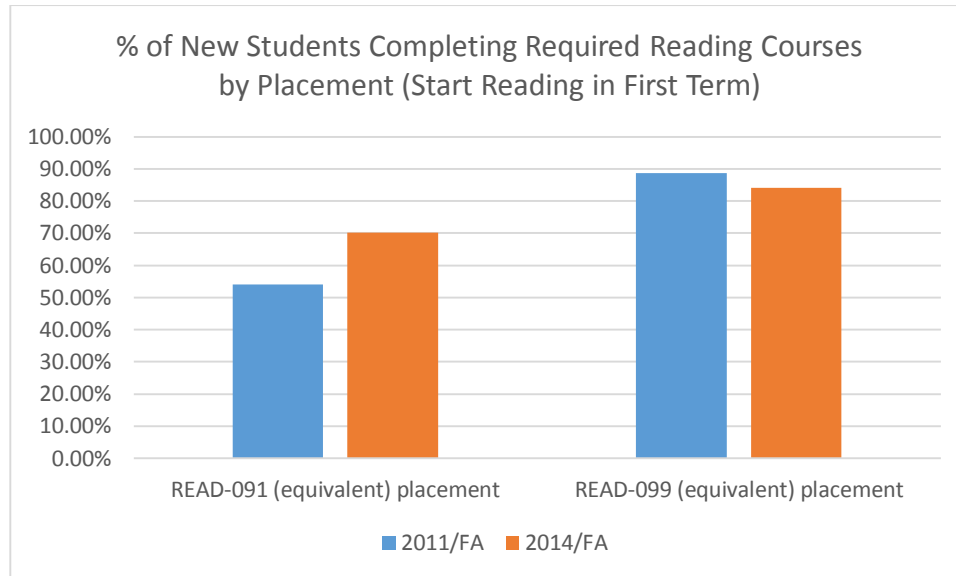
In Fall 2014, there were 700 new students who received a reading placement. Of these new students,

- READ-091 placement:
  - Completion of the developmental sequence:
    - 62 (or 8.86%) of these students had a placement test score that would have placed them into READ-091, based on an Accuplacer score between 36 and 60.
    - Of these 62 students, 57 (91.94%) enrolled in READ-A in Fall 2014, with the following outcomes:
      - 1 student (1.75%) withdrew
      - 12 students (21.05%) failed
      - 44 students (77.19%) passed
    - Worth noting here: In 2011, 73.08% of the students who placed into READ-091 enrolled in the course in the fall of their first year, while we see a much higher percentage (91.94%) of those with a reading placement in this range actually starting the sequence in Fall 2014.

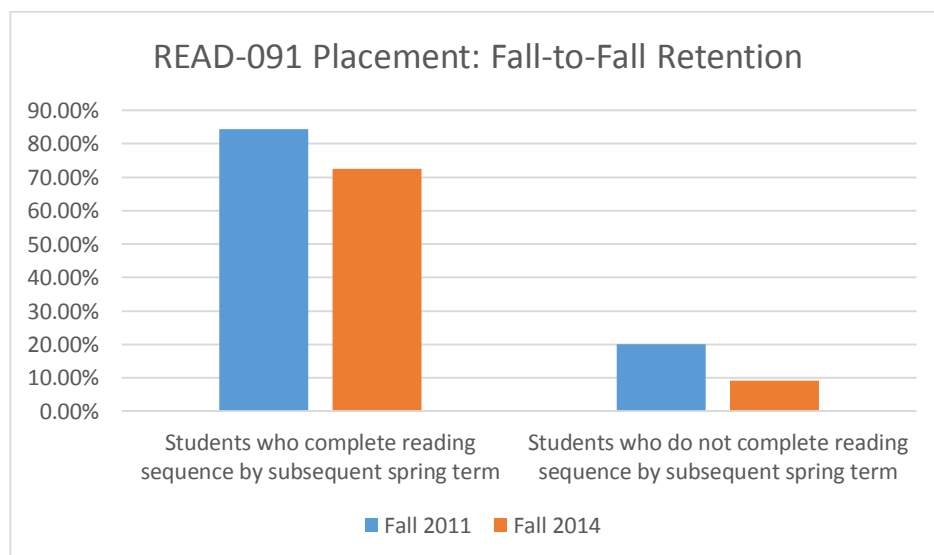


- Looking at the 57 students who started the sequence in Fall 2014 and the 62 of Fall 2014 new students who placed into READ-091 (equivalent),
  - 23 students had completed this by the end of the Fall 2014 term (40.35% of those who started in Fall 2014 and 37.10% of those who had a READ-091 placement)
  - 31 students total (8 additional students) completed the sequence by the end of the Winter 2015 term (54.39% of those who started in Fall 2014 and 50.00% of those who had a READ-091 placement)
  - 40 students total (9 additional students) completed the sequence by the end of the Spring 2015 term (70.18% of those who started in Fall 2014 and 64.52% of those who had a READ-091 placement)
  - 41 students total (1 more student) completed by the Summer 2015 term (71.93% of those who started in Fall 2014 and 66.13% of those who had a READ-091 placement)

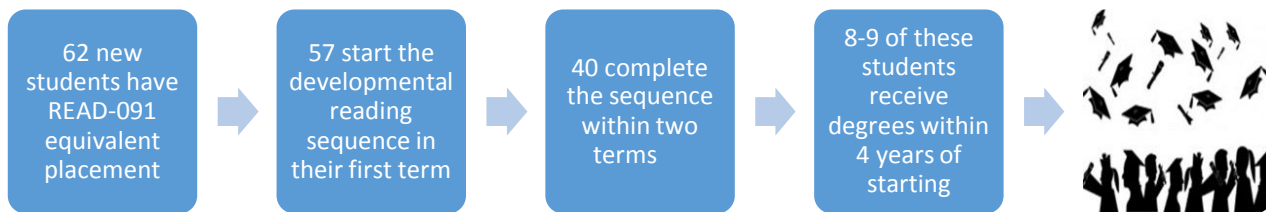
- By comparison, in for those placing into READ-091 in Fall 2011, 54.10% (compared to 70.18% for Fall 2014 new students) of those placing into READ-091 **and who started the sequence in the same semester** had completed the two course sequence by the end of the spring semester. As such, we are seeing much higher completion rates after the redesign. (We don't see the same for READ-099 equivalent students, but the completion rates are similar.)



Examining fall-to-fall retention, we observe a slightly skewed version of the pre-redesign pattern. Of the students who placed into READ-091 in Fall 2011, 84.84% of those who completed the reading sequence by the end of the Spring 2012 term went on to enroll in the Fall 2012 term (one year after enrollment). Similarly, for this Fall 2014 cohort, we see that 31 of the 40 students who complete the reading sequence by the subsequent Spring 2015 term are enrolled in the Fall 2015 term (72.50%). However, among those who don't complete the sequence, only 2 of the 22 students 9.09% return a year later (compared to 20.00% of the Fall 2011 READ-091 cohort).

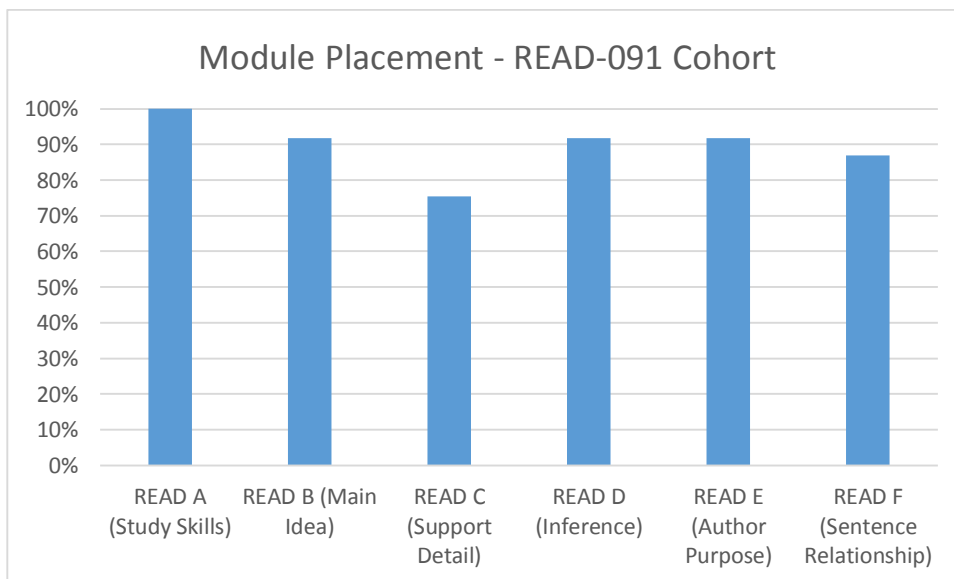


If we look back to 2011 data, we can expect that 21.00% of these students will go on to receive degrees from Carroll within four years. Although we are looking at small number of students, we can expect that this increase in completion of the developmental sequence will also result in an increase in the number of graduates within four years.



- Similarly, looking at all new students who placed into READ-091, while 42.31% had completed the developmental sequence within two terms in the Fall 2011 cohort, we see that 64.52% completed the reading sequence from the Fall 2014 cohort.
- The reading diagnostic tool places students into reading modules based on their scores on each subsection. Of those 61 students who started in Fall 2014, who would have placed into READ-091, and who completed the diagnostic, students were placed into the following modules:

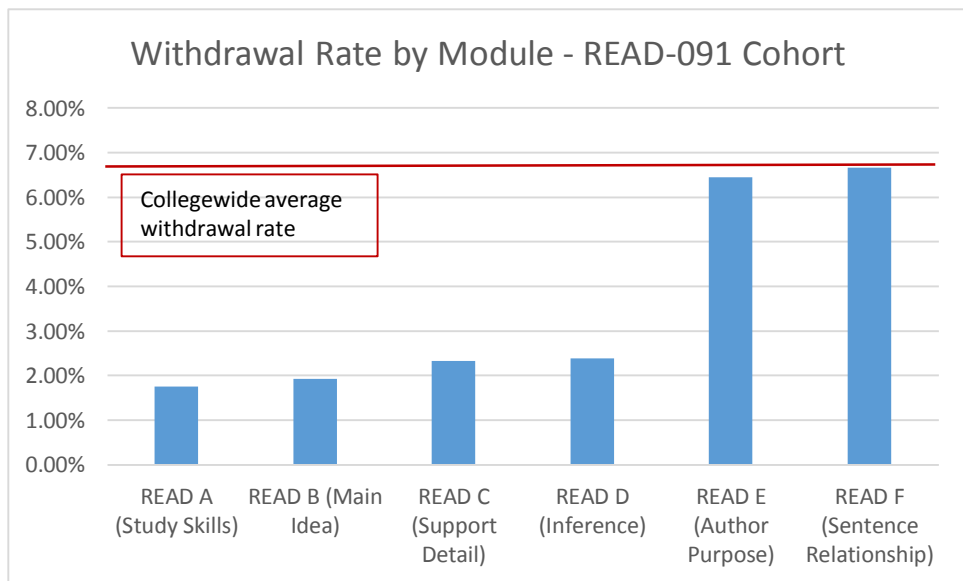
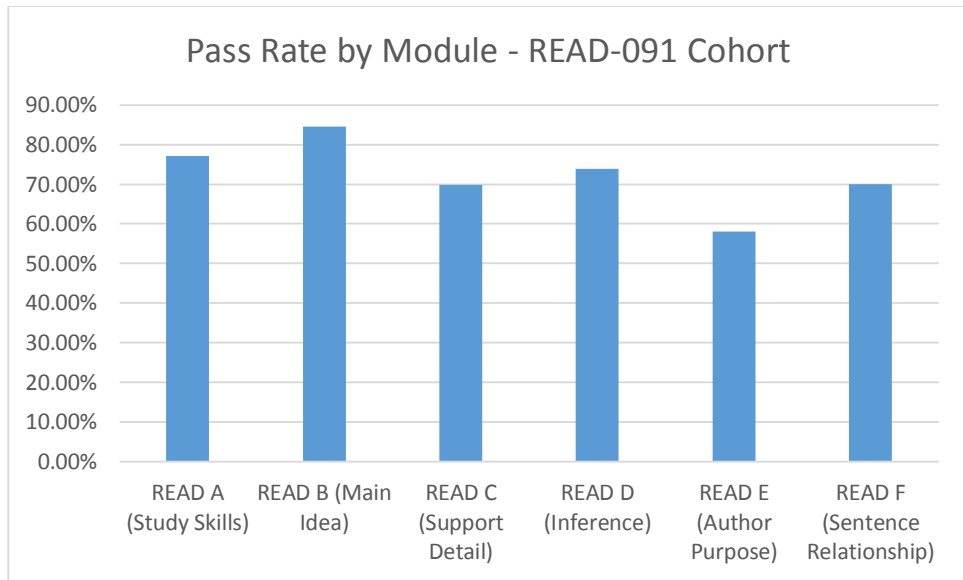
Reading Module	Number of students
READ A (Study Skills)	61 (100.00%)
READ B (Main Idea)	56 (91.80%)
READ C (Support Detail)	46 (75.41%)
READ D (Inference)	56 (91.80%)
READ E (Author Purpose)	56 (91.80%)
READ F (Sentence Relationship)	53 (86.89%)





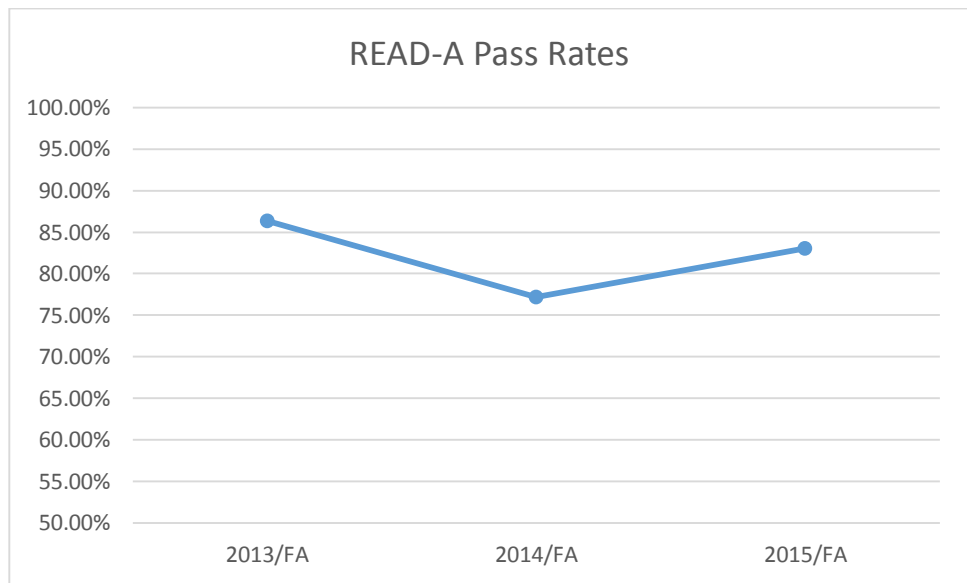
○ Fall 2014 Enrollment and Success Data – READ-091 Cohort:

Module	Fall 2014 Enrollment	Pass	Fail	Withdraw
READ-A	57	44 (77.19%)	12 (21.05%)	1 (1.75%)
READ-B	52	44 (84.62%)	7 (13.46%)	1 (1.92%)
READ-C	43	30 (69.77%)	12 (27.91%)	1 (2.33%)
READ-D	42	31 (73.81%)	10 (23.81%)	1 (2.38%)
READ-E	31	18 (58.06%)	11 (35.48%)	2 (6.45%)
READ-F	30	21 (70.00%)	7 (23.33%)	2 (6.67%)



In Fall 2014, the College Success curriculum was integrated into READ-A. Pass rates in this module declined with this change. However, Fall 2015 data suggests that modifications to the course have improved the pass rate, although not quite to 2013/FA levels. (Note that incompletes for Fall 2015 are expected to be resolved in the Winter 2016 term.) It is expected that this increased success in the first module will result in increased completion rates of the developmental sequence, as well.

	S%	U%	W%	I%
2013/FA	86.36%	11.36%	2.27%	0.00%
2014/FA	77.19%	21.05%	1.75%	0.00%
2015/FA	83.02%	15.09%	0.00%	1.89%

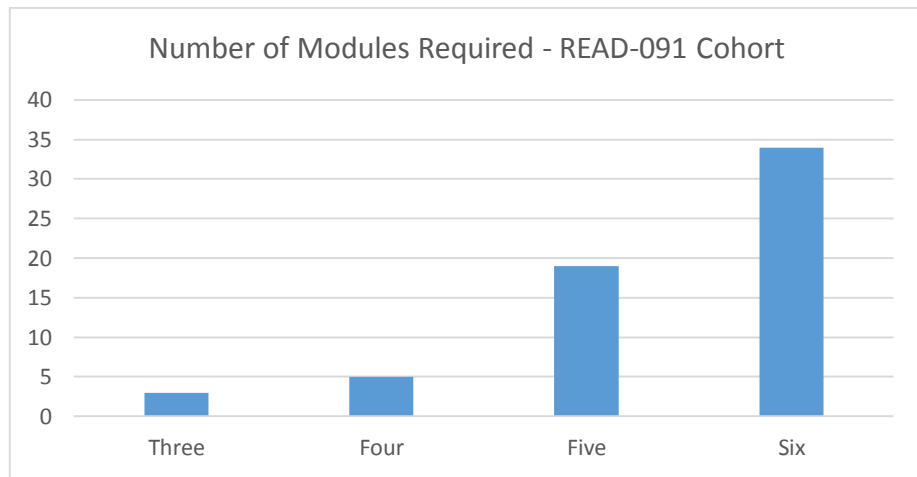


**Observations:**

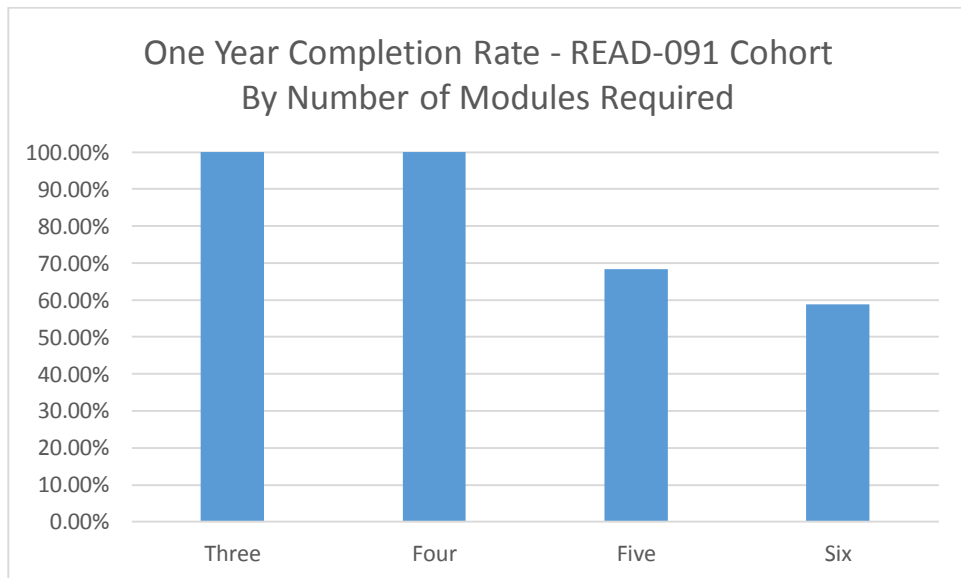
- Withdraw rates for READ-A through READ-D are significantly lower than the college average, which was 6.8% for AY 2015.
- READ-E has the lowest pass rate and READ-B has the highest pass rate.

- Based on the results of the diagnostic tool, students were required to complete 3-6 modules:

Number of modules	Number of students	Number who complete in one year
3	3	3 (100.00%)
4	5	5 (100.00%)
5	19	13 (68.42%)
6	34	20 (58.82%)
TOTAL	61	41 (67.21%)

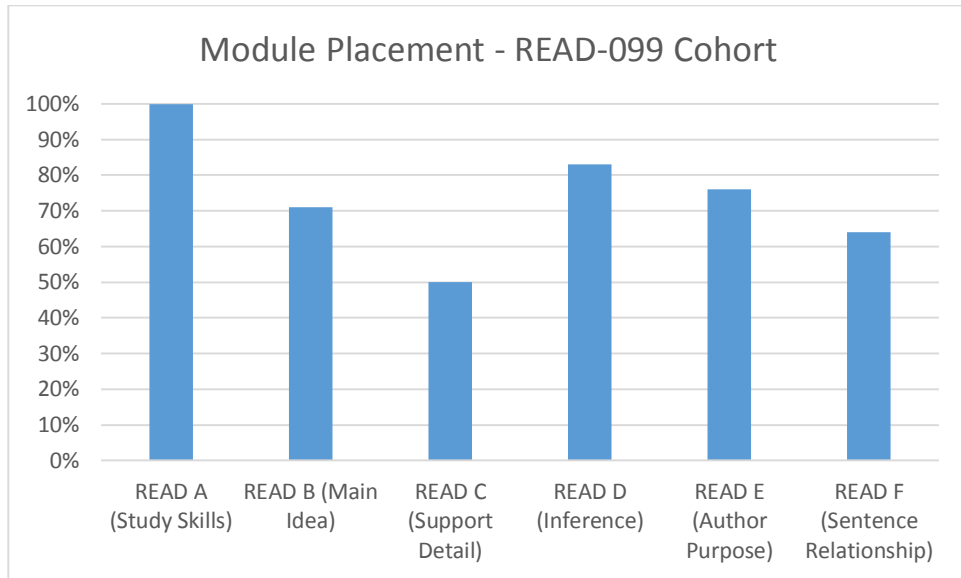


- Not surprisingly, students who required fewer modules were more likely to complete the sequence, although most students with a READ-091 equivalent score required five or six modules.



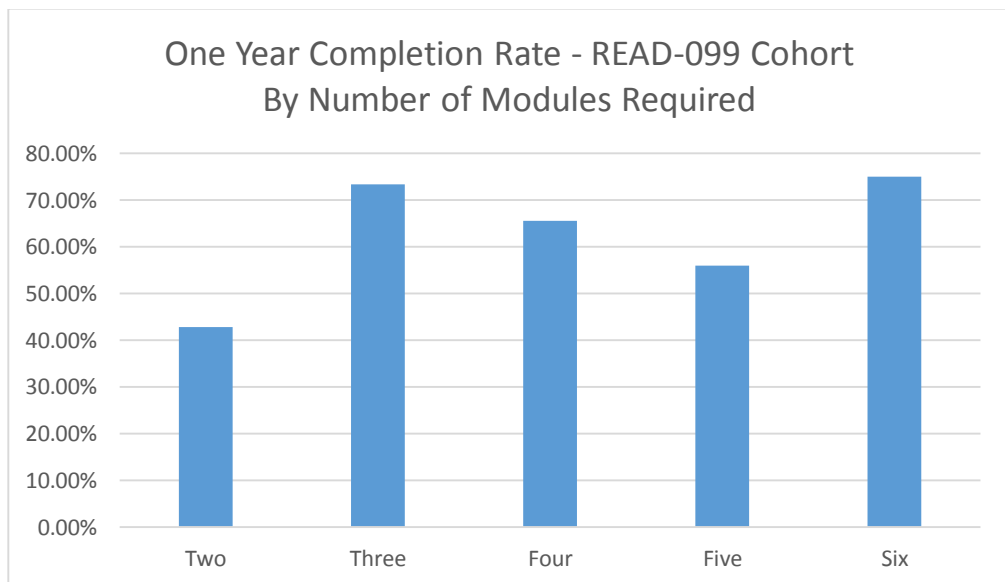
- Looking at students who don't complete the mods within a year, out of the 62 that place into READ-091, we have 21 that don't complete within a year. 1 of these students never takes the diagnostic, which is the first step towards completion. Only 3 (14.29% fall to spring retention) of these 21 students are enrolled for the Spring 2015 term and only 2 pass any class during that term. Of these 21 students, only 4 go on to take a class in Fall 2015 (19.05% fall to fall retention). Two of the three students who take a Spring 2015 course return in the fall, and two of the Fall 2015 students from the Fall 2014 cohort skipped the Spring term.
- READ-099 placement:
  - Completion of the developmental sequence:
    - 106 (or 15.14%) of these students placed into READ-099, based on an Accuplacer score between 61 and 78. Of the 106 students, 100 completed the diagnostic test to place students into reading modules.
    - Of these 100 students, 84 enrolled (84.00%) in READ-A in Fall 2014, with the following outcomes:
      - 2 students (2.38%) withdrew
      - 17 students (20.24%) failed
      - 65 students (77.38%) passed
    - Again, similar to the experience with READ-091 placement, students who placed into the equivalent of READ-099 were more likely to start the developmental sequence in their first semester after the redesign, with 84.00% of those with a READ-099 placement starting the sequence in Fall 2014 compared to 69.07% for the Fall 2011 group.
    - An interesting phenomenon exists among this group. We observe higher failure rates in READ-A, in spite of higher measured skill level.
    - The reading diagnostic tool places students into reading modules based on their scores on each subsection. Of those 100 students who started in Fall 2014, who would have placed into READ-099, and who completed the diagnostic, students were placed into the following modules:

Reading Module	Number of students
READ A (Study Skills)	100 (100.00%)
READ B (Main Idea)	71 (71.00%)
READ C (Support Detail)	50 (50.00%)
READ D (Inference)	83 (83.00%)
READ E (Author Purpose)	76 (76.00%)
READ F (Sentence Relationship)	64 (64.00%)



- Based on the results of the diagnostic tool, students were required to complete 2-6 modules:

Number of modules	Number of students	Number who complete in one year
2	7	3 (42.86%)
3	15	11 (73.33%)
4	29	19 (65.52%)
5	25	14 (56.00%)
6	24	18 (75.00%)
<b>TOTAL</b>	<b>100</b>	<b>65 (65.00%)</b>

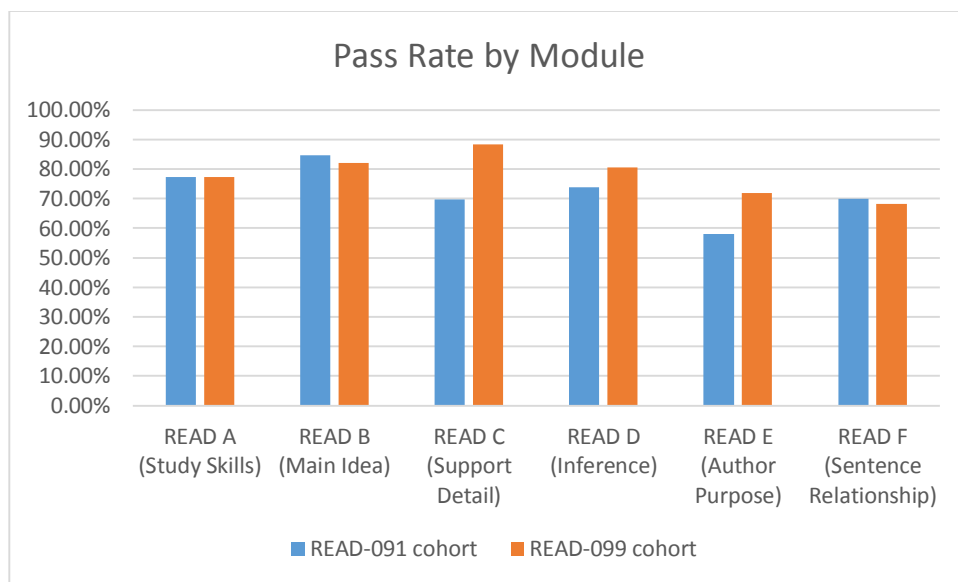


Interestingly, it appears that students who were required to take all 6 modules were most likely to complete the sequence within a year.

Also, we see that students with a READ 091 equivalent placement were slightly more likely (67.21% compared to 65.00%) to complete all required modules. Or, looking the other way, students who had low placement test scores were just as successful in moving through as those with higher scores.

- Fall 2014 Enrollment and Success Data – READ-099 Cohort:

Module	Fall 2014 Enrollment	Pass	Fail	Withdraw
READ-A	84	65 (77.38%)	17 (20.24%)	2 (2.38%)
READ-B	61	50 (81.97%)	10 (16.39%)	1 (1.64%)
READ-C	43	38 (88.37%)	4 (9.30%)	1 (2.33%)
READ-D	67	54 (80.60%)	12 (17.91%)	1 (1.49%)
READ-E	57	41 (71.93%)	15 (26.32%)	1 (1.75%)
READ-F	44	30 (68.18%)	13 (29.55%)	1 (2.27%)

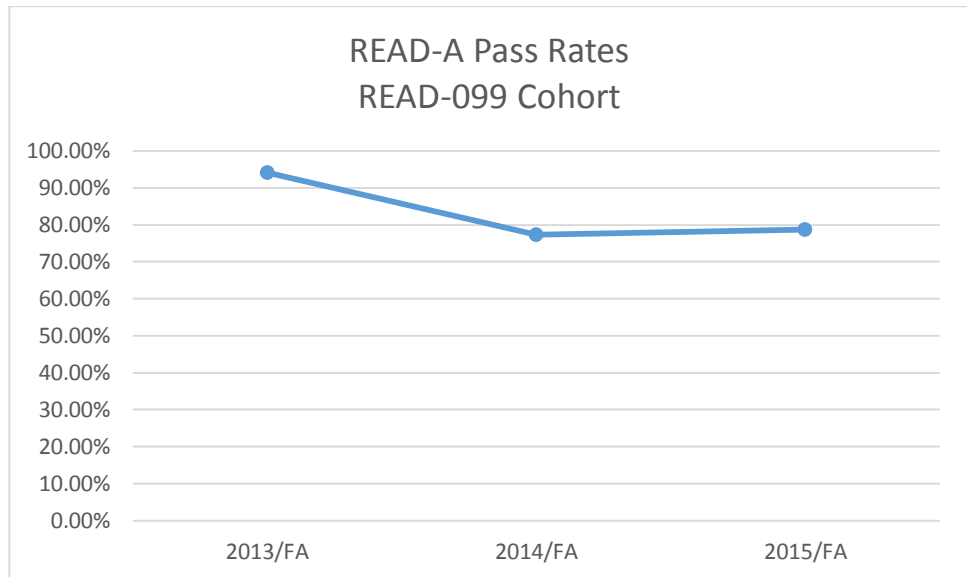


There are several interesting observations. Although the READ-099 cohort is not more successful in completing the entire sequence, the 2014 results suggest that they are more successful at modules C and E, which proved more difficult for those in the READ-091 cohort.

In Fall 2014, the College Success curriculum was integrated into READ-A. Pass rates in this module declined with this change. However, Fall 2015 data suggests that modifications to the course have only marginally improved the pass rate, although a much more significant improvement and higher success rate is observed among students with a READ-091 equivalent placement for the Fall 2015 start term. (Note that incompletes for Fall 2015 are expected to be resolved in the Winter 2016 term.)

	S%	U%	W%	I%
2013/FA	94.05%	2.38%	3.57%	0.00%
2014/FA	77.38%	20.24%	2.38%	0.00%

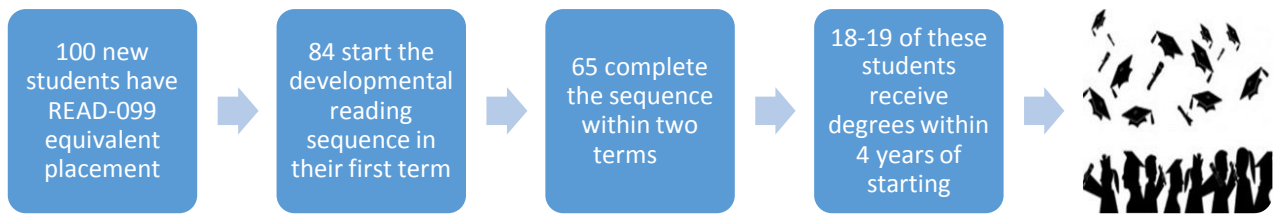
2015/FA	78.72%	17.02%	3.19%	1.06%
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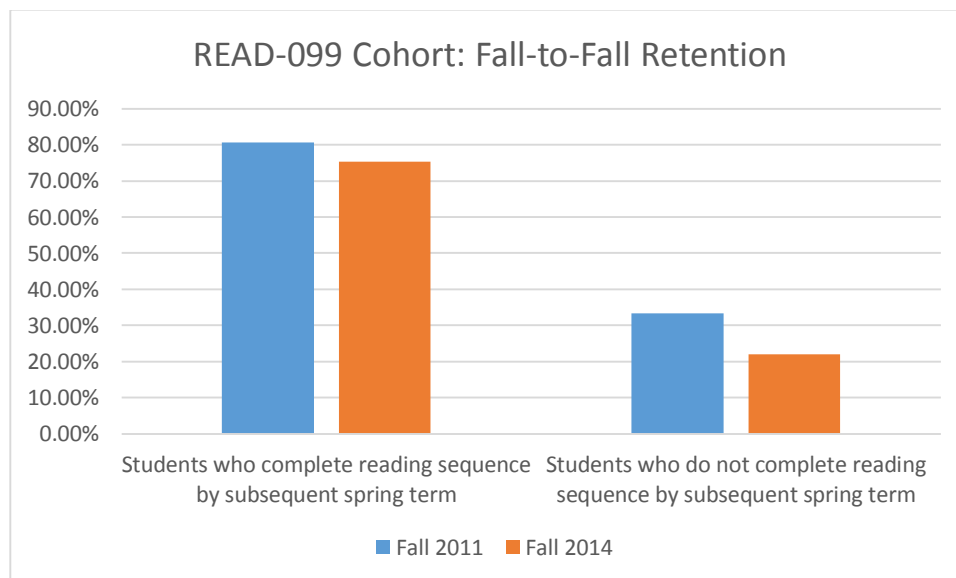
**Observations:**

- Very low withdraw rates – students may not pass, but they don't drop.
  - READ-A, READ-E, and READ-F seem to be the most challenging.
  - Pass rates for the modules are generally higher for the READ-099 cohort compared to the READ-091 cohort.
- Based on the diagnostic, students needed to complete between 2 and 6 modules to demonstrate mastery of the developmental reading sequence,
- 48 students had completed this by the end of the Fall 2014 term (57.14% of those who started in Fall 2014 and 48.00% of those who complete the reading diagnostic)
  - 57 students total (9 additional students) completed the sequence by the end of the Winter 2015 term (67.85% of those who started in Fall 2014 and 57.00% of those who complete the reading diagnostic)
  - 65 students total (8 additional students) completed the sequence by the end of the Spring 2015 term (65.00% of those who complete the reading diagnostic)

If we look back to 2011 data, we can expect that 28.36% of these students will go on to receive degrees from Carroll within four years. Although we are looking at small number of students, we can expect that this increase in completion of the developmental sequence will also result in an increase in the number of graduates within four years.



- Looking at students who don't complete the mods within a year, out of the 100 that place into READ-099, we have 41 that don't complete. 6 of these students never take the diagnostic, which is the first step towards completion. Only 14 (34.15% fall to spring retention) of these 41 students are enrolled for the Spring 2015 term and only 9 pass any class during that term. Of these 41 students, only 11 go on to take a class in Fall 2015 (26.83% fall to fall retention and 78.57% spring to fall retention). These number mirror a similar pattern with the Fall 2011 cohort.
- Looking at the students who do complete the sequence within a year, out of these 41 students, only 9 of these students are enrolled a year later (75.38% fall to fall retention).



**Submitted by:**

Kate Demarest, CPA  
 Assessment and Program Analyst  
 Carroll Community College  
 January 15, 2016



## Appendix 57

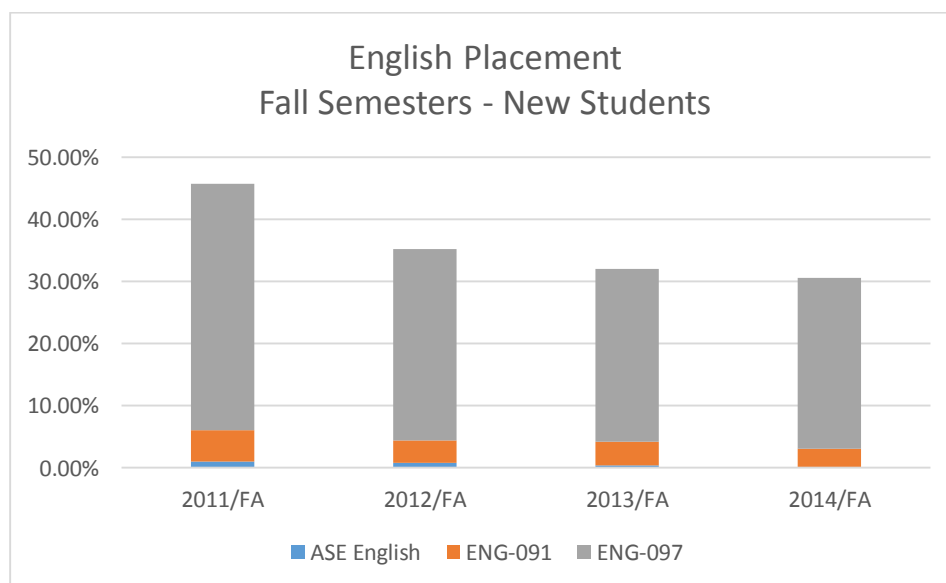
### English Placement and Completion Data

For the purposes of this analysis, we will look at new students entering in Fall 2011 compared to new students entering in Fall 2014. Over the four academic years from AY 2011 to AY 2014, we have observed the following trends in new student enrollment and writing placement:

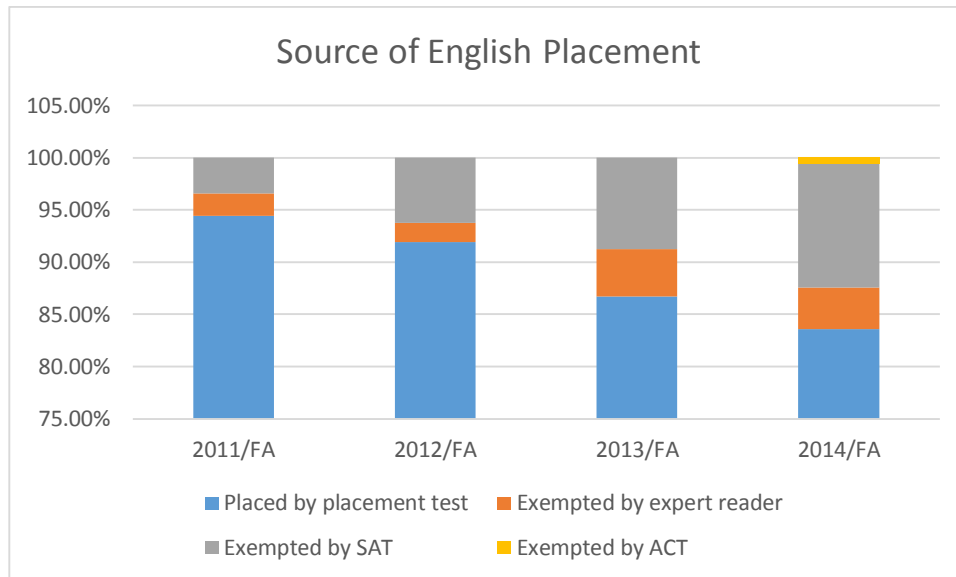
	2011/FA	2012/FA	2013/FA	2014/FA
<b>Total New Students</b>	<b>883</b>	<b>882</b>	<b>767</b>	<b>718</b>
<b>Placement:</b>				
ASE English (Accuplacer Sentence Skills <45)	8	7	3	0
ENG-091 (Accuplacer Sentence Skills 45-59)	40	29	27	20
ENG-097 (Accuplacer Sentence Skills 60-89)	315	253	196	180
Exempt based on Accuplacer score	386	465	386	346
Exempt based on Expert Reader	17	15	32	26
Exempt based on SAT (SAT Writing 550 or greater)	27	51	62	77
Exempt based on ACT (ACT English 20 or greater)	0	0	0	4
<b>Total New Students with English Placement</b>	<b>793</b>	<b>820</b>	<b>706</b>	<b>653</b>

As a result of improved business practices over the four year period, the number of students who do not receive a documented English placement has decreased. Additionally, the college has more accurately captured who is truly a new student, rather than a student who is bringing in credits from another college (and therefore possibly exempt from placement).

As the following chart shows, the percentage of new students who place into developmental English has declined over the past four years:



At the same time, the percentage of students who are placed in English because of SAT scores has increased.



In Fall 2011, there were 793 new students who received a English placement. While students without a qualifying ACT or SAT were placed with the Accuplacer Sentence Skills assessment, a small number of students were subsequently replaced based on the opinion of an expert reader. Of these new students,

- ENG-091 placement:
  - Completion of the developmental sequence:
    - 40 (or 5.04%) of these students placed into ENG-091, based on an Accuplacer score between 45 and 59.
    - Of these 40 students, 17 (42.50%) enrolled in ENG-091 in Fall 2011, with the following outcomes:
      - 4 students (23.53%) withdrew or audited
      - 3 students (17.65%) failed
      - 10 students (58.82%) passed
      - 8 students were moved up to ENG-097, with 7 passing grades and one failure. (If we look just at this cohort, the one student who fails never takes another class at the college. Of the seven who pass, 5 out of the 7 (71.43%) go on to pass ENGL-101.)
    - By the end of the Spring 2012 term, 17 of the 40 students who placed into ENG-091 had passed ENG-097, representing 42.50% of the total.
    - Considering only those who took ENG-091 in Fall 2011, 10 out of the 17 (58.82%) had completed ENG-097 by Spring 2012.
    - Looking out an additional year, 18 of the 40 students, or 45.00%, had completed the developmental writing sequence within two years of beginning enrollment at Carroll. If we exclude the students who were replaced into ENG-097, we see that 11 out of 32 (34.38%) have completed within two years.
  - Progress towards degree attainment:
    - Looking at the 40 students who place into ENG-091, we see that 30 (75%) begin the developmental sequence, although not necessarily in their first semester.

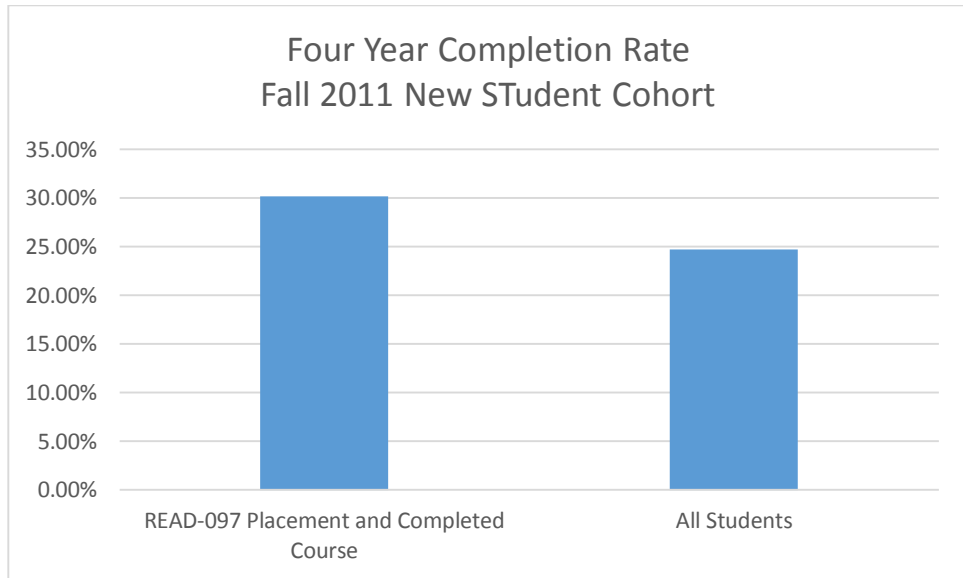
- 4 students begin the developmental sequence but never pass a developmental English class.
  - 5 complete only ENG-091.
  - 3 complete ENG-097 but do not move into ENGL-101.
  - 16 move onto ENGL 101, with 14 of these subsequently passing ENGL-101. This result seems to point to the conclusion that students who complete ENG-097 are prepared for ENGL-101.
- Looking at the cohort of 17 students who placed into ENG-091 and who completed the developmental writing sequence within the academic year,
  - 13 students (76.47%) were enrolled in the Fall 2012 term
  - 9 students (52.94%) were enrolled in the Fall 2013 term
  - 6 students (35.29%) were enrolled in the Fall 2014 term
  - 5 students (29.41%) were enrolled in the Fall 2015 term
- For comparison, looking at the 23 students who placed into ENG-091 in Fall 2011, but who did not complete the sequence within the academic year,
  - 4 students (17.39%) were enrolled in the Fall 2012 term
  - 2 students (8.70%) were enrolled in the Fall 2013 term
  - 2 students (8.70%) were enrolled in the Fall 2014 term
  - 1 student (4.35%) was enrolled in the Fall 2015 term

It is clear that students who complete the developmental sequence are more likely to persist at the college.

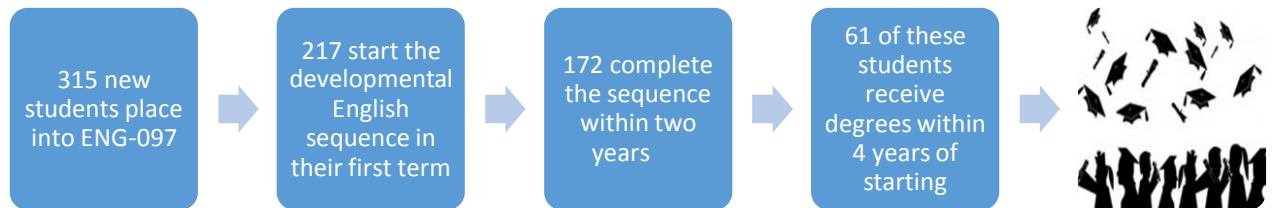
- Of the 40 students who placed into ENG-091, 16 of these students go on to take ENGL-101 in a subsequent term, with 14 of those students passing. Although we are looking at small numbers, this 87.50% success rate is higher than the average for all students in ENGL-101 for AY 2012 of 77.50%.
- However, none of these students have earned a degree from Carroll in the four years since their start term. (This is an interesting result, since we saw that 21% of students with an ENG-091 placement went on to earn degrees within four years.)
- ENG-097 placement:
  - Completion of the developmental sequence:
    - 315 (or 39.72%) of these students placed into ENG-097, based on an Accuplacer score between 61 and 78.
    - Of these 315, students, 217 enrolled (68.89%) in ENG-097 in Fall 2011, with the following outcomes:
      - 15 students (6.91%) withdrew
      - 30 students (13.82%) failed
      - 172 students (79.27%) passed
      - 4 students enrolled in ENG-091 (in spite of placement, or possibly re-placed by expert reader), with two passing and two failing.
    - Among students placing into ENG-097, it appears that there is a high success rate among those who actually enroll in the course.

- By the end of the Spring 2012 term, 202 of the 315 students who placed into ENG-097 had passed ENG-097, representing 64.31% of the total.
- If we look forward another academic year, 9 more students complete the sequence, bringing the total to 211 out of 315 students or 66.99%.
- Progress towards degree attainment:
  - Looking at the cohort of 202 students who placed into ENG-097 and who completed the developmental writing sequence within the academic year,
    - 154 students (76.24%) were enrolled in the Fall 2012 term
    - 114 students (56.44%) were enrolled in the Fall 2013 term
    - 60 students (29.70%) were enrolled in the Fall 2014 term
    - 44 students (21.78%) were enrolled in the Fall 2015 term
  - For comparison, looking at the 113 students who placed into ENG-097 in Fall 2011, but who did not complete the sequence within the academic year,
    - 26 students (23.01%) were enrolled in the Fall 2012 term
    - 15 students (13.27%) were enrolled in the Fall 2013 term
    - 14 students (12.39%) were enrolled in the Fall 2014 term
    - 8 students (7.08%) were enrolled in the Fall 2015 term
  - Of the 215 students who placed into ENG-097, 192 of these students go on to take ENGL-101 in a subsequent term, with 167 of those students passing. Although we are looking at small numbers, this 86.98% success rate is higher than the average for all students in ENGL-101 for AY 2012 of 77.50%. As with students who start in ENG-091, it appears that the developmental writing sequence prepares students well for ENGL-101, the college level writing class.
  - Of the 202 students who placed into ENG-097 and passed ENG-097 during AY 2012, seven went on to receive degrees,
    - 3 received degrees in AY 2013
    - 37 received degrees in AY 2014
    - 17 received degrees in AY 2015
    - 3 received degrees in Summer 2015

Stated another way, within four years of starting at Carroll, 61/202 or 30.20% of students who placed into ENG-097 and passed the class had graduated from Carroll with an associate's degree. It appears that students who place into ENG-097 are more likely to complete an associate's degree than those who place into ENG-091. Finally, it appears that students who place into ENG-097 and complete the course within one year are actually more likely to complete an associate's degree than the Fall 2011 new student population as a whole (24.71%).



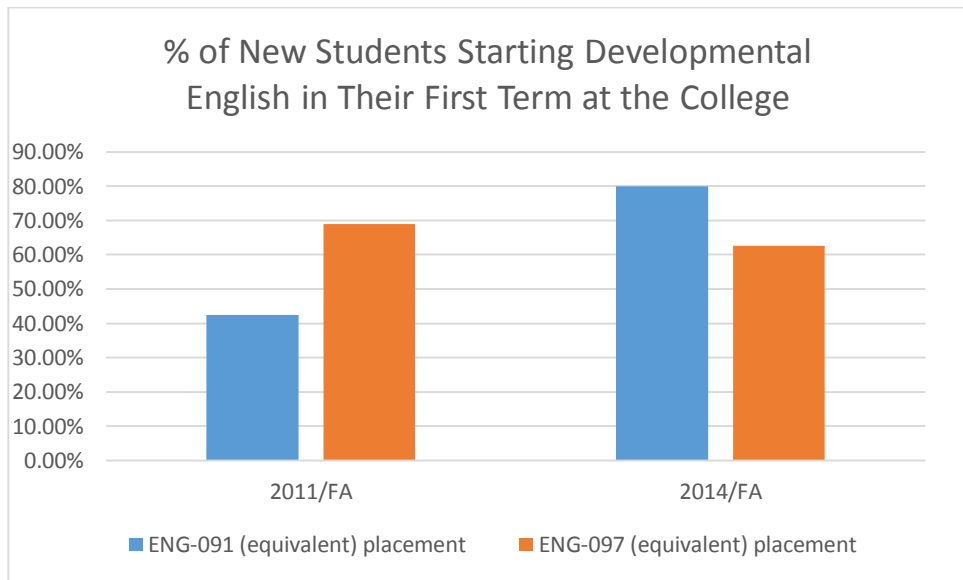
Amid concerns about the cost of developmental education, and the potential for success in college among these students, we observe there is a significant human impact of these developmental courses. These students clearly have the potential to be successful college students with the appropriate support.



After the redesign:

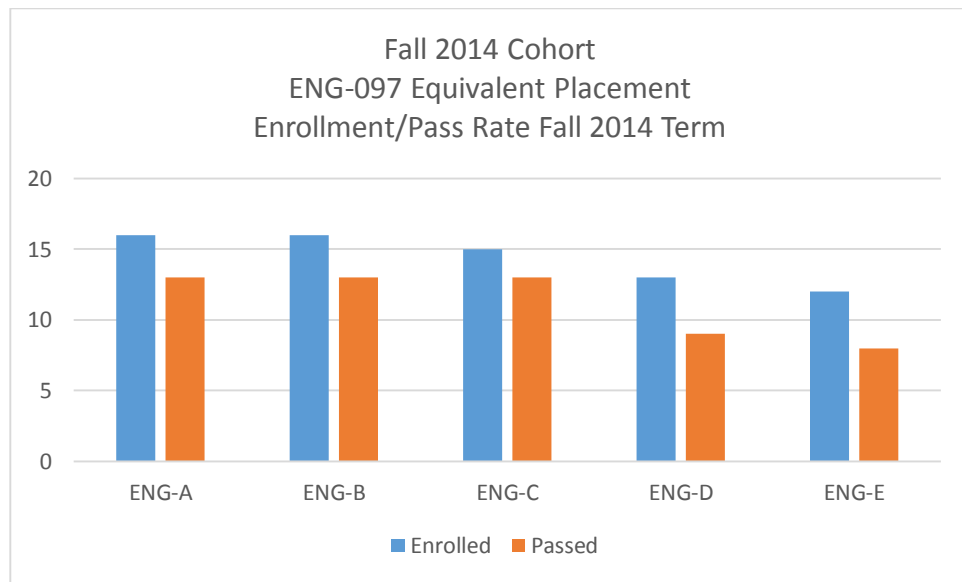
In Fall 2014, there were 653 new students who received a writing placement. Of these new students,

- ENG-091 placement:
  - Completion of the developmental sequence:
    - 20 (or 3.06%) of these students had a placement test score that would have placed them into ENG-091, based on an Accuplacer score between 45 and 59.
    - Of these 20 students, 16 (80.00%) enrolled in ENG-A in Fall 2014, with the following outcomes:
      - No students withdrew
      - 3 students (18.75%) failed
      - 13 students (81.25%) passed
    - Worth noting here: In 2011, 42.50% of the students who placed into ENG-091 enrolled in the course in the fall, while we see a much higher percentage (80.00%) of those with a writing placement in this range actually starting the sequence in Fall 2014, although we are not seeing the same level of success with students with a higher placement test score.



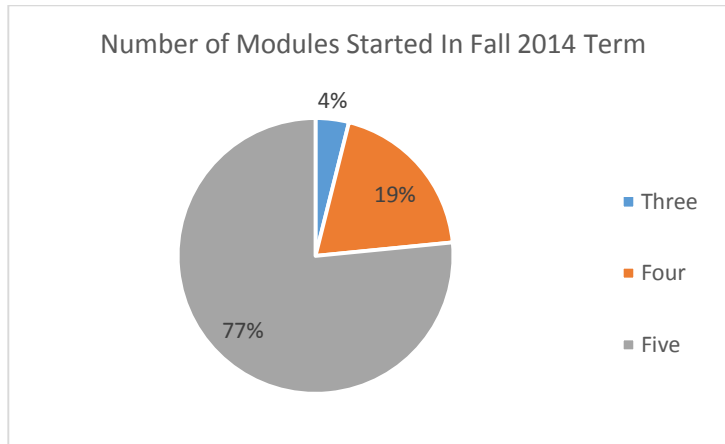
- Of the 20 students who start ENG-A in the fall, we see that they registered for these modules in the fall, with the following success rates:

Module	Enrolled	Passed
ENG-A	16	13
ENG-B	16	13
ENG-C	15	13
ENG-D	13	9
ENG-E	12	8



- Of these Fall 2014 students who start ENG-A, this is the number of modules that they enrolled in and did not drop during the refund period.

Number of modules (registered)	Number of students
2	1
3	2
4	1
5	12



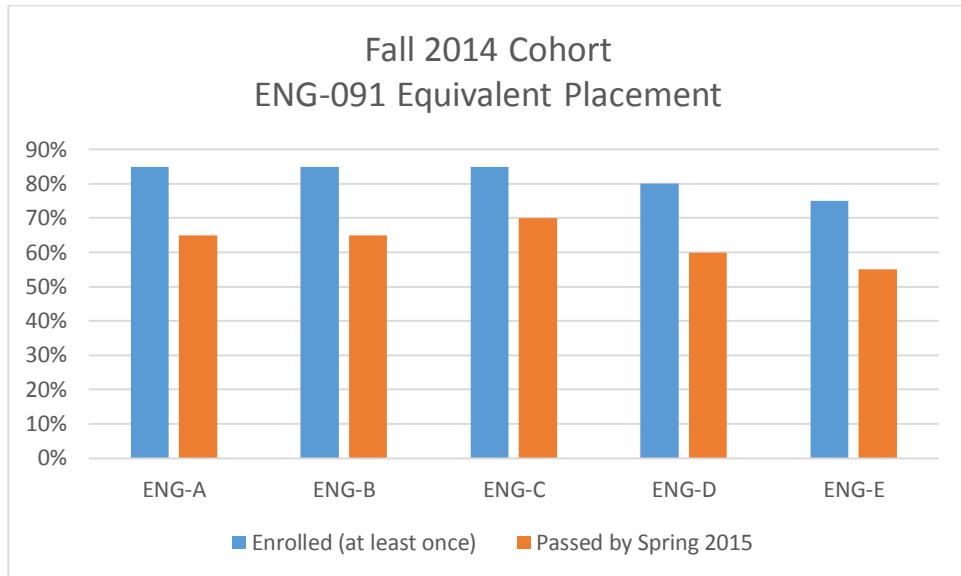
- Of these Fall 2014 students who start ENG-A, a majority of students complete four to five modules in their first term.

Number of modules (passed)	Number of students
0	2
1	1
2	1
3	3
4	1
5	8

- Of these 20 students who place into ENG-091, looking over the fall, winter, and spring terms:

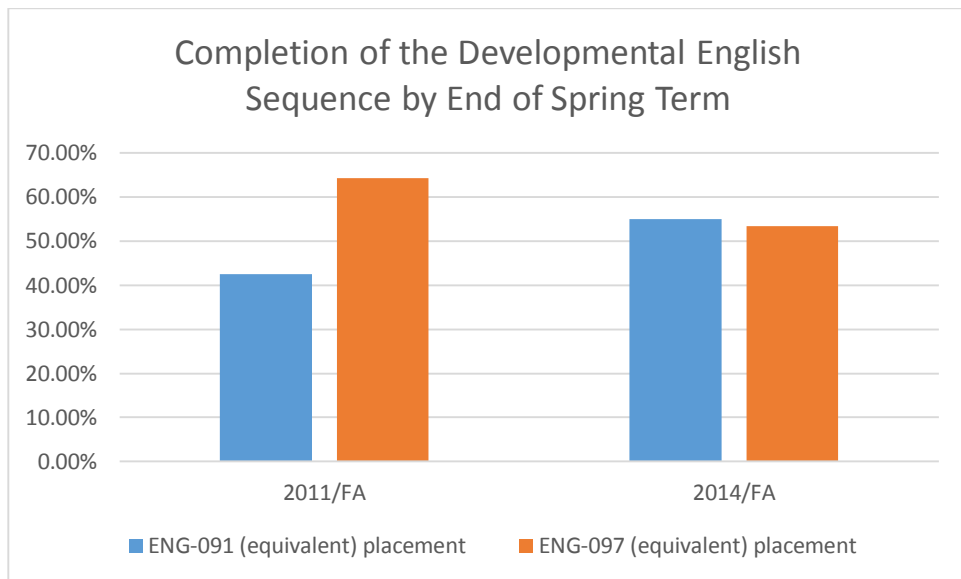
Module	Enrolled (at least once)	Passed by Spring 2015
ENG-A	17	13
ENG-B	17	13
ENG-C	17	14
ENG-D	16	12
ENG-E	15	11



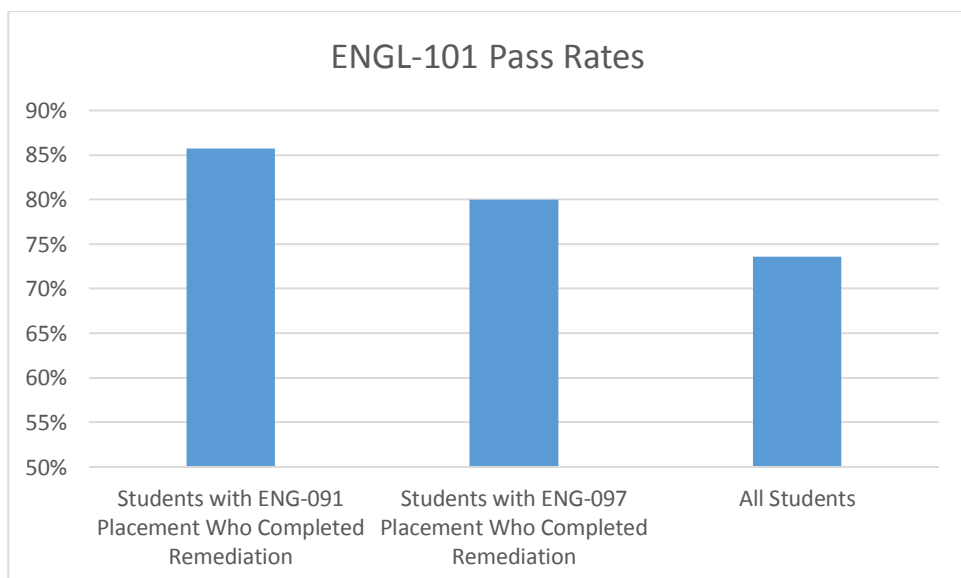


- With ENG-E representing the completion of the developmental writing sequence,
  - 8 students had completed this by the end of the Fall 2014 term (50.00% of those who started in Fall 2014 and 40.00% of those who had a ENG-091 placement)
  - 11 students total (3 additional students) completed the sequence by the end of the Spring 2015 term (68.75% of those who started in Fall 2014 and 55.00% of those who had a ENG-091 placement)

- By comparison, in for those placing into ENG-091 in Fall 2011, 58.82% (compared to 68.75% for Fall 2014 new students) of those placing into ENG-091 and who started the sequence in the same semester had completed the two course sequence by the end of the spring semester.
- Similarly, looking at all new students who placed into ENG-091, while 42.50% had completed the developmental sequence within two terms in the Fall 2011 cohort, we see that 55.00% completed the writing sequence from the Fall 2014 cohort, a significant improvement among students most in need of remediation.

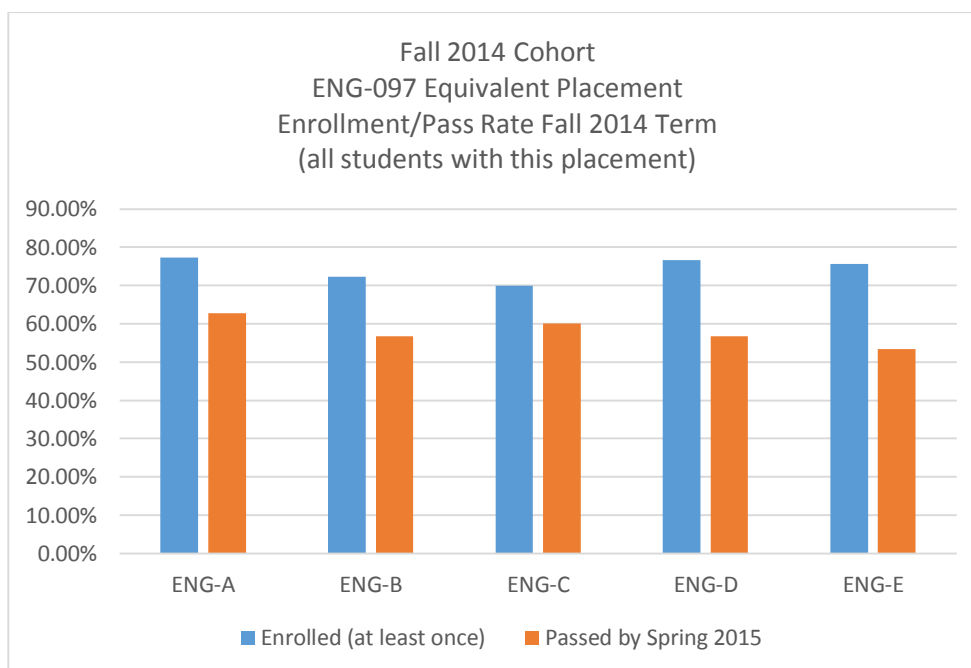


- Although we are only able to look out one semester from Fall 2014, we see that 7 of the 8 students (87.50%) who completed all the writing modules in the fall went on to take ENGL-101 in the spring, and 6 out of 7 (85.71%) passed the course. This is higher than the departmental average of 73.60% for all students for AY 2015.



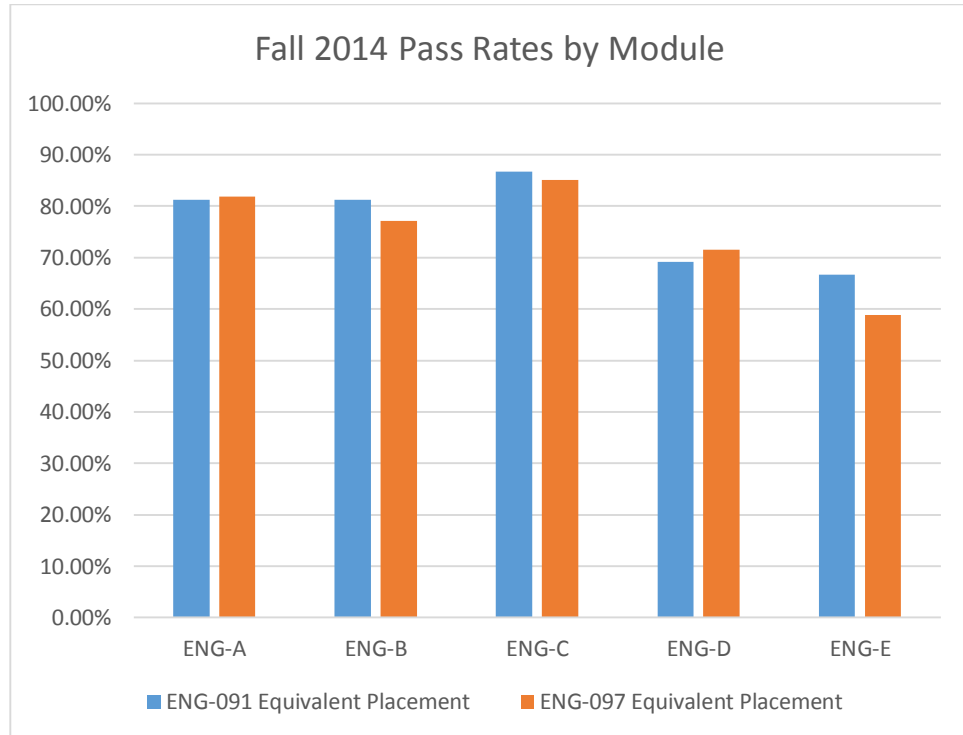
- ENG-097 placement:
  - Completion of the developmental sequence:
    - 180 (or 27.57%) of these students placed into ENG-097, based on an Accuplacer score between 60 and 89.
    - Of these 180 students, 127 enrolled (62.62%) in ENG-A in Fall 2014, with the following outcomes: (We do see a low percentage of these students starting the sequence compared to those with lower placements.)
      - 6 students (4.72%) withdrew
      - 17 students (13.39%) failed
      - 104 students (81.89%) passed
    - Within one academic year (by the end of Summer 2014, 139 of these 180 students (77.22%) have enrolled in ENG-A, with 113 passing (81.29% of those who enroll and 62.78% with ENG-097 equivalent placement) during this period.
    - Of these 180 students who place into ENG-097, over the fall, winter, and spring terms:

Module	Enrolled (at least once)	Passed by Spring 2015
ENG-A	139	113
ENG-B	130	102
ENG-C	126	108
ENG-D	138	102
ENG-E	136	96



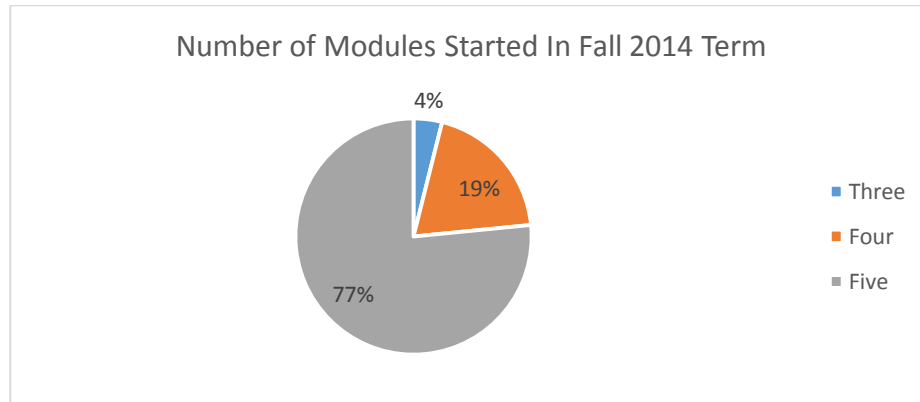
- Of the 127 students who start ENG-A in the fall, we see that they registered for these modules in the fall, with the following success rates:

Module	Enrolled	Passed
ENG-A	127	104
ENG-B	118	91
ENG-C	114	97
ENG-D	123	88
ENG-E	119	70



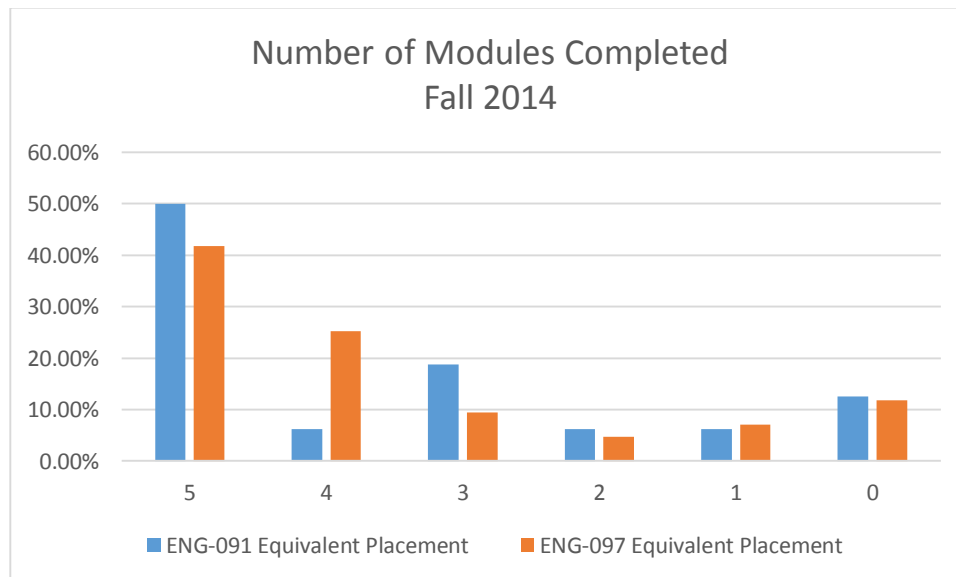
- Of these Fall 2014 students who start ENG-A, this is the number of modules that they enrolled in and did not drop during the refund period.

Number of modules (registered)	Number of students
3	5
4	24
5	98

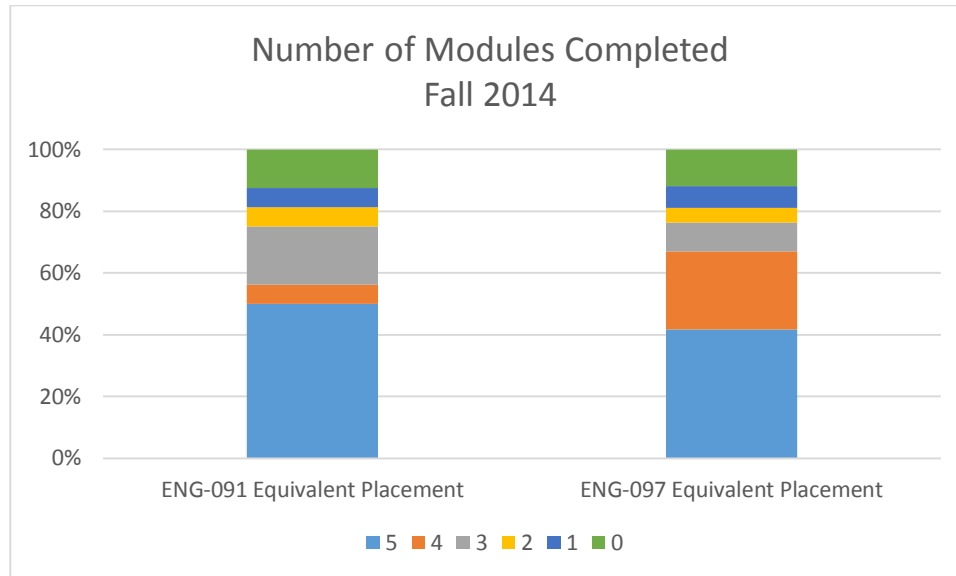


- Of these Fall 2014 students who start ENG-A, the majority of these students passed four to five of the modules in the same term.

Number of modules (passed)	Number of students
0	15
1	9
2	6
3	12
4	32
5	53

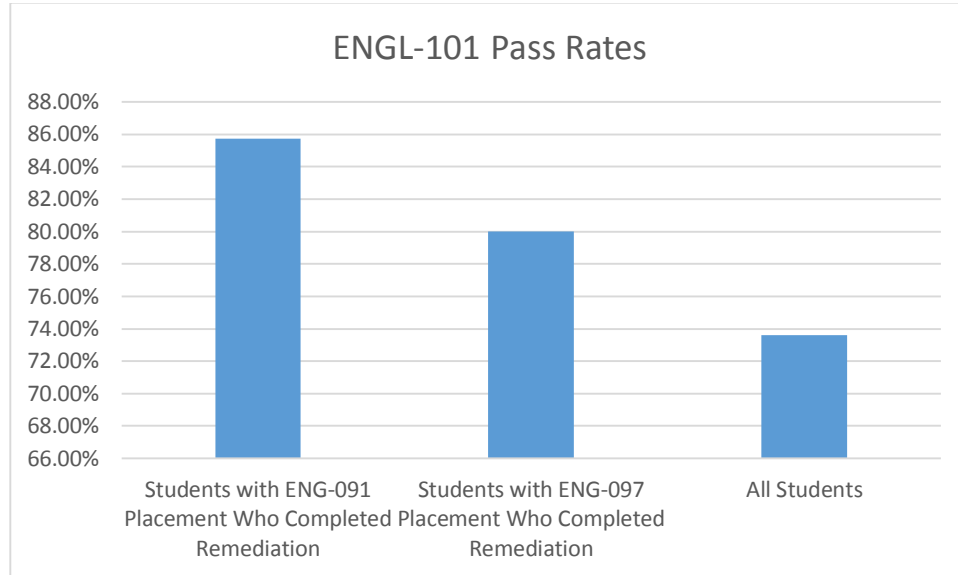


Looking at the same data configured differently, we observe that students with lower placements were more likely to complete all five modules, but students with higher placements were more likely to complete four or five modules compared to those who place into ENG-091. And both groups have about 10% of students who pass no modules, in spite of enrolling in at least one.



- With ENG-E representing the completion of the developmental writing sequence,
  - 71 students had completed this by the end of the Fall 2014 term (55.91% of those who started ENG-097 in Fall 2014 and 39.44% of those who had a ENG-097 placement). These students, if they start in the fall, are more likely to complete in one term than those with an ENG-091 placement, not surprisingly.
  - 84 students total (13 additional students) completed the sequence by the end of the Winter 2015 term (66.14% of those who started ENG-097 in Fall 2014 and 46.66% of those who had a ENG-097 placement).
  - 96 students total (12 additional students) completed the sequence by the end of the Spring 2015 term (53.33% of those who had a ENG-097 placement).
  - It seems that students with an ENG-097 equivalent placement are successful in completing the sequence if you can just get them to start.

- Although we are only able to look out one semester from Fall 2014, we see that 70 of the 71 students (98.59%) who completed all the writing modules in the fall went on to take ENGL-101 in the spring, and 56 out of 70 (80.00%) passed the course. This is higher than the departmental average of 73.60% for all students for AY 2015.



Submitted by:

Kate Demarest, CPA  
 Assessment and Program Analyst  
 Carroll Community College  
 January 15, 2016

**CARROLL COMMUNITY COLLEGE – COMPLETER'S ENCYCLOPEDIA**

Documented by: Peter Hobbs

Date: 10/02/2014

**TRACKING FOR WORKFORCE COMPLETERS****SETUP**

- We created the following codes below in alignment with CC-10 intent codes. These codes are to be tracked in Colleague's CRSE and SECT screens in the Course Type 2 field:

CC-10 Intent Code	Colleague Code	Description
A	JP	WFD - Job Preparatory (Workforce Completers)
B	LC	WFD - Licensure/Certification (Workforce Completers)
C	JS	WFD - Job Skill Enhancement (Workforce Completers)
D	BS	Basic Skills
E	GE	General Education

**COLLEAGUE COURSE AND SECTION MAINTENANCE**

- To ensure data quality, a monthly reconciliation is done against the MHEC inventory. In this activity, courses and sections are updated in Colleague with the intent code given on the CC-10 submitted to MHEC.

**CERTIFICATE PROGRAMS**

New program requests, and changes to existing programs are keyed into Colleague's Degree Audit. The status of a course number is verified each month against the MHEC biennial review. This activity is necessary to verifying all course numbers within programs are up-to-date.

- See DIAGRAM 1 (on page-2) for Carroll CC's internal procedure to track certificate programs completers.
- Some programs are structured, having a capstone course, and some are unstructured. In situations where programs are unstructured, students apply for the certificate and are tracked at the time of certificate request.

**TRACKING INDIVIDUAL WORKFORCE COMPLETER COURSES**

All workforce courses are completer eligible (any course having a course type 2 with an intent code of A, B, or C). But at the request of the Program Manager, we do track the exclusion of a course from this category. Any such request is thoroughly researched to understand why.

**TRACKING**

If a class is reportable and indicated by the Program Manager as "excluded" from workforce completers, it is separated and tracked in our course number request log (CC-10 log.xls).

**CC-10 RULES FOR A CERTIFICATE PROGRAM HAVING A SINGLE COURSE****TRACKING**

- If you're using the word "certificate" in the course title, the course title in the CC-10 must be accompanied by a "Continuing Education" prefix.
- If a single class is a vendor provided certificate program, the course title in the CC-10 does not require a prefix.



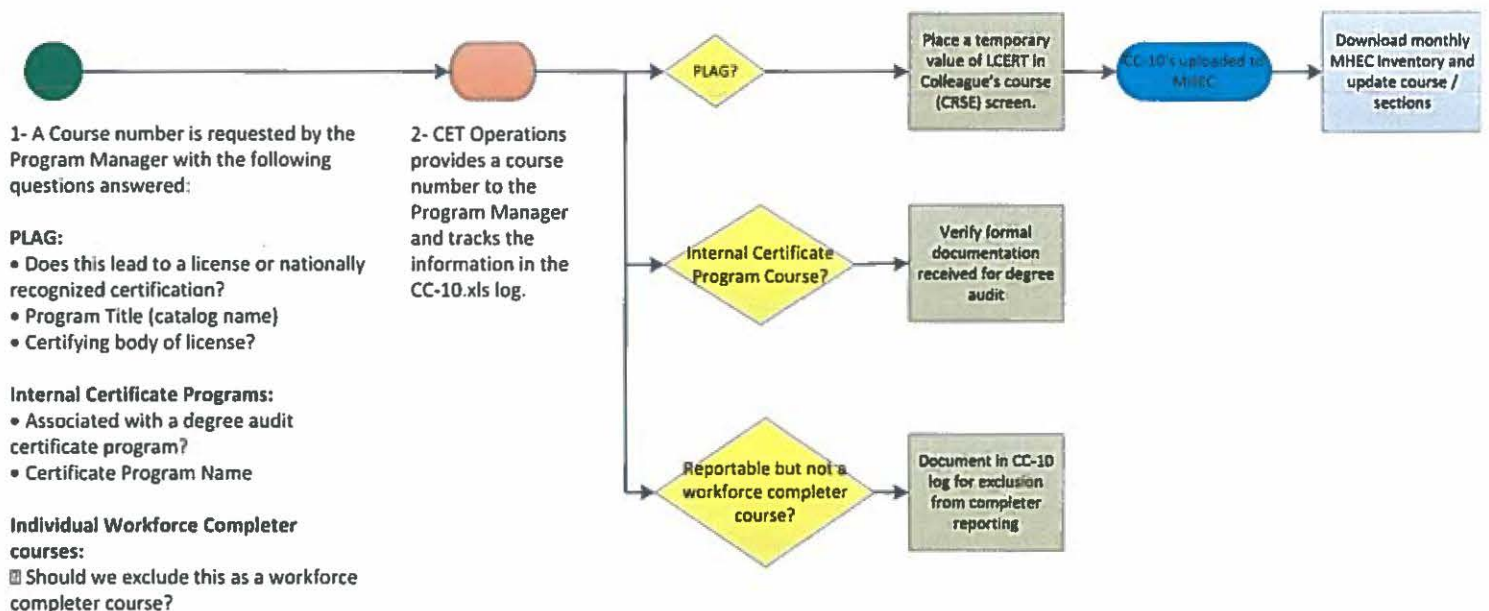
## CET GRADE SCHEMES

The following grade scheme values are used at the time of course setup (CRSE), and are inherited by any sections created thereafter:

- CC = Completed with a grade
- NC = Student did not meet competency and/or attendance requirements
- NG = No Grade, it is also used for LLL classes to indicate that no grades are given (not included in completers)
- NA = Never Attended (paid for the class, but never attended)
- AU = Audit (Attended, but not intending to take tests or clinicals – only attending for knowledge, not a credential)
- W = Student has withdrawn from the class

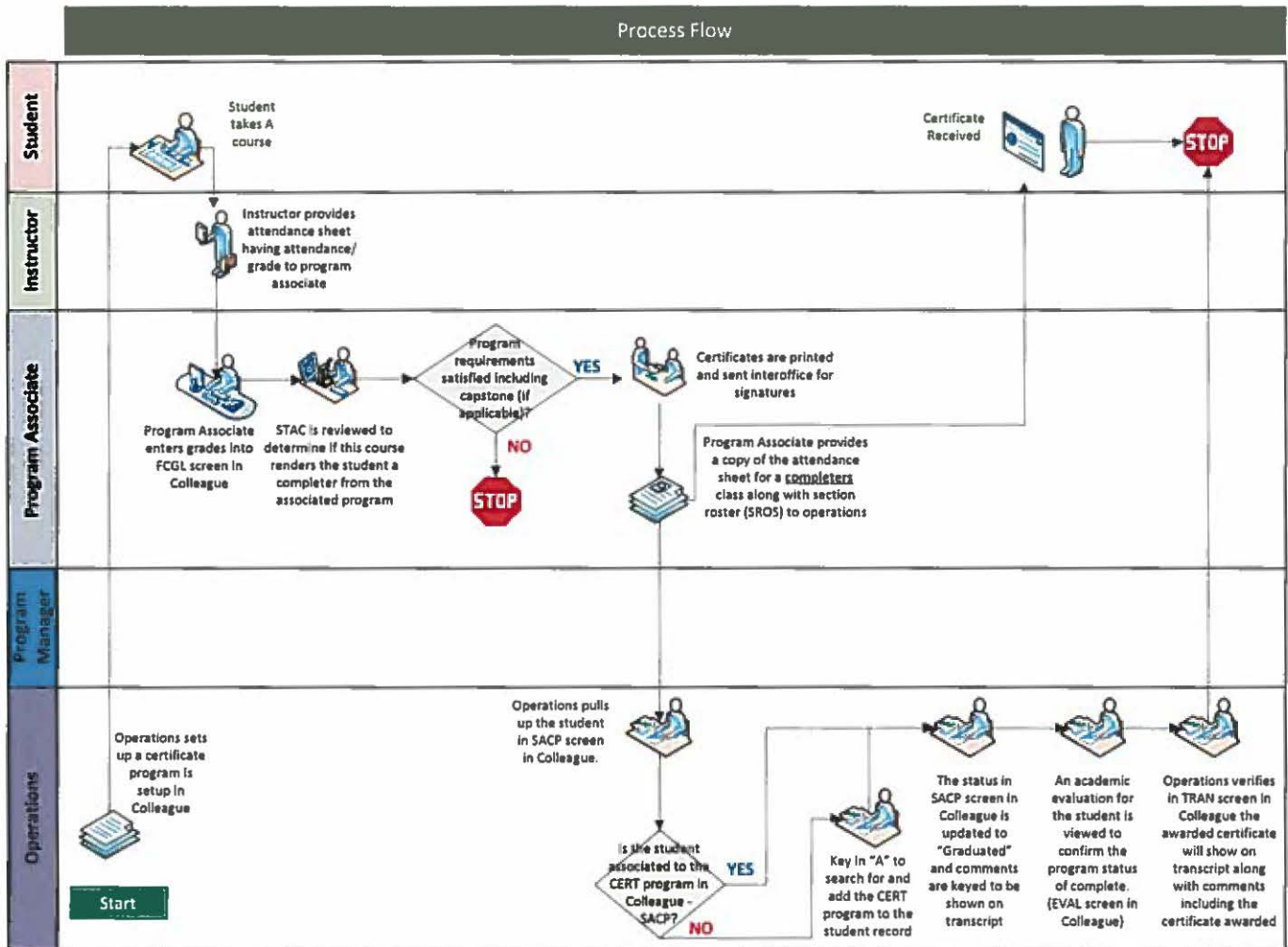
### DIAGRAM 1:

#### Carroll Community College – Continuing Education and Training Operational Process for identifying Completer Course Status



# Continuing Education and Training – Processing Student Information Leading to a CE Certificate

## \* Operations Process



## Continuing Education & Training

### Awarding a CE Certificate to a Student

- I. For Certificate Programs with only 1 course OR a capstone course (e.g. Vet Assistant IV):
  - a. Instructor returns roster (with grades) to Program Associate.
  - b. Program Associate verifies that all grades are accurate and appropriate and sends a copy of the attendance sheet with the Transmittal Form to Bill Lovett.
  - c. Bill Lovett makes all required Colleague entries and verifies that the Certificate will appear on the transcript of successful completers.
  - d. Program Associate creates Certificates and sends them to Bunny Peak to apply seals.
  - e. Bunny Peak will return to Program Associate for distribution to students.
  
- II. For Certificate Programs with choice of electives and/or no capstone course:
  - a. Student completes a *Student Request for CET Certificate Form* secured from:
    - i. Weblink on CET landing page, Career.Here pages, Workforce pages
    - ii. Call CET and request one be mailed or faxed
    - iii. Request one in person in A115
  - b. Student submits the *Request* to A115 (Bill Lovett) or to [cet@carrollcc.edu](mailto:cet@carrollcc.edu), who will run Degree Audit
    - i. If Degree Audit verifies that all required courses were completed as required:
      1. Bill prints a report and:
        - a. Forwards it with the *Request*, to the appropriate Program Associate, and
        - b. Goes to SACP screen and updates the student to a status of graduated.
      2. Program Associate creates Certificates and sends to Bunny Peak to apply seals.
      3. Bunny Peak will return to Program Associate for distribution to students.
    - ii. If Degree Audit verifies that all courses were NOT completed as required (courses missing or a CC grade was not earned):
      1. Bill will first check to see if there is a duplicate student record.
      2. If there is no duplicate record, Bill will forward the *Request* and a copy of the student's STAC screen to the Program Manager who will contact the faculty and/or student regarding the next step.
      3. PM will notify Bill of the student's completion status.

## Continuing Education & Training

### Program Manager Procedures for Requesting New or Changing Existing CE Certificates

#### **New CE Certificate Program Request**

##### Program Manager:

- a. Completes *CET Certificate Program Request Form*
- b. Secures approval from Director/Senior Director and VP
- c. Submits original *Request Form* to Pete Hobbs and a copy to Cheryl Campitelli
  - i. Pete—files all original request, coordinates set-up in Degree Audit, and maintains the Master List of CE Certificates
  - ii. Cheryl--adds to all publicity (web, Brochure)

#### **Changing Existing CE Certificate Program**

##### Program Manager:

- a. Completes the *Certificate Program Change Form*
- b. Submits original of the *Change Form* to Pete Hobbs and a copy to Cheryl Campitelli
  - i. Pete—coordinates changes in Degree Audit, Master List, and file
  - ii. Cheryl -- makes the appropriate changes in all publicity (web, Brochure)





# Continuing Education Certificate/CE Record Transmittal Form

**Program Associates**

**Instructions:** Attach this form to the graded class roster and forward to Bill Lovett in A115. Bill Lovett will make required Colleague entries and verify that the Certificate will appear on the CET Record (transcript) of successful completers.

**Date:** \_\_\_\_\_

**Name of CE Certificate:** \_\_\_\_\_  
\_\_\_\_\_

**Responsible Program Manager:** \_\_\_\_\_

**Roster Processed by:** \_\_\_\_\_

**Special Instructions:**



# Student Request for a Continuing Education Certificate

**Complete This Form and Submit**

**Name:** \_\_\_\_\_

*Please list any other names under which you may have registered for the courses in the Certificate Program (e.g. maiden name; nickname):*

\_\_\_\_\_

**Carroll ID#:** \_\_\_\_\_ **OR** *Last 4 digits of SS# (if you do not have your College ID#):* \_\_\_\_\_

**Mailing Address:**  
\_\_\_\_\_

**Email:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_ **Cell:** \_\_\_\_\_

**Name of CE Program:** \_\_\_\_\_

**List the courses you have taken that complete the CE program:**

_____	_____
_____	_____
_____	_____

**Office Use Only**

<i>Degree Audit Run:</i> _____ <i>(Initials)</i>	<i>Date:</i> _____
<i>Award/Entered In System:</i> _____ <i>(Initials)</i>	<i>Date:</i> _____



## COMPLETER REPORT SUMMARY

### COLLEGE WORKSHEET

### Maryland Continuing Education and Training Workforce Completers Report

College: Carroll Community College

Fiscal Year: 2015

**Definition:** The Maryland Community College Association for Continuing Education and Training (MCCACET) defines a Continuing Education Workforce Completer as a student who has successfully completed a continuing education/non-credit course or series of courses that represent(s) a distinct body of knowledge and competencies that lead to: employment opportunities, career advancement and/or industry credentials. The data is collected for students enrolled in courses with CC-10 intent codes of Workforce Development: Job Preparation, Licensure/Certification, or Job Skills Enhancement

#### Section I WORKFORCE COURSES

##### 1. WORKFORCE COURSE REGISTRANTS

Students registering for all non-credit workforce courses (Intent codes A, B, C; also reported to MHEC - PAR #30 & 31)

Enrollment (duplicated headcount) **7,845**

Headcount (unduplicated) **4,877**

##### 2. COMPLETER COURSE REGISTRANTS

Students registering for courses designated by college as completer courses (NOTE: data can be equal to or less than #1)

Enrollment (duplicated headcount) **7,529**

Headcount (unduplicated) **4,643**

##### 3. COURSE COMPLETERS

Students successfully completing courses designated as completer courses

Duplicated **7,072**

Unduplicated\* **4,436**

\*Unduplicated - note this counts unduplicated individuals so will not reflect individuals who register into courses in more than one Certificate Completer's program.

#### Section II WORKFORCE PROGRAM COMPLETERS

Students successfully completing a course or series of courses determined to be a Workforce Completer Program. A Completer Program may lead to licensure or certification, a job, or both. Completer Programs are established at the discretion of each College.

Number of Completer Programs **31**

Completers **397**



## FY2015

Completer Program	Program Completers Unduplicated Headcount
A+ Certified Computer Technician	8
Animal Control Officer Training	16
Business Technology*	2
Canine Training and Management	4
CDL-B for Hospitality & Tourism	1
Certified Nursing Assistant	61
Commercial Vehicle Training CDL-A	7
Computer Support Technician	13
Dental Assistant Training with Oral Radiography	22
EKG Technician	5
Electrical Apprenticeship Training	14
Floral Design	7
Home Inspector	17
HVAC Technician	8
HVAC Apprenticeship	9
MHIC License Exam Prep	16
Medical Assistant Training	34
Medical Biller Training	17
Medical Coding for the Physicians Office - AAPC	11
Medicine Aide Training	3
Network+ Certified Network Technician	5
Nurse Refresher Part 1 & 2	11
Pharmacy Technician Training	15
Phlebotomy Technician Training	15
QuickBooks Pro Specialist	6
Real Estate Sales Agent	16
RN Case Manager/Delegating Nurse in Assisted Living- RN's Only	6
Pool/Spa Operator Training	9
Veterinary Assistant Training	21
Website Design*	7
Welding	11

**Completers** **397**

**Number of Programs with Completers** **31**

**Number of Programs Offered** **41**

*\* Unstructured Completer Program*

## Appendix 60

### Credit for Prior Learning (CPL) Task Force

ASA leadership team member: Rob Brown

Task Force members: Dr. Susan Biro (chair), Carol Copenhaver, Barb Gregory, Libby Trostle.

Additionally, Laurie Shields attended the June 8 meeting and provided information and guidance to several task force members throughout this process.

**Charge:** To offer recommendations regarding Credit for Prior Learning (CPL) by researching potential options such as portfolios, life experience credit, etc.

- The Task Force met April 20, May 11, and June 8.
  - At the April meeting, the group affirmed an immediate goal to prepare recommendations that addressed an updated student form and CPL process that represents credit and noncredit students, suggests a portfolio process and support for marketing, and identifies next steps.
- **Based on task force meetings, discussions with other constituents on campus, and a review of select peer institution web sites and professional association web sites devoted to CPL, we offer the following RECOMMENDATIONS:**
1. A questionnaire is developed and deployed to department chairs to ascertain: 1) which courses listed in the catalog still qualify for a CPL portfolio experience and which courses do not; 2) if the CPL portfolio evaluation is a process the department wishes to participate in; and, 3) if there are one or more fulltime faculty who agree to receive training as part of reviewing student portfolios and awarding appropriate credit for prior learning.
  2. One or more department chairs and/or fulltime faculty are identified to serve on the CPL Task Force moving forward in order to advise on past practice in terms of all CPL and portfolio, and to provide guidance on new CPL proposals that may be implemented.
  3. The current student form titled "*Request for Credit by Examination*" be modified to accommodate all available formats of CPL at the college. This recommendation include a new title for the form, "*Request for Credit for Prior Learning*," along with the suggestion that a student be able to check the appropriate box for a CPL format, i.e., CLEP, Dantes/Excelsior, Credit by Exam, Credit by Portfolio, or military experience evaluated by ACE.
  4. In support of **Credit for Prior Learning by Portfolio**, specifically, it is recommended that the college consider: 1) utilizing a pre-test self-assessment for students, based on the draft that appears on page 2 of this document; and, 2) creating a *portfolio seminar* experience for students who choose to pursue this option. Additional discussion is needed regarding a portfolio seminar experience, but the Task Force suggests that a student be enrolled in a *portfolio seminar* upon completion of an application and the paid fee.

**Additionally, the Task Force identified** the following ongoing questions with regard to CPL:

- In the catalog now, it states that each department may determine how many times a student is permitted to take a Credit by Exam. It is suggested that this is re-examined and a standard number of opportunities for students be recommended across the institution.

- If a portfolio seminar is developed and implemented, how long should that experience be? Should students who complete it receive 1 credit? Should it be facilitated by a faculty member who has been trained in portfolio evaluation? What about students who determine, as a result of the seminar experience, that the portfolio option is not suitable for them? What happens to their fee paid (i.e., can or should it be applied to a credit course? It is suggested that additional research be completed in this area moving forward.)
- What type of fee (i.e., amount) is appropriate for students who bring an industry certification to Carroll from another institution or organization and seek credit for prior learning? For example, someone who has earned an A+ certificate, or Professional in Human Resources (PHR), may present those credentials to the college, which would need to verify their accuracy and award credit.
- Identify credit-by-exam options that may exist between non-credit and credit courses;
- Identify other noncredit certificates, such as cybersecurity, that can be promoted to allow students to receive credit;
- Determine how and where placement testing requirements can be addressed for students who take noncredit courses and wish to have them transfer for credit;
- Through its work on CPL, the Task Force identified a need to examine questions relative to certificates and apprenticeship which were outside the charge given to this group. For example, there were questions relative to what the catalog says now about apprenticeship and certificates? And what may need to be modified to account for technical studies? What is the criteria for a certificate?

### **(PROPOSED) PRE-TEST FOR CREDIT FOR PRIOR LEARNING BY PORTFOLIO**

Students interested in Credit for Prior Learning by Portfolio should answer the following questions. If your answers to the first four questions are *Yes*, then read on about the portfolio process. Otherwise, you cannot apply for credit by portfolio.

Please be aware you must pay 50% of the credit cost in order to have your portfolio evaluated for credit.

1. Are you currently enrolled at Carroll Community College? Or have you completed x # of credits at Carroll Community College?
2. Do you have at least 5 years of learning experience beyond high school and outside of the classroom?
3. Your experience and learning must match the learning goals of current existing courses at Carroll Community College for credit by portfolio. Have you identified the Carroll Community College course(s) that match your competencies and learning outcomes?
4. You need to be able to write an effective essay of the learning you have gained through your experiences. Have you taken or are you eligible (by placement testing) to take ENGL 101 at Carroll?
5. Do you intend to transfer to a four year school? You must be prepared to submit your portfolio evaluation results directly to institution(s) for consideration, as not all institutions may accept all forms of Credit for Prior Learning.
6. Do you have the types of prior learning/experience that may be included in a portfolio?

- a. Make a list of your activities in the last five or more years that have given you skills or knowledge. Consider some of the following:
  - i. College level learning gained from full or part time work
  - ii. Independent Study
  - iii. Learning from volunteer, service-learning or community service
  - iv. Seminar/workshop experiences with clear outcomes
  - v. Leadership roles
7. Can you clearly document in a portfolio the equivalent college-level learning as a result of these activities? You must be able to provide supporting evidence, for example, certificates, reference documents, or letters of verification.

**TRANSFER**

Method	Transferability	Process
CLEP	Students must send scores directly to institution for consideration.	Fee
Dantes/Excelsior	Students must send scores directly to institution for consideration.	Fee
Credit by Exam	Students must send scores directly to institution for consideration.	Fee Can only be done after enrollment. Max of 15 credits
3 <sup>rd</sup> party certification exams	Students must send scores or results directly to institution for consideration.	Meet with dept. chair after enrollment; chair decides feasibility. May only use 23 credits towards degree.
Credit for Prior Learning by Portfolio	Students must send scores or results directly to institution for consideration.	Pre-test Meeting with faculty 3x for review Fee Must be completed by x months
Military experience evaluated by ACE	Students must send scores directly to institution for consideration.	

- All students must complete 25% of degree via credit coursework to meet the residency requirement; credit awarded for prior learning does not count in residency requirements.
- Currently no faculty are reviewing for Credit for Prior Learning by Portfolio. Training would be necessary.
- Credits from above sources are listed as "T" on Carroll transcripts. No grade assigned
- Students enrolled in non-credit learning may not receive credit in a shared credit course unless they enroll as credit students.

**TRAINING (if the college chooses an external faculty review system)**

Anne Arundel Community College uses *Learning Counts Network*, which is the online service provided to member institutions by CAEL (Council for Adult and Experiential Learning). This online service offers students a self-assessment, portfolio course, and external review of portfolio for prior learning. CAEL also provides professional development to faculty and professional staff to help them advise students on credit for prior learning, portfolio development, and the awarding of credit. Their fees range:

- Training is \$625 for instructor led training
- \$254 for online self paced learning
- Must join CAEL's Learning Counts Network for \$675

**CONTINUING EDUCATION SPECIAL INITIATIVES  
QUALITY — LEARNING OUTCOMES — CE CERTIFICATES/COMPLETERS  
FY2010-2012**

<b>INSTRUCTIONAL QUALITY (Instructional Quality &amp; Learning Outcomes Initiative-3 Yr Plan)</b>	<b>CET CERTIFICATES</b>	<b>LEARNING ASSESSMENTS (Instructional Quality &amp; Learning Outcomes Initiative-3 Yr Plan)</b>	<b>COMPLETERS DATA</b>	<b>PROJECT PROGRESS</b>
<i>Faculty Development Workgroup</i>	<i>Certificate Workgroup</i>	<i>Faculty Development Workgroup</i>	<i>Systems Staff</i>	<i>VP/Senior Directors</i>
<p>Standard syllabi by unit - FY11</p> <p>Classroom observation - all new faculty - FY11</p> <p>Observation of 25-50% returning faculty - FY11</p> <p>OnLine Prof. Dev for Faculty - Adult Learning Principles</p> <p>OnLine Faculty Orientation</p> <p>Observation of remaining returning faculty - FY12</p> <p>Observation of tracking system by unit on L:Drive</p>	<p>Definition of Continuing Education Certificate</p> <p>Identify course(s) for award of certificate</p> <p>Manual tracking of Completer's Certificates - FY11</p> <p>Automated tracking using Degree Audit - FY12</p> <p>Student Application for award (TBD)</p> <p>Certificate completion posted on student record - FY12</p> <p>Process - adding new CE certificates by CE staff - FY12</p>	<p>Competency assessments conducted in all courses leading to CE Certificates - FY12</p> <p>Faculty Development Sessions by Program Managers</p> <p>Director of Learning Outcomes - involvement in ongoing faculty development</p> <p>Professional Development Summer Institute - August, 2012</p>	<ul style="list-style-type: none"> <li>• 1,780 additional enrollments Maryland's Skills to Compete (20% over FY09 workforce enrollments by 2012)</li> <li>• Define "completer's"</li> </ul>	<p>Verify faculty using required unit syllabi - ongoing</p> <p>Verify faculty observation are occurring according to plan and remediation conducted as necessary - ongoing</p> <p>Learning Assessments embedded for CE Certificates - FY11</p> <p>Degree Audit or similar system for CE Certificate Completers in place by 7/1/11</p> <p>Systems components in place for awarding certificate and notation on student record - 7/1/11</p> <p>Faculty Development on Learning Assessments conducted</p> <p>Completers programs determined; data reported 6/30/12</p> <p>Skills 2 Compete goal met by 2012</p>

**RELATED DOCUMENTS**

• 3 Year Plan	• CE Certificate Guidelines-Draft	• 3 Year Plan	• CE Certificate/Completers Chart	• 3-Year Timeline
• Standard Syllabus w/Optional Components	• CE Certificate/Completers Chart	• CET Learning Assessment Guidelines		
• Instructional Quality Standards Checklist	• CE Certificate List-Publications			
• Faculty Observations-Completed by Unit L:Drive				

## Continuing Education & Training

### Instructional Quality and Learning Outcomes Initiative

2010-2012

Continuing Education and Training (CET) provides non-credit instruction in occupational training, continuing professional education, workplace skills, business development, and community and personal enrichment. Courses and training programs offered are of varying lengths and degree of rigor based on course objectives, industry requirements, and certifying or licensing agency requirements. While most adult students (75%) enroll in non-credit courses and training programs to gain new skills for a job, update their current work skills or to maintain industry credentials, a significant number of CET adult students (25%) enroll to simply learn something new for personal enrichment.

Quality instruction, student success in meeting course objectives and student satisfaction with the instructional delivery is of great importance across all Continuing Education and Training offerings. A new emphasis on assessing student learning is growing in importance in the non-credit workforce related courses that lead to employment, career advancement and required workplace skills attainment. In the personal enrichment courses where an informal learning environment is expected by students, formal learning assessment is not conducted however; assuring quality instruction in any course includes monitoring the student progress in meeting the course objectives and will be encouraged in every CET class.

Typically, non-credit courses do not include formal grading or assessment of student work with the exception of occupational training programs governed by professional licensing or certifying entities. Wide variations in course length, content and intent and student goals, make incorporating learning assessments in non-credit workforce offerings quite challenging from a practical as well as a philosophical perspective. The courses and programs in which learning assessments will be incorporated will be identified as those for which assessment is most meaningful to the student and employer. A blend of formal and/or informal assessment techniques will be implemented in those courses, except where particular assessments are required for successful completion.

Student freedom to engage in non-credit courses without taking tests or other formal assessments is always allowed. Students who opt out of assessments in the workforce courses will receive a certificate of attendance only, and will not receive CEUs or a passing grade allowing them to sit for licensing or industry certifying exams except where allowed. Formal learning assessments will not be conducted in the personal enrichment courses.

Maintaining high instructional quality and successfully implementing learning assessments in the non-credit classroom hinge on maintaining a cadre of knowledgeable and prepared CET instructors and solid program development and support. A multi-year initiative is being developed that will bring instructors and CET staff together on these goals.

### Goals

- 1) Enhance **communication** between program staff and instructors, and among instructors, using electronic bulletins and a faculty Blackboard site;
- 2) Increase **faculty development** throughout the year in various formats including new faculty orientation;
- 3) Identify courses and training programs that lead to employment and develop a tracking system to identify **program Completers**;
- 4) Incorporate the standardized course syllabus with additional components unique to the units
- 5) Incorporate formal and informal **learning assessments** in all courses leading to the Continuing Education Certificate and in CEU bearing workforce related courses.
- 6) Conduct regular **classroom observations** and faculty performance reviews.

### Action Plan

#### *Instructional Quality*

- Enhance Communication
  - Utilize e-mail to send monthly announcements, reminders and general CET or College information to Faculty
  - Establish a Blackboard site to post: information currently in faculty handbook, announcements, teaching tips, white papers, online training modules, discussion topics
- Increase Faculty Development activities and formats
  - Develop an online orientation module
  - Require new faculty to complete an orientation session
  - Offer faculty development sessions on adult learning principles, teaching techniques, learning styles and learning assessments in various formats
- Utilize the standardized course syllabus for every course; modifications may be made to unique to a CET unit or content area



- **Track CET Certificate Completers**
  - Identify CET courses and training programs that lead to middle skills jobs and for which successful completers receive the Continuing Education Certificate
  - Establish a student tracking system in Colleague using the Graduation Audit module (Year 2)
  - Incorporate Communication Manager for student retention strategies (Year 2)
  - Identify additional courses and training programs that lead to a state/national licensure/certification or industry credential to be included in “Completers” data. (Year 2)
  - Establish data reporting systems to report all “Completers” (year 2)
- **Conduct Classroom Observations and Performance Reviews**
  - Develop performance review criteria and for each unit
  - Observe and provide performance feedback to all new faculty
  - Observe and provide performance feedback to returning faculty on a regular and rotating basis (Total returning by Year 2)
  - Create unit tracking systems to record observation dates and actions

### *Learning Assessment*

- Incorporate formal and informal learning assessments in courses leading to the Continuing Education Certificate.
- Continue to incorporate formal and informal learning assessments into CEU bearing workforce courses.
- Provide ongoing faculty development on learning assessment strategies and methodologies.

7/1/10

Revised 2/15/11

## CONTINUING EDUCATION & TRAINING

### Instructions for Use Standards of Instructional Quality for Adjunct Faculty

To ensure a quality course and/or training experience, Continuing Education and Training is implementing Standards of Instructional Quality for Adjunct Faculty. In essence, adjunct faculty are the face of the college and for many students the first Carroll Community College experience. We want both the faculty and the student to enjoy a rich teaching/learning experience and in that spirit, Continuing Education and Training staff will work with all adjunct faculty to ensure that a high standard of instruction is established and maintained.

Program managers will use the attached checklist as a tool to discuss the instructional quality standards that are expected of faculty.

1. As new adjunct faculty are hired, orient them to the points on the sheet and describe that classroom observations will be held to look for the elements contained in the quality standards.
2. For existing faculty – Contact the adjunct faculty member before they begin teaching their next section and discuss the Standards of Instructional Quality with them.
3. Annually, or as appropriate, use the checklist while performing a classroom observation. Use the comments section to make notes.
4. The checklist is a tool to use that identifies standards of instructional quality – it is not intended as a formal, numeric, rating system but rather as a guide to identify the required quality components. Please use it in that spirit.

### Instructional Standards for Continuing Education and Training Adjunct Faculty

COMMENT	STANDARD
	<b>Foundational Concepts for Non-Credit Adjunct Faculty Instruction</b>
	Faculty member incorporates adult learning principles into classroom <ol style="list-style-type: none"> <li>1. Adults learn better in an informal non-threatening environment.</li> <li>2. Adults learn better when they want or need to learn something.</li> <li>3. Adults learn better when their individual learning needs and styles are met.</li> <li>4. Adults learn better when their previous knowledge and experience are valued and used.</li> <li>5. Adults learn better when there are opportunities for them to have some control over the learning content and activities.</li> <li>6. Adults learn better through active mental and physical participation in the learning activities.</li> <li>7. Adults learn better when sufficient time is provided for the assimilation of new information, practice of new skills, or development of new attitudes.</li> <li>8. Adults learn better when they have opportunities to practice or to apply successfully what they have learned.</li> <li>9. Adults learn better when there is a focus on relevant and realistic problems and the practical application of learning.</li> <li>10. Adults learn better when there is guidance and some measure of performance so that learners have a sense of progress toward their goals.</li> </ol>

	<b>Faculty Credentials</b>
	Faculty member has appropriate academic or technical credentials and experience in the content area of teaching
	Faculty member engages in professional development activities to stay current in field of expertise.
	<b>Course Content</b> (NOTE: for details, additional information, and examples see the Adjunct Faculty Blackboard Orientation Course)
	Faculty member creates course content that is based on current industry and/or topic standards and relevant to current student population
	Materials/handouts are professionally produced and are of sufficient content and substance to be useful to the student.
	Course materials should include the standard non-credit course syllabus including: course outline, statement of course objective, statement of course competencies, learning assessment strategies, reference and resource information and textbook, workbook, or worksheets as appropriate.
	<b>Learning Outcomes</b>
	Formal and /or informal learning outcomes assessment will be conducted that links to the course objectives.
	<b>Course Delivery</b> (NOTE: for details, additional information, and examples see the Adjunct Faculty Blackboard Orientation Course)
	Faculty member displays enthusiasm for course content and towards the students
	Faculty member creates a positive learning environment in the classroom using the principles of adult learning
	Faculty member uses effective classroom management techniques.
	Faculty member communicates effectively in the classroom
	Faculty member displays effective use of technology resources as appropriate
	Faculty member presents a professional image.
	Faculty member communicates timely and effectively with CET staff
	Materials are professionally produced and are of sufficient content and substance to be useful to the student.
	Materials should include – course outline, statement of course objective, statement of course competencies, course assessment strategies, reference and resource information and textbook, workbook, or worksheets as appropriate.
	<b>Course Delivery</b>
	Faculty member creates a positive learning environment in the classroom.
	Faculty member uses effective classroom management techniques.
	Faculty member communicates effectively in the classroom
	Faculty member displays effective use of AV resources as appropriate
	Faculty member presents a professional image.
	Faculty member communicates timely and effectively with CET staff

## Appendix 62

### Online Self Assessment

- [Carroll Home](#)
- [Student Services](#)
- [Distance Learning](#)

- To be successful in an online course at Carroll you need to have a certain level of computer skills. This is required for you to access course content and related course materials. Additionally, proficiency in computer skills is necessary for you to interact with the instructor and other students in the course.

A computer, just like a pencil, is a technology that can assist you in the learning process. Whether you plan to take a fully online course or a web-enhanced classroom-based course, you need to have a functional level of computer skills. Without them the computer becomes a barrier to your engaging and learning the content of the course.

Complete the following assessment of your current computer skills. Answer each question using the following scale:

- Very comfortable
- Comfortable
- Somewhat comfortable
- Somewhat uncomfortable
- Not comfortable

The assessment will take you about 5 -10 minutes to complete. Select your comfort level from the drop down window marked "answer" to the left of each skill (click on the drop down box to reveal your choices).

We know it is tempting to skip this step and assume that an online course is manageable in your schedule and what you need right now. But, it's important you take a few minutes to complete the following self-assessment. Answer each question, then consider the factors associated with each choice.

***1. Considering my personal and professional schedule, the amount of time I have to work on an online course is:***

- (a) 8 to 16 hours per week.***
- (b) 5 to 7 hours per week.***
- (c) 1 to 4 hours per week.***

*An online course is as demanding as any other course. The only time savings you can expect is time spent commuting. However, an online course does make it easier for you to choose when you spend your available time doing coursework.*

*Your answer depends on a number of considerations. For example, a course taken during a summer term requires more concentrated time than one taken during the typically longer spring or fall terms. If you answered (a) or (b), depending on the course, you probably have the time necessary to complete a typical three-credit online course. Courses that are four-credits or offered during the Summer or Winter Terms require more time. If your answer is (c), you do not have the necessary time to take a course now.*

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**2. Having face-to-face interaction with my instructors and fellow students is:**

**(a) not particularly important to me.**

**(b) somewhat important to me.**

**(c) very important to me.**

Typically there is very little face-to-face interaction, but online courses do rely on various other forms of interaction. In some cases, online courses are more interactive than some on-campus courses. Email, discussion groups and telephone and video conferencing provides online courses with ample opportunities for you to interact with instructors and other students. However, if immediate or face-to-face interaction is very important to you, think carefully before enrolling in a distance-delivered course.

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**3. I would classify myself as someone who:**

**(a) is good at prioritizing tasks and often gets things done ahead of time without being reminded by my instructor.**

**(b) is sometimes poor at prioritizing, needs to be reminded of assignments once in a while, and often does assignments at the last minute.**

**(c) is poor at prioritizing and sometimes forgets to complete assignments if I'm not reminded about them frequently.**

If you answered (a), then you are a very good candidate for a distance-delivered course. You must be fairly self-directed and conscientious about completing assignments to succeed in a distance-delivered course because you will not be sitting

in a classroom on a regular basis and have your instructor or classmates nearby to remind you of assignments.

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**4. Classroom discussion is:**

- (a) rarely helpful to me.**
- (b) sometimes helpful to me.**
- (c) almost always helpful to me.**

There is no wrong answer to this question because online courses can work for you no matter what your answer. Though it is useful to consider how much you depend upon immediate classroom discussion when choosing the type of courses that are best for you. Discussion with instructors or other students in online courses occur through email, discussion boards, online chat or telephone conferencing.

---

**5. When it comes to assessing my own progress:**

- (a) I feel I can keep tabs on my progress, even without immediate or frequent feedback from my instructor.**
- (b) I prefer to receive regular feedback from my instructor, but do not mind if I can not get that feedback immediately after turning in a test or assignment.**
- (c) I need feedback from my instructor immediately and often.**

If you answered (a) or (b) to this question, an online course is probably fine for you. If you answered (c), you may be dissatisfied with some delay in feedback in an online course. As a result of the distance and time that separates you from your instructor, receiving immediate feedback from your instructor can sometimes be challenging. Although, some instructors use automated feedback to provide instant feedback on tests.

The amount of feedback you receive ultimately depends on your instructor's personal style, which is typical in any course. An instructor who places a high priority on giving students feedback quickly can accomplish that regardless of the distance separating you.

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**6. My need to take a distance delivered course is**

**(a) High - I need it immediately for a degree, job advancement or other important reason.**

**(b) Moderate - I could take it on campus or substitute another course.**

**(c) Low - It is a personal interest that could be postponed.**

The greater your motivation, the greater the chance you will succeed. This is certainly true with distance-delivered courses. You are responsible for scheduling time for your coursework, and as such it can be easy for other things to take priority and result in delaying your coursework. A high level of motivation is important at those times.

## Appendix 63

Summer Institute session descriptions– 2015

### **Rubrics and Assignment Design**

One of the findings coming out of the General Education learning goals assessment, is the need for well-designed assignments. This session will provide an opportunity to hear from several colleagues regarding their work with assignment design and rubrics.

### **Microsoft Office MIX: PowerPoint Gets Interactive! (Margo Chaney-Adkins)**

Generate interactive video presentations for online, blended, flipped, or face-to-face courses. Office Mix is an interactive add-in which incorporates the ability to record voice, video, and screencasts. Integrate quizzes, polls, and video apps to engage viewers and to review key concepts. Application analytics provides slide by slide data to track student access, progress, and time to complete task. Download the SCORM file and embed into LMS. Discussion and examples will be provided for how it's been integrated into Introduction to Computer Information Systems courses for online, blended, and face-to-face formats. Participants will have the option of creating a Mix during the session.

### **Empowering Students – (Dr. Diane Wittig)**

As the engineer of the educational train in your classroom, are you seeking strategies to help your passive passengers become more effective, efficient, engaged, expert travelers who demonstrate learning in your content area class? Minimize your frustration and disappointment by learning strategies that you can use tomorrow to support your students in becoming higher-achieving learners.

### **Video in the Classroom**

Learn what options are available for faculty regarding uses of video for instruction. We will hear from various staff and instructors regarding their uses of video including streamed video options, Kaltura/Blackboard, and lecture capture.

### **Critical Thinking (Don Hoepfer)**

This presentation will discuss the value of open ended thinking in navigating our increasingly complex and media saturated world and the importance of developing this habit in students. How to promote such thinking within the classroom setting will be covered. How might faculty foster a class culture aimed at developing critical thinking skills in their students?



### **Dr. Paul Hanstedt on Critical Thinking and General Education**

Dr. Hanstedt (English - Roanoke College) is a well known author and researcher on General Education. Dr. Hanstedt has spoken at a number of institutions on the integrative curricular model for General Education. We have asked Dr. Hanstedt to address critical thinking and methods for integrating critical thinking across the General Education curriculum with a focus on assignment design. He is the author of *General Education Essentials: A Guide for College Faculty* which we have in our Library collection.

### **Annual Assessment Review**

This session will provide all departments an opportunity to review assessment data and prepare for the annual assessment report. Data for each department regarding enrollment, course success, graduation, and distance learning will be provided.

Monday – 6/1	Tuesday – 6/2	Wednesday – 6/3	Thursday – 6/4	Friday – 6/5
(9:00 am – 12:30 pm – <b>Academic Success coaching</b> ) – K129	(9:00 am – 12:30 pm – <b>Academic Success coaching</b> ) – K129		(9:00 am – 12:30 pm – <b>Academic Success coaching</b> ) – K129	Departmental Development of Annual Assessment Reports
		* (College Wide meeting – 9:00 – 10:30 am) (Theatre)		
10:30 am – 12:00 pm – Rubrics & Assignment design (K122)	10:30 am – 12:00 pm – MS Office Mix (Chaney-Adkins) – (A226)	10:45 – 12:00 pm – Video in the Classroom (L091)		
	10:30 am – 12:00 pm – Empowering Students (Wittig) (M157)	10:45 am – 12:00 pm – Critical Thinking (Hoepfer) (K224)		
2:00 pm – 3:20 pm. – MS Office Mix (Chaney) (A226)		* 1:30 pm – 4:00 pm. - Dr. Paul Hanstedt on General Education and Critical Thinking – K100		
2:00 p.m. – 3:20 pm - Empowering students (Wittig) (M157)	2:00 pm – 3:30 pm. – Video in the Classroom (L091)		* 1:30 – 4:00 pm. – Annual Assessment Review group work*– Ohlemacher (K100)	
	2:00 pm – 3:30 pm – Rubrics & Assignment design (K218)			



\*mandatory attendance – College Wide meeting (Wednesday 9-10:30 am; Dr. Hanstedt presentation (Wed. 1:30 – 4 pm); Assessment Review (Thursday 1:30 – 4 pm)

Tracks:

**Adult \*mandatory attendance – College Wide meeting (Wednesday 9-10:30 am; Dr. Hanstedt presentation (Wed. 1:30 – 4 pm);  
Assessment Review (Thursday 1:30 – 4 pm)**

Tracks:

- **Adult Learner - (pedagogy/andragogy, classroom mgt, engagement, student anxiety, feedback, civility)**
- **Teaching and Learning with Technology (distance learning course delivery, hybrid course development, media creation and use, media literacy, Bb enhancements, communicating online)**
- **Master Teacher - (teaching philosophy, scholarship of teaching)**
- **Assessment - (learning outcomes, measuring competencies, assignment design, test design, etc.)**

## Appendix 64

### Adjunct Faculty Review

#### Background

In August 2014, Dr. Janet Ohlemacher created an ad hoc committee to examine the ways in which Carroll Community College considers and treats its adjunct faculty. Factors to be considered were to include, but not be limited to, professional development, promotion, pay, and assimilation into the college community. The following charge was developed and approved:

***The Adjunct Faculty Review Committee is an ad hoc committee comprised of select faculty and professional staff formed to examine the following issues:***

- 1. The professional development of adjunct faculty and the methods and procedures for promotion.***
- 2. The degree to which adjunct faculty members are assimilated into the college community and ways in which to increase their participation in important functions such as governance, assessment, and co-curricular activities.***
- 3. Adjunct faculty hiring procedures including, but not limited to, qualifications, hiring approval, forms, form routing, and record maintenance.***

***The Committee will complete its work and make recommendations in writing to the Vice President of Academic and Student Affairs not later than December 2014.***

#### Methodology

The following individuals were selected to serve on the committee: Susan Biro, Alan Bogage, Steve Geppi (chair) Bill Gillett, Mel Hall, Donna Marriott, and Caralee Pruitt. In addition, committee members used the knowledge, skills, abilities, and opinions of numerous employees throughout the college as additional resources.

During the course of its work, the committee relied on the Standards of Excellence developed by the Middle States Commission on Higher Education, specifically Standard 10, which states, in part, that the term ***“faculty’ shall be broadly construed to encompass qualified professionals such as third parties contracted by the institution, part-time or adjunct faculty, and those assigned responsibilities in academic development and delivery.”*** And that ***“For institutions relying on part-time, adjunct, temporary, or other faculty on time-limited contracts, employment policies and practices should be as carefully developed and communicated as those for full-time faculty. The greater the dependence on such employees, the greater is the institutional responsibility to provide orientation, oversight, evaluation, professional development, and opportunities for integration into the life of the institution.”***

To gain better insight into the opinions and needs of the adjunct faculty, the committee developed a survey which was sent to the 179 adjuncts employed by the college in fall 2014; 89 responded. The survey results are attached and were used to make many of the recommendations which follow.

### **Findings and Recommendations**

#### **1. The professional development of adjunct faculty and the methods and procedures for promotion.**

##### **Findings:**

- The current adjunct faculty contract is used for adjunct faculty assignments and for full-time faculty overload assignments and contains no language regarding meetings, professional development, or mandated training.
- Newly hired adjuncts are invited to attend a four-to-six hour orientation session. Each attendee is paid \$50.00.
- New adjuncts are mandated to complete certain training modules on topics such as sexual harassment and cyber security. There is no compensation.
- From time-to-time individual department chairs will ask that their adjunct faculty to attend meetings for which compensation may or may not be offered.
- All adjuncts are invited to attend periodic college-wide faculty meetings.
- Adjuncts are invited to attend all professional development sessions offered by the college free of charge.
- Occasionally, adjuncts are sent to conferences and professional development offerings. While the adjuncts are not compensated, their costs are covered by the college.
- Adjuncts are required to pay in full for credit and non-credit course offerings.
- Other than mentioned above, additional compensation, when provided, is at \$20.00 per hour. This has been the rate since 1993.
- Generally, adjuncts are hired at level two and may move to level one after completing six semesters and receiving satisfactory student and supervisory evaluations.

##### **Recommendations**

- The current adjunct faculty contract should be revised to include three hours each semester to be used for meetings and/or professional development. Additionally, the contract should require that universal training such as sexual harassment and cyber security be completed and that classroom attendance and the use of Blackboard is mandatory. Different contracts should be used for adjunct faculty and for full-time faculty being assigned an overload.

- The current rate of compensation for adjuncts should be raised to \$30.00 per hour.\* This rate would apply to committee work, meetings beyond the contract requirement, classroom substitutions, etc.
- The development of a new course, whether online, hybrid, or fact-to-face, should be compensated according to the TLH of the new course, i.e., the development of a three TLH course should be compensated with three TLH.
- The promotion criteria should be revised as follows:

**Level One – Adjunct Instructor (new hire) expectations**

- Attend new adjunct faculty orientation
- Access faculty orientation online Blackboard site
- Attend required department meetings as determined by the department chair
- Attend departmental professional development activities as required by the department chair
- Complete required training such as Security, Sexual harassment prevention, Diversity, voice mail, Microsoft Outlook, College portal, and Blackboard
- Participate in departmental assessment/learning outcomes projects as determined by the chair
- Receive satisfactory student evaluations
- Receive satisfactory classroom observation by the department chair or his/her designee

**Level Two - Senior Adjunct Instructor expectations. In order to be promoted to Senior Adjunct instructor, one must complete the above Level One adjunct instructor expectations as well as the following:**

- Complete the request for adjunct advancement form and submit to the department chair
- Provide evidence\*\* of 15 hours of professional growth which may include but is not limited to:
  - College held professional development workshops, seminars, speakers, training, etc.
  - External professional development provided by other colleges, organizations, or institutions (including online, MOOC, etc.)
  - Pursuit of an advanced degree
  - Presentations/attendance at state, regional, or national conferences\*\*
  - Active participation in professional organizations, affinity groups. etc.
- Teach a minimum of 18 credit hours at Carroll Community College
- Receive satisfactory student evaluations as determined by department chair
- Receive satisfactory classroom observation by the department chair or his/her designee within the semester preceding the promotion request

**Level Three – Master Adjunct Instructor expectations. In order to be promoted to Master Adjunct Instructor, one must complete the above Level Two Senior Adjunct instructor expectations as well as the following:**

- Complete the request for adjunct advancement form
- Provide evidence\*\*\* of 15 additional hours (beyond Level Two expectation) of professional growth
- Teach an additional 27 credit hours at Carroll Community College
- Participate in college governance, co-curricular activities, or serve as a mentor
- Receive outstanding student evaluations as determined by the department chair
- Receive outstanding classroom observations by the department chair or his/her designee within the semester preceding promotion request

\*According to the U.S. Bureau of Labor Statistics, adjusted for inflation, \$20.00 in 1993 is the equivalent of \$32.86 in 2014. But because \$30.00 per hour represents a 50% wage increase over \$20.00, that figure seems like a fair place to begin.

\*\*Examples of state conferences include Association of the Faculties of the Advancement of Community College Teaching (AFACCT), Maryland Consortium for Adjunct Faculty Professional Development (MCAPD), Maryland Distance Learning Association (MDLA), etc.

\*\*\*Evidence/documentation of professional growth activities may be in the form of certification of attendance, CEUs, etc. and needs to be submitted to and reviewed by department chair and Human Resources. Professional development may occur when not under contract at Carroll Community College.

- If the proposed promotion system is adopted, current adjuncts should be grandfathered into the current system until the current top level is reached. (There are currently 95 adjuncts at the top level. (The numbering for the current system should be reversed.)) The criteria for the new system's level three will then apply.
- Level three adjuncts should be compensated at a pay increase equal to the current increase from level two to level one. (An \$87.00 increase per TLH over level two.)
- Continue to support sending adjuncts to conferences and professional development offerings without additional compensation.
- Consideration should be given to allow level three adjuncts to attend credit and non-credit course offerings at no cost.

**2. The degree to which adjunct faculty members are assimilated into the college community and ways in which to increase their participation in important functions such as governance, assessment, and co-curricular activities.**

### **Findings**

- Adjuncts currently occupy seats on Academic Council and the College Senate. Neither position is given compensation.

- Of the survey respondents, over 79% have never served on a college committee. Over 46% indicated a willingness to serve on a committee if given an opportunity to do so.

### **Recommendations**

- Adjuncts should continue to sit on Academic Council and the College Senate.
- Invite adjuncts to sit on PAC (one from each academic division) and on all standing committees when approved by the Executive Committee. (There are currently over 50 standing committees at the college but adjunct participation would not be appropriate for all of them.)
- Encourage adjunct participation in department meetings, Areas of Study, etc.
- Compensate adjuncts at the approved rate for time spent working on committee assignments and for meeting attendance in excess of three hours per semester.
- Adjuncts should not be compensated for voluntary attendance at meetings or optional professional development offerings.
- Provide recognition for every five years of service. (Donna Marriott cautioned that this may support any action to claim benefits as a budgeted employee under the DOL definition of temporary employee.)

### ***3. Adjunct faculty hiring procedures including, but not limited to, qualifications, hiring approval, forms, form routing, and record maintenance.***

#### **Findings:**

- The default minimum requirement for an adjunct faculty member is a master's degree. Any exception to this rule must be approved by the appropriate academic dean. While teaching experience is preferred, it is not required.
- While the interviewing and hiring process may be performed by a discipline coordinator or lead faculty, the hiring authority is the department chair.
- The hiring process is paper intensive. In January, this will begin to change. While some forms, such as the I-9 and the Personal Data Form are mandated by the federal and state governments, respectively, and cannot be changed, the college's employment application will go online in January 2015. Additionally, there are plans to develop a form within the Help Desk Ticketing System which will eliminate the Critical Adjunct Information Form which must be sent to multiple locations.
- Various forms regarding the same individual are maintained by Human Resources and the respective faculty associate. In the case of those few adjuncts who teach for multiple departments, the possibility exists that files regarding the same individual are being kept by more than one faculty associate. Human Resources is researching ways in which all adjunct files can be electronically maintained in a central location.



- There is no standardized way to document the completion of certain mandated training.
- At the request of Patti Davis, the Critical Adjunct Form was revised to include information intended to facilitate the addition of new hires into the system.
- Currently, the paperwork is distributed as follows:
  - The Personal Data Form, the Direct Deposit Authorization Form, all state and federal tax forms, the I-9, and the originals of all contracts go to Human Resources.
  - The Critical Adjunct Information Form goes to IT, Records, and Mel Hall via email.
  - The employment application, college transcripts, copies of contracts, and all other documentation relating to the adjunct are maintained by the faculty associate.

**Recommendations:**

- Continue the processes identified in the first two bullets under “3” on page 5.
- Continue efforts to automate the hiring process. Discussions with Patti Davis revealed that the Help Desk Ticketing System should be available for use in the hiring of new adjuncts for fall 2015; this system will replace the use of the current Critical Adjunct Information Form. It is also possible that this system could be used to document mandated training (Information Technology, Sexual Harassment, Diversity, etc.) completed by adjunct faculty. Once implemented, permissions to use this system should be given to faculty associates, department chairs, Mel Hall, and Joan Greer.
- Because of recent requirements by the Department of Homeland Security, all paperwork, including the online application and contracts, must be completed before an adjunct can be considered “hired.”
- For cyber-security reasons, only verified and trained employees should have access to the college’s IT systems. Once the paperwork is completed and properly forwarded, the newly hired adjunct must be trained in e-mail, Blackboard, WebAdvisor, and IT security. Preferably, this training will be received during the New Adjunct Orientation; if an adjunct is unable to attend the orientation the training will be provided in a one-on-one session with the department chair or his/her designee. Once training is completed, IT will be notified by e-mail or, later, by making an entry in the Help Desk Ticketing System so that the adjunct can be given the appropriate access. Exceptions to training prior to access can be made in the case of late hires with the approval of the appropriate academic dean and Patti Davis; the required training should be received as soon as possible.
- The current method of file maintenance (with the exception of the online application which should be maintained by Human Resources) should continue until such time as a method is identified to electronically maintain all files in a central location. Thereafter,

all completed paperwork will be scanned by the appropriate faculty associate and sent to Human Resources where all employee records will be maintained.

- Once the modifications to the Help Desk Ticketing System have been completed, upon hiring a new adjunct a new ticket will be initiated by the appropriate faculty associate or department chair or his/her designee. Tickets can be modified as necessary to document the completion of mandatory training.

### **Financial Considerations**

To recap what's in the foregoing pages, adjuncts are paid to teach per TLH according to their respective salary levels, \$50.00 to attend a four to six hour New Adjunct Orientation session, and \$20.00 per hour to substitute, attend occasional meetings, and to perform other duties as negotiated. The recommendations include adding one level to the promotion process and paying adjuncts \$30.00 per hour for service beyond the teaching contract. The adjunct contract should be amended to mandate three hours of time to be used as needed for meetings, professional development, etc. without additional compensation. If approved, adjuncts will continue to serve on Academic Council and the College Senate (currently uncompensated) and will also be invited to serve on the Planning Advisory Council and other appropriate committees, all with compensation. Adjuncts will not be compensated for attending meetings and professional development activities that are offered but not mandated. While a rationale for the following numbers will be offered, please keep in mind that the bottom line is approximate.

### **Promotions to Level Three**

Approximately 53% (95 of 178) of the current adjunct faculty is being paid at the upper level. Because attaining a promotion to level three will require significant effort, it is expected that only 25% of the current upper level adjuncts will seek promotions. Averaged over the last three years, this represents 333 TLH\* (2514 (total average adjunct TLH) X 53% X 25%). The recommendation is that the increase in pay to level three be equal to the increase in pay from the current lower level to the current upper level which is \$87.00 per TLH. Therefore, the adoption of this recommendation represents an increased expenditure of \$28,980.00 per year.

\*Excludes summer and winter sessions and Mt. Airy; these data are not readily available.

### **New Adjunct Orientation**

Approximately 40 new adjuncts have attended New Adjunct Orientation each year for the last three years; attendees were paid \$50.00 each for a total of \$2,000.00. If the recommended is approved, each adjunct will be paid from \$200 to \$300 each or an average of \$250 depending

on whether the afternoon session is attended. This amounts to \$10,000.00, an increase of \$8,000.00 per year.

### **Committees**

Adjuncts should be paid for committee service. While the college has over fifty standing committees, approximately nine are worthy of possible adjunct participation. The assumption is that meetings will last for no more than one hour. The committees include:

Academic Council (1 adjunct/10 meetings per year = 10 hours)

College Senate (1/10 =10 hours)

Planning Advisory Council (2/10=20 hours)

Learning Outcomes Assessment (1/8= 8 hours)

Instructional Quality Committee (2/20=40 hours)

Diversity Committee (Curriculum) (1/4=4 hours)

Distance Learning (1/6=hours)

Integrity Council (1/6=hours)

Areas of Study (7/4=28 hours hours)

Total hours=132

At \$30.00 per hour, this represents an annual expenditure of \$3,960.00.

### **Miscellaneous**

This area is more problematic. Because many cost centers are used, there is no way to accurately capture the amount paid (and the reasons therefore) to adjuncts for work done outside the teaching contract. There are, however, accurate records maintained for the reported absences of adjunct and full-time faculty. For purposes of this calculation, it is assumed that for each reported absence, a substitute was hired. This will no doubt result in an overestimated annual outlay for substitute pay but should provide enough of a surplus to account for payments provided for other types of work.

Over the last three years, adjunct and full-time faculty reported absences totaling an average of 357 hours per year. At \$20.00 per hour this amounts to \$7,140.00 per year; at \$30.00 per hour, the expenditure is increased to \$10,710.00, an increase of \$3,570.00.

### Summary of Costs

Reason for Payment	Current Cost	Estimated Future Cost	Amount of Increase
Promotions to Level Three	\$1,996,531.00*	\$2,025,511.00	\$28,980.00
Orientation	\$2,000.00	\$10,000.00	\$8,000.00
Committee Work	\$0	\$3,960.00	\$3,960.00
Miscellaneous	\$7,140.00	\$10,710.00	\$3,570.00
<b>Total</b>	<b>\$2,005,671.00</b>	<b>\$2,050,181.00</b>	<b>\$44,510.00</b>

\*The yearly amount paid to the adjunct faculty for teaching (excludes summer and winter sessions and Mt. Airy), averaged over the last three years.