

# 23-24 Five-Year Program Reviews

Board of Trustees Report, Policy No. 4026

June 18, 2024

## Academic Program Review Overview

HCC revised its process of program reviews to create a comprehensive and consistent process that will encompass all credit programs. A schedule has been created to review all programs over a five-year period. For FY24, five programs were reviewed: Administration of Justice, Commercial Vehicle Transportation, Biotechnology, Psychology, and Visual Arts. At the start of the process, Biotechnology was removed from the list because its consistently low enrollment resulted in a decision to discontinue it.

The program review process involves extensive data collection to evaluate each program's viability and quality. The reviews evaluate the quality of the curriculum and instruction, the level of program enrollments, retention, and completion rates over five years, and the availability of resources needed to maintain program quality (for example, faculty, facilities, and equipment). A cost-benefit analysis is conducted to compare program costs in relation to tuition revenue.

The report is structured so that each academic division provides an overview that contextualizes the program by describing its history and connecting its program outcomes with the Institutional Learning Outcomes that reflect the College's mission. The review provides information about the program requirements and curriculum, the pathway that students are advised to follow to complete the requirements, the process used to evaluate program outcomes, the schedule and modalities of classes offered, enrollment and student performance, five-year financials, articulation agreements, advisory board information, and other elements specific to the program, such as internships, externships, or capstones. A SWOT analysis, completed by the Program Director and faculty, is also included in the review. In subsequent years, a response to previous review recommendations will be integrated into the report.

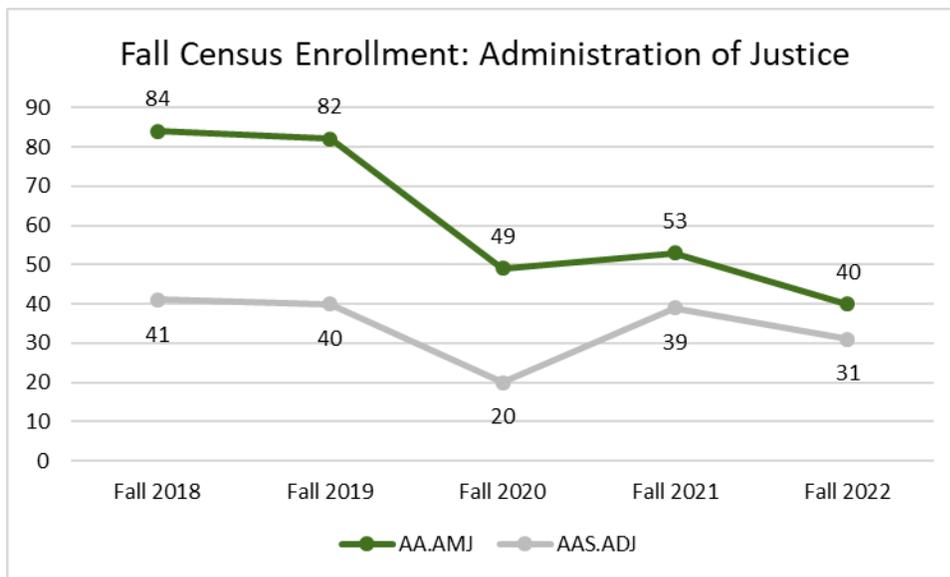
Academic divisions select an External Reviewer by considering general guidelines. Reviewer must have appropriate credentials, including an extensive background in the discipline. After selecting a reviewer, the program review document is provided and a campus visit is arranged. During the visit, meetings are held with the appropriate Division Director, Program Coordinator, other faculty, students in the program, the DOI, the VPAASS, and, if available, the President. After these meetings, a debriefing is held with principals, including the Division Director, the DOI, program faculty, and the VPAASS. Following the visit, the External Reviewer compiles their review and provides the internal team with a SWOT analysis.

The Director, Program Coordinator, and faculty review the SWOT Analysis and other goals that seem appropriate based on information discovered through the review process. They then create goals for program improvement to be completed over an appropriate timeline. The VPAASS provides feedback on the goals and timeline. Finally, to close the loop, these goals are evaluated during the next five-year program review.

## Administration of Justice programs

A written program review that covered the Associate of Applied Science (AAS) and the Administration of Justice concentration (AA) using a five-year set of data was submitted to reviewer Brandon James Hoover, Coordinator of similar programs at Allegany College of Maryland in preparation for his site visit. Based on the program review documentation and the reviewer's recommendations from the SWOT analysis, the following strengths, weaknesses, and threats are noted as follows:

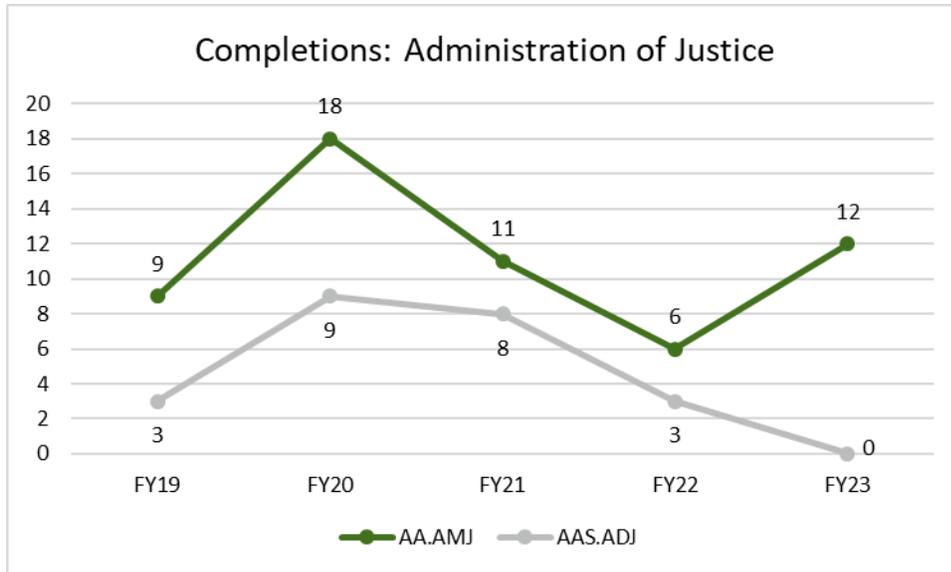
### Enrollment



The number of ADJ program majors (both AA and AAS programs combined) in 2021 was 92 students. This was an increase compared with the previous year, in which there were 70 students enrolled in these two programs. The improvement over the previous fall is promising. Fall 2018 had the highest enrollment in the five-year period at 125.

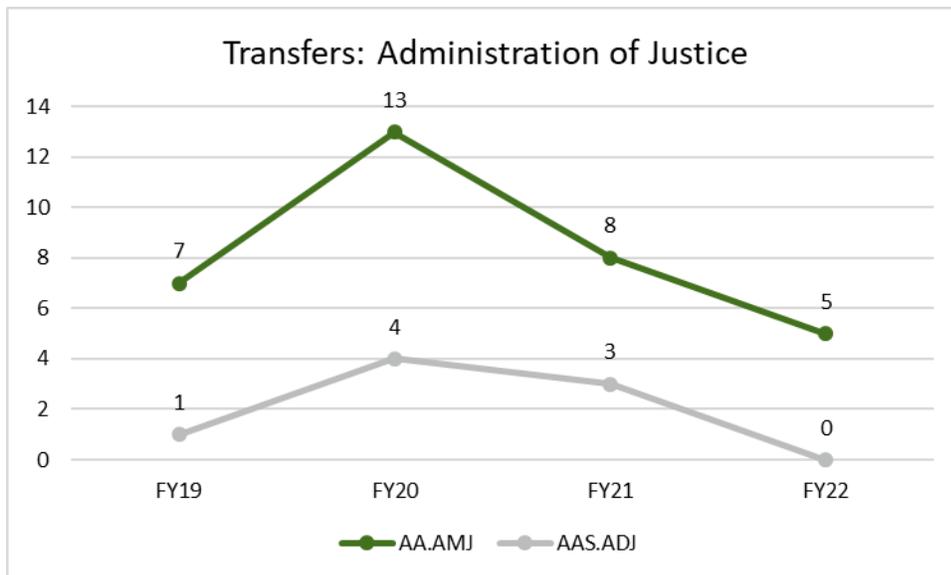
The ADJ program experienced enrollment declines at HCC, and elsewhere, in 2020. Declines were likely explained by external causes including the attention paid to the May 2020 death of George Floyd during an arrest for which several police officers were charged and convicted. Protests and media attention focused on this incident and the broader issues of use of force by law enforcement. In addition, the Covid-19 pandemic led to a decline in enrollment in many majors.

## Completion



Although completion rates appear low, according to the HCC Fact Book 2022-23, the four-year average retention rate for first-year full-time students from Fall 2018-21 is 62.1%. Of course, many students continue to change their majors even after the first year of college. There are students from both the AAS and AA degrees who transfer to another college. The AAS is designed as a program for students who are not intending to transfer to a four-year college but transfer to a four-year college is still possible.

## Transfer



There are students from both the AAS and AA degrees who transfer to another college. The AAS is designed as a program for students who are not intending to transfer to a four-year college but transfer to a four-year college is still possible.

## Financial Report

### AA.AMJ

<b>TABLE 1: RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1 18/19</b>	<b>Year 2 19/20</b>	<b>Year 3 20/21</b>	<b>Year 4 21/22</b>	<b>Year 5 22/23</b>
1. Tuition/Fee Revenue (c+g below)	\$335,160	\$332,100	\$201,390	\$217,830	\$164,400
a. Number of F/T students	32	38	28	18	16
b. Annual Tuition/Fee Rate (e x f)	\$3,990	\$4,050	\$4,110	\$4,110	\$4,110
c. Total F/T Revenue (a x b)	\$127,680	\$153,900	\$115,080	\$73,980	\$65,760
d. Number of P/T Students	52	44	21	35	24
e. Credit Hour Rate (avg # of credits earned per year)	30	30	30	30	30
f. Annual Credit Hour Rate	\$133	\$135	\$137	\$137	\$137
g. Total P/T Revenue (d x e x f)	\$207,480	\$178,200	\$86,310	\$143,850	\$98,640
<b>TOTAL</b>	<b>\$335,160</b>	<b>\$332,100</b>	<b>\$201,390</b>	<b>\$217,830</b>	<b>\$164,400</b>

### AAS.ADJ

<b>TABLE 1: RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1 18/19</b>	<b>Year 2 19/20</b>	<b>Year 3 20/21</b>	<b>Year 4 21/22</b>	<b>Year 5 22/23</b>
1. Tuition/Fee Revenue (c+g below)	\$163,140	\$162,000	\$82,200	\$160,290	\$127,410
a. Number of F/T students	17	11	7	7	6
b. Annual Tuition/Fee Rate (e x f)	\$3,990	\$4,050	\$4,110	\$4,110	\$4,110
c. Total F/T Revenue (a x b)	\$67,380	\$44,550	\$28,770	\$28,770	\$24,660
d. Number of P/T Students	24	29	13	32	25
e. Credit Hour Rate (avg # of credits earned per year)	30	30	30	30	30
f. Annual Credit Hour Rate	\$133	\$135	\$137	\$137	\$137
g. Total P/T Revenue (d x e x f)	\$95,760	\$117,450	\$53,430	\$131,520	\$102,750
<b>TOTAL</b>	<b>\$163,140</b>	<b>\$162,000</b>	<b>\$82,200</b>	<b>\$160,290</b>	<b>\$127,410</b>

<b>TABLE 2: EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1 18/19</b>	<b>Year 2 19/20</b>	<b>Year 3 20/21</b>	<b>Year 4 21/22</b>	<b>Year 5 22/23</b>
1. Faculty (b+c below)	\$115,271.25	\$117,939.23	\$120,061.88	\$118,090	\$116,938.13
a. # FTE	1	1	1	1	1
b. Total Salary	\$92,217	\$94,351.38	\$96,049.50	\$94,472	\$93,550.5
c. Total Benefits	\$23,054.25	\$23,587.85	\$24,012.38	\$23,618	\$23,387.63
<b>Total</b>	<b>\$115,271.25</b>	<b>\$117,939.23</b>	<b>\$120,061.88</b>	<b>\$118,090</b>	<b>\$116,938.13</b>

As far as resources are concerned, annual tuition and fees are calculated based on current rates of tuition and course fees, multiplied by an annual student credit load of 30. The number of FT and PT students in both programs brings in enough revenue to far outweigh the program instructional costs involved in paying one full-time instructor (Full-Professor rank) to teach in both programs being reviewed, plus adjunct faculty. The Expenditures Table shows faculty costs for the full-time instructor and the adjunct faculty costs for all ADJ courses. No administrative costs are included as these are not funded by the ADJ or AMS programs.

## SWOT Analysis

### Strengths & Opportunities

#### Strengths

- Program faculty, particularly program coordinator with excellent record of teaching evaluations and one stable adjunct
- Positive student experiences with the faculty/coordinator, program, and HCC, as reported to the Program Reviewer
- In-person, interactive classes that continued to be offered in person during the pandemic
- A long-term, well-developed Early College ADJ program with the Washington County Public School district that offers college courses in the high school
- A Mock Courtroom Facility that enhances the interactivity of program offerings. Perkins grant funds will provide for purchase of two attorney tables in spring 2024
- The recent addition of the general education course, ADJ 101, which has improved enrollment numbers
- An active advisory council with prominent members of the local legal and law enforcement community
- The addition of Westlaw as a library resource, although it is used more by Paralegal Studies students
- Interdisciplinary involvement with Political Science, including participation by the Program Coordinator on a panel for Constitution Day two years. Some combining of classes to offer role plays in the Mock Courtroom facility has occurred

### *Opportunities*

- To complete the courtroom, the addition of counsel tables is recommended. Adding a jury box and a bar (or partition) to separate the gallery from the rest of the Courtroom would finish off this space nicely
- Include more ADJ courses in a A.A. transfer program which may help students to feel more connected to the program itself and more likely to complete
- Offer more hands-on experiences for students
- Consider offering an online program option
- Consider adding members of the Corrections filed to the Advisory Committee

### *Reviewer Quotes:*

“Prof. Andrew Kramer is a program coordinator with a student-centered focus who is clearly well respected by his students and who is committed to their success.”

In reference to the Mock Trial Courtroom, “...such experiential learning opportunities are great for students.”

“From my visit to class, I found a class who was happy to be there, comfortable with their professor, and eager to learn.”

### *Program Weaknesses and Threats*

#### *Weaknesses*

- Enrollment declined in 2020 and shortly thereafter due to mercurial socio-legal perspectives on law enforcement nationally
- Adjunct availability is limited by few local applicants, perceived low adjunct salaries, and legal restrictions on hiring beyond the region
- Inability to offer online course options
- Limited Articulation Agreements

#### *Threats*

- Change the focus from course assessment to program assessment
- Lower enrollment (provided recommendation in opportunities to add more ADJ courses that would reduce the number of free choices students have and increase enrollment in your courses)

### *Reviewer Quotes:*

“...it appears there are limited articulation agreements in place with four-year schools.”

“...it must be difficult to be a “one-person team.” Additional support would be helpful for providing hands on experiences...”

## Program Goals with a Timeline for Achievement

(reflecting on opportunities and weaknesses that were identified)

### 2024-25

- Purchase and seek assistance from Facilities in assembling the Attorney Tables to enhance the Mock Courtroom.
- Request through Perkins bar/partition to separate the Gallery from the rest of the Courtroom (and in addition, adding four jury chairs)
- Revise the curriculum for the Administration of Justice A.A. program with the goal of increasing the content across the areas that are crucial to the program: Law Enforcement, the Judiciary, and Corrections. Two courses, ADJ 102 American Law Enforcement and ADJ 104 Corrections in America, will be proposed to the curriculum committee to be included in the 25-26 program requirements. These courses already exist. Focus the curriculum for both the A.A. and A.A.S. on required courses and reduce elective courses.
- Pursue QM certification of ADJ 101.

### 2025-26

- Revise the program learning outcomes to reflect changes in the A.A. program and to differentiate the A.A.S. and A.A. programs in anticipation of incorporating these changes in SLOA work this year.
- Refocus program assessment on collection of program-level data, with a focus on demonstrating the degree of achievement of outcomes by students completing the program (achievement of the Program Goals, collection of employment information with assistance of PIE).
- Support adoption of two articulation agreements with area four-year colleges.
- Purchase and install any new additions to the Mock Courtroom approved through Unit Planning.
- Request funding through Unit Planning for additional field trips, such as the trip to the Washington County Detention Center that students take in the corrections class.
- Seek replacement for outgoing member of ADJ Advisory Committee Denise Gelsinger, former Warden of MCI, to retain representation of Correctional component on Committee

### 2026-27

- Expand uses of the Mock Courtroom facility, such as demonstrating jury selection processes.
- Add more speakers and field trips in classes.
- Support adoption of one additional articulation agreement with a four-year college.
- Explore student interest in a club, perhaps one that encompasses more than one discipline, such as ADJ and sociology or psychology.
- With the Advisory Committee, set up goals and a plan for enrollment growth. Evaluate the potential for the addition of online course section offerings.
- Investigate and propose curriculum changes that incorporate the use of data analysis in law enforcement, including expansion of existing coursework and material, and possible additional course offerings.

- Add sites for internship opportunities with the assistance of Career Services.

2027-28

- Support adoption of one additional articulation agreement with a four-year college.
- Evaluate staffing needs. If warranted, submit a request for a second position through Unit Planning.
- Conduct a SWOT analysis of the program, with input from the Advisory Committee, in preparation for the next program review.

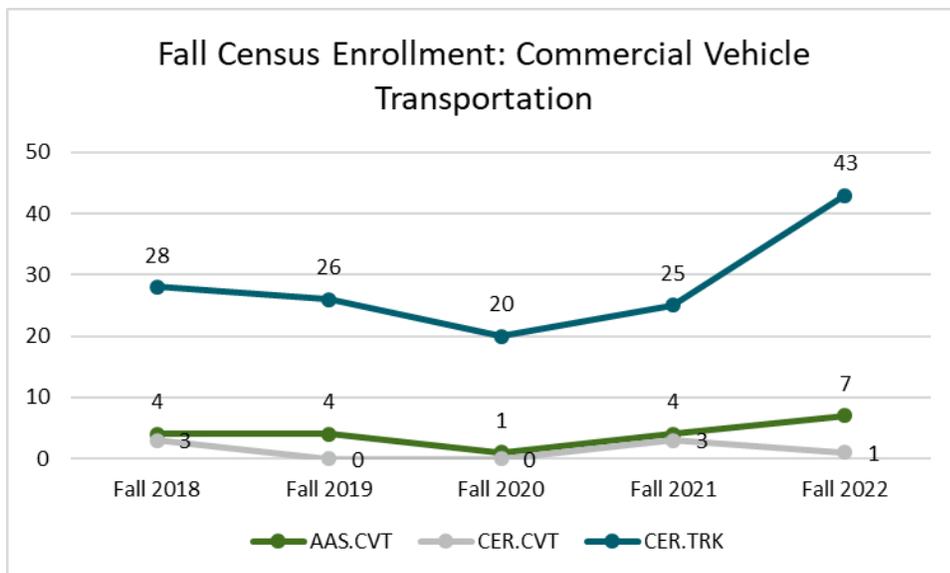
#### VPAASS Comments:

The Program Review Process was informative and provided evidence that the Administrative of Justice Program at HCC is a strong program with room for improvement. Identified areas of improvement were acknowledged by the Director and Program Coordinator with the above timeline outlining the steps needed to achieve meeting the agreed upon recommendations. While some recommendations require less time and are less resource intensive, there are some (hiring additional faculty, providing a jury box and bar/partition, and modifying curriculum) that will require more time and resources to fulfill. Hiring additional faculty will depend on the program's growth. The timeline listed above is reasonable and appropriate to accomplish.

#### Commercial Vehicle Transportation Programs

A written program review that covered the Associate of Applied Science (AAS) for Commercial Vehicle Administration and two certificates, Commercial Vehicle Transportation Specialist and Commercial Transportation Management using a five-year set of data was submitted to reviewers Randy Kissinger and Lisa Arnold, Director and Coordinator of similar programs at Harrisburg Area Community College of Pennsylvania in preparation for their site visit. Based on the program review documentation and the reviewer's recommendations from the SWOT analysis, the following strengths, weaknesses, and threats are noted as follows:

## Enrollment



The number of CVT program majors (both AAS and certificates combined) in Fall 2022 was 51 students. This has been a significant overall increase over the last four years. Between 78 and 87% of the total number of students in all CVT programs are enrolled in the CER.TRK program. Between 75% and 90% of CVT students are enrolled full-time compared to roughly 33% of all students enrolled at HCC. For the CER.TRK program, the full-time enrollment is much higher than the general population at HCC. Conversely, for the other two CVT programs (CER.CVT, AAS.CVT), the part-time student enrollment is double or triple the full-time student enrollment. However, it is worth noting that those programs have very low enrollment numbers, so the data is not statistically significant.

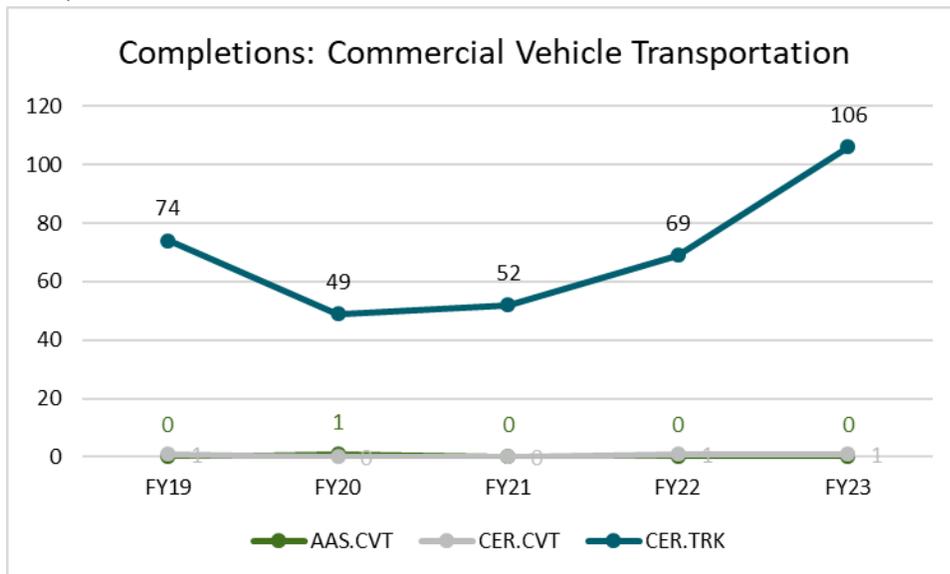
Both Certificate programs can be completed in a brief time, so the program demographics are consistent from program entry to completion. As mentioned previously, the AAS.CVT program has exceptionally low enrollment numbers, so the data is not statistically significant, but the program demographics for that program are also consistent from entry to completion.

The COVID-19 pandemic has certainly affected the labor market trends for the Commercial Vehicle Transportation industry, and consequently, the CVT program at HCC. Starting in mid-2020 through late 2022 during the worst of the pandemic, we were seeing a supply chain crisis like no other. This caused a boom in the industry and a marked increase in our program enrollment. Starting early this year, we started experiencing a transportation downturn and we are currently in what some people refer to as a freight recession. We are seeing local employers who previously hired drivers with no experience, now requiring a minimum of 3-6 months of experience on the road. However, this type of fluctuation is very typical in the transportation industry and our enrollment number in the program still looks strong and students are not having trouble finding gainful employment in the area.

To continue to grow the program, the HCC CVT program has partnered with Williamsport High School to develop a comprehensive program to train and educate high school students. A 180-hour, two-semester sequence of dual-credit coursework consists of a combination of classroom instruction,

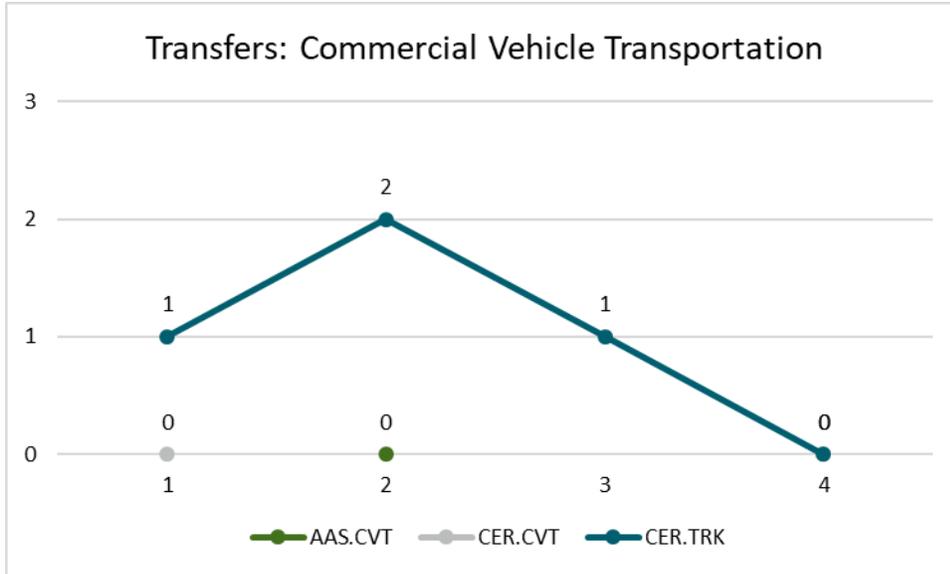
demonstrations, hands-on exercises, and simulator experience at the high school. Students explore career and employment opportunities and requirements of a professional tractor trailer driver; including developing familiarity with basic state and federal motor vehicle traffic laws, regulations, and their application in the industry. At the course's end, students will be prepared to apply for the Commercial Learner's Permit (CLP) written exam and will have fulfilled the course requirements from Hagerstown Community College to earn credit for TRK 108 and TRK 110 which are two of the four course requirements for the CER.TRK Certificate program. This creates a pipeline for students to come to HCC to complete the last two skills-based courses on campus to earn their certificate and CDL A driver's license. In addition, Workforce Solution and Continuing Education provides the EARN grant monies to supplement tuition for Maryland residents to attend class A CDL training. WSCE also partners with Montgomery College to recruit students for enrollment class A training in a non-credit format.

### Completion



Completion rates for CER.TRK are well established and consistently maintain a high level of completion for the programs. Both the certificate and AAS in Commercial Vehicle Transportation have low enrollment and therefore a much lower completion rate.

Transfer



There are only a small number of transfers as the programs offered through CVT draw a student population that would, more than likely, not seek higher education for traditional pathways. There are a few students who seek out the management component of CVT and do transfer successfully.

Financial Report

AAS.CVT

TABLE 1: RESOURCES AAS.CVT					
Resource Categories	Year 1 2018/19	Year 2 2019/20	Year 3 2020/21	Year 4 2021/22	Year 5 2022/23
1. Tuition/Fee Revenue (c + g below)	\$15,960.00	\$16,200.00	\$4,110.00	\$16,440.00	\$28,770.00
a. Number of F/T students	1	0	0	1	2
b. Annual Tuition/Fee Rate (e x f)	\$3,990.00	\$4,050.00	\$4,110.00	\$4,110.00	\$4,110.00
c. Total F/T Revenue (a x b)	\$3,990.00	\$0.00	\$0.00	\$4,110.00	\$8,220.00
d. Number of P/T Student	3	4	1	3	5
e. Credit Hour Rate (# of credits earned)	30	30	30	30	30

f. Annual Credit Hour Rate	\$133.00	\$135.00	\$137.00	\$137.00	\$137.00
g. Total P/T Revenue (d x e x f)	\$11,970.00	\$16,200.00	\$4,110.00	\$12,330.00	\$20,550.00
2. Grants, Contracts & Other External Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Other Sources (ie Program fees etc...)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL (Add 1 - 3)</b>	<b>\$15,960.00</b>	<b>\$16,200.00</b>	<b>\$4,110.00</b>	<b>\$16,440.00</b>	<b>\$28,770.00</b>

<b>TABLE 2: EXPENDITURES AAS.CVT</b>					
<b>Expenditure Categories</b>	<b>Year 1 2018/19</b>	<b>Year 2 2019/20</b>	<b>Year 3 2020/21</b>	<b>Year 4 2021/22</b>	<b>Year 5 2022/23</b>
1. Faculty (b + c below)	\$581.25	\$2,086.88	\$2,431.88	\$3,112.50	\$5,352.19
a. # FTE	0	0	0	0	0
b. Total Salary	\$465.00	\$1,669.50	\$1,945.50	\$2,490.00	\$4,281.75
c. Total Benefits	\$116.25	\$417.38	\$486.38	\$622.50	\$1,070.44
2. Admin. Staff (b + C below)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
a. # FTE	0	0	0	0	0
b. Total Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New or Renovated Space	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Other Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL (Add 1 - 5)</b>	<b>\$581.25</b>	<b>\$2,086.88</b>	<b>\$2,431.88</b>	<b>\$3,112.50</b>	<b>\$5,352.19</b>

## CER.CVT

<b>TABLE 1: RESOURCES CER.CVT</b>					
<b>Resource Categories</b>	<b>Year 1 2018/19</b>	<b>Year 2 2019/20</b>	<b>Year 3 2020/21</b>	<b>Year 4 2021/22</b>	<b>Year 5 2022/23</b>
1. Tuition/Fee Revenue (c + g below)	\$9,975.00	\$0.00	\$0.00	\$10,275.00	\$3,425.00
a. Number of F/T students	0	0	0	1	1
b. Annual Tuition/Fee Rate (e x f)	\$3,325.00	\$3,375.00	\$3,425.00	\$3,425.00	\$3,425.00
c. Total F/T Revenue (a x b)	\$0.00	\$0.00	\$0.00	\$3,425.00	\$3,425.00
d. Number of P/T Student	3	0	0	2	0
e. Credit Hour Rate (# of credits earned)	25	25	25	25	25
f. Annual Credit Hour Rate	\$133.00	\$135.00	\$137.00	\$137.00	\$137.00
g. Total P/T Revenue (d x e x f)	\$9,975.00	\$0.00	\$0.00	\$6,850.00	\$0.00
2. Grants, Contracts & Other External Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Other Sources (ie Program fees etc...)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL (Add 1 - 3)</b>	<b>\$9,975.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$10,275.00</b>	<b>\$3,425.00</b>

<b>TABLE 2: EXPENDITURES CER.CVT</b>					
<b>Expenditure Categories</b>	<b>Year 1 2018/19</b>	<b>Year 2 2019/20</b>	<b>Year 3 2020/21</b>	<b>Year 4 2021/22</b>	<b>Year 5 2022/23</b>
1. Faculty (b + c below)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

a. # FTE	0	0	0	0	0
b. Total Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New or Renovated Space	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Other Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

CER.TRK

**TABLE 1: RESOURCES CER.TRK**

<b>Resource Categories</b>	<b>Year 1 2018/19</b>	<b>Year 2 2019/20</b>	<b>Year 3 2020/21</b>	<b>Year 4 2021/22</b>	<b>Year 5 2022/23</b>
1. Tuition/Fee Revenue (c + g below)	\$59,584.00	\$56,160.00	\$43,840.00	\$54,800.00	\$94,256.00
a. Number of F/T students	25	24	19	24	41
b. Annual Tuition/Fee Rate (e x f)	\$2,128.00	\$2,160.00	\$2,192.00	\$2,192.00	\$2,192.00
c. Total F/T Revenue (a x b)	\$53,200.00	\$51,840.00	\$41,648.00	\$52,608.00	\$89,872.00
d. Number of P/T Student	3	2	1	1	2
e. Credit Hour Rate (# of credits earned)	16	16	16	16	16
f. Annual Credit Hour Rate	\$133	\$135	\$137	\$137	\$137
g. Total P/T Revenue (d x e x f)	\$6,384.00	\$4,320.00	\$2,192.00	\$2,192.00	\$4,384.00
2. Grants, Contracts & Other External Sources					\$311,722.00
3. Other Sources	\$128,000.00	\$88,000.00	\$117,250.00	\$173,900.00	\$209,050.00

(ie Program fees etc...)					
<b>TOTAL (Add 1 - 3)</b>	<b>\$187,584.00</b>	<b>\$144,160.00</b>	<b>\$161,090.00</b>	<b>\$228,700.00</b>	<b>\$615,028.00</b>

<b>TABLE 2: EXPENDITURES CER.TRK</b>					
<b>Expenditure Categories</b>	<b>Year 1 2018/19</b>	<b>Year 2 2019/20</b>	<b>Year 3 2020/21</b>	<b>Year 4 2021/22</b>	<b>Year 5 2022/23</b>
1. Faculty (b + c below)	\$88,443.92	\$95,943.92	\$165,336.59	\$218,955.39	\$316,015.98
a. # FTE	0	0	0	0	0
b. Total Salary	\$70,755.13	\$75,955.13	\$132,269.27	\$175,164.31	\$252,812.78
c. Total Benefits	\$17,688.79	\$19,988.79	\$33,067.32	\$43,791.08	\$63,203.20
2. Admin. Staff (b + C below)	\$144,786.72	\$156,553.85	\$148,376.58	\$150,256.44	\$219,242.46
a. # FTE	3	3	3	3	3
b. Total Salary	\$115,829.37	\$117,243.08	\$118,701.26	\$120,205.15	\$175,393.97
c. Total Benefits	\$28,957.35	\$39,310.77	\$29,675.32	\$30,051.29	\$43,848.49
3. Equipment	\$50,823.21	\$43,763.28	\$38,768.01	\$130,428.07	\$69,324.81
4. New or Renovated Space	\$39,417.74	\$38,569.02	\$38,911.00	\$63,241.48	\$75,430.04
5. Other Expenses	\$34,780.42	\$26,271.88	\$29,316.20	\$50,944.20	\$56,558.19
<b>TOTAL (Add 1 - 5)</b>	<b>\$358,252.01</b>	<b>\$361,101.95</b>	<b>\$420,708.38</b>	<b>\$613,825.58</b>	<b>\$736,571.48</b>

The CVT program does have a large range of variance of costs as equipment to support the program is much higher than it is for many other programs. The work to secure funding from additional sources should continue, and the program is recognized for continuing their work partnering with WSCE, allowing for greater outreach promoting program benefits across multiple areas. With the addition and tentative move to the D. M. Bowman Family Training Center early in 2025, this will help with reducing expenditures. This facility will provide a consolidated location for career focused state of the art instruction in all facets of transportation. The current requirement for split-based operations will be largely eliminated with the opening of the new training center. This will allow students to have access to more classroom space and more restrooms and break area spaces with indoor climate control. This will reduce program budget expenditures by eliminating the need to lease property for training ranges and equipment storage.

## SWOT Analysis

### Strengths & Opportunities

#### *Strengths*

- Students must take an Accuplacer assessment prior to entering the program
- The program is structured as credit, therefore, the students can apply and receive financial aid
- Students are surrounded by instructors and staff who truly care about the students and the program, all with positive attitudes
- The theory course is provided to students in person rather than online
- Have nice new equipment tailored for instruction
- Have weekend classes

#### *Opportunities*

- The school could consider becoming a third-party testing site

#### Reviewer Quote:

“We feel that HCC has a really great program, great staff and instructional staff in the Commercial Vehicle Transportation department.”

### Program Weaknesses and Threats

#### *Weaknesses*

- The theory portion of the class may be better suited to be offered all at once rather than spread out over several weeks throughout the program
- Students must sometimes travel a distance to complete their CDL test

#### *Threats*

No threats were provided.

#### Reviewer Quote:

“The school could consider becoming a third-party testing site.”

### Program Goals with a Timeline for Achievement

(reflecting on opportunities and weaknesses that were identified)

Program Coordinator, Mike Stevenson, offers a differing view on the model of providing the theory portion throughout the course, and I agree with his supporting comments, “Students are learning FMCSA safety regulations, hours of service management and logging, trip planning and hazardous material regulations along with the science and art behind being a professional truck driver.” And “The firehose approach of theory first, prior to the practicum of getting behind the wheel, is a common approach to instruction. We think exposure each week to one aspect of theory in the classroom allows the remainder of the week to experience the application of that theory in the truck.” Therefore, the recommendation offered by the external reviewer will not be moved forward to modify the theoretical component of the CVT program.

2024-25

- Explore the requirements to qualify to operate as a third-party test facility and address modifications at the site at Northern Avenue to comply with the necessary specifications.

2025 – 26

- With the move to Northern Avenue, it is a good time to begin the application process to become a third-party testing facility.

2024 – Ongoing

- Although not mentioned by the external reviewer, Mike Stevenson recognizes the need for better practices with recruitment to increase enrollment to ensure that revenue will surpass expenditure.

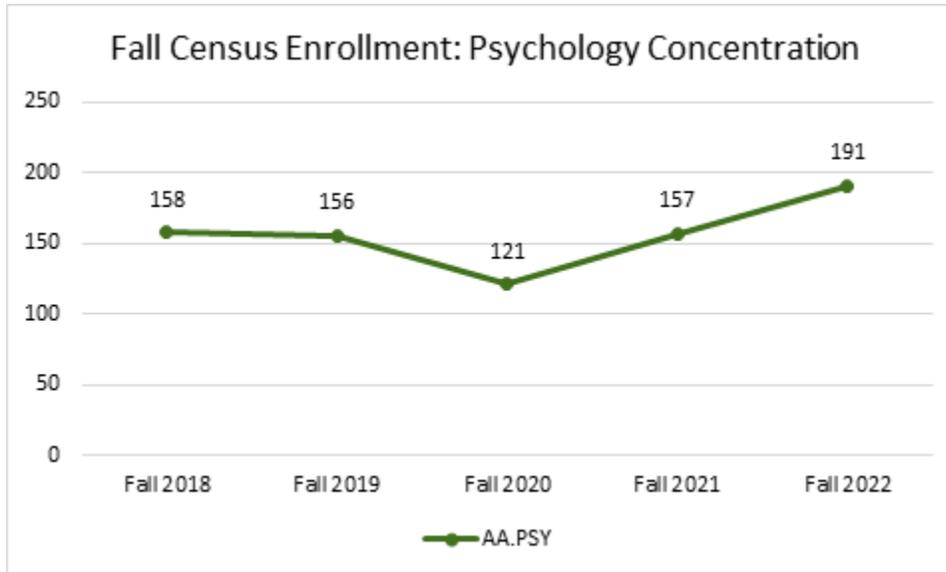
### VPAASS Comments:

Although this is an expensive program to run, it is a program mission focused that is needed within the community and provides opportunities for those we serve in Washington county and the surrounding area to secure employment that offers a higher living wage. As the internal reviewer, Mike Stevenson, noted, “The HCC CVT program is the premier training provider for Class A CDL combination vehicle training. The program prides itself on preparing students for future career success in the transportation industry.” This is a program that also supports Commitment 4 of the Strategic Plan, Integration. The partnership between Workforce Solutions and Continuing Education (WSCE) and the CVT program is observed in sharing space and classroom utilization. The CVT program also supports the outreach of WSCE through contracted training for employers and offers refresher training which allows for adding of a passenger endorsement for bus driving for class A license holders. The extension of impact is a valuable addition to the program's work as well as the upcoming move to the D.M. Bowman Center that will further enhance cost savings for the program while enhancing the student experience.

### Psychology

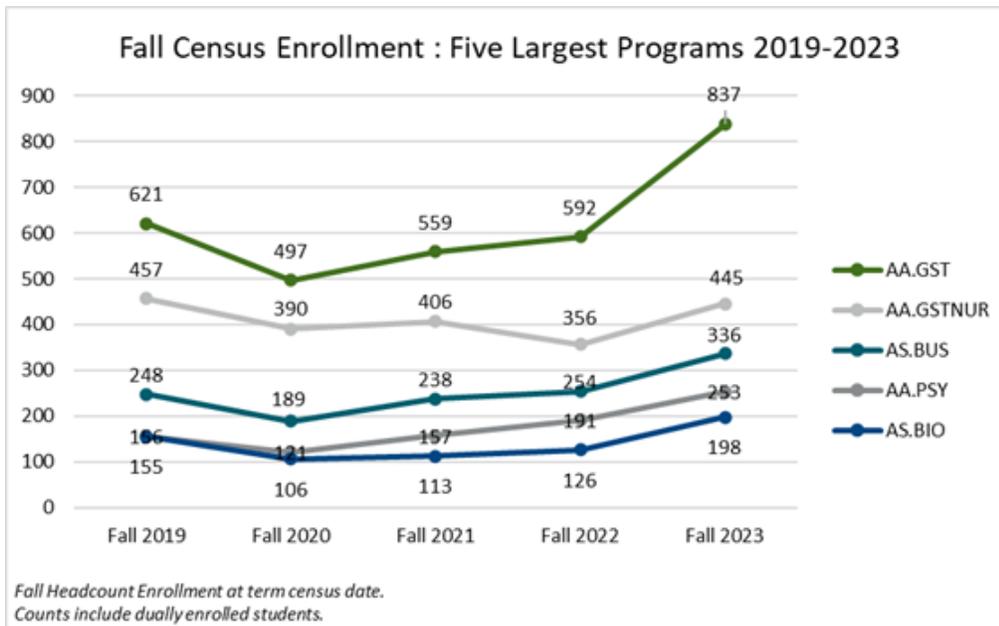
A written program review that covered the Associate of Arts (AA) in psychology (concentration) and two courses supporting the general education curriculum using a five-year set of data was submitted to reviewer Dr. Maureen Schuler, a psychology professor and program chair at Howard Community College in preparation for her site visit. The program also offers courses to high school students in the Early College. Based on the program review documentation and the reviewer’s recommendations from the SWOT analysis, the strengths, weaknesses, and threats are noted as follows:

## Enrollment



HCC students tend to enroll part-time. The percentage of part-time students at the College as a whole in Fall 2022 was 67.7. Psychology majors also tend to be part-time students. Except for Fall 2020, part-time enrollments surpass those of full-time students. It could be surmised that students took advantage of job losses to attend school full-time in fall 2020, but then reverted to part-time attendance the following fall semester.

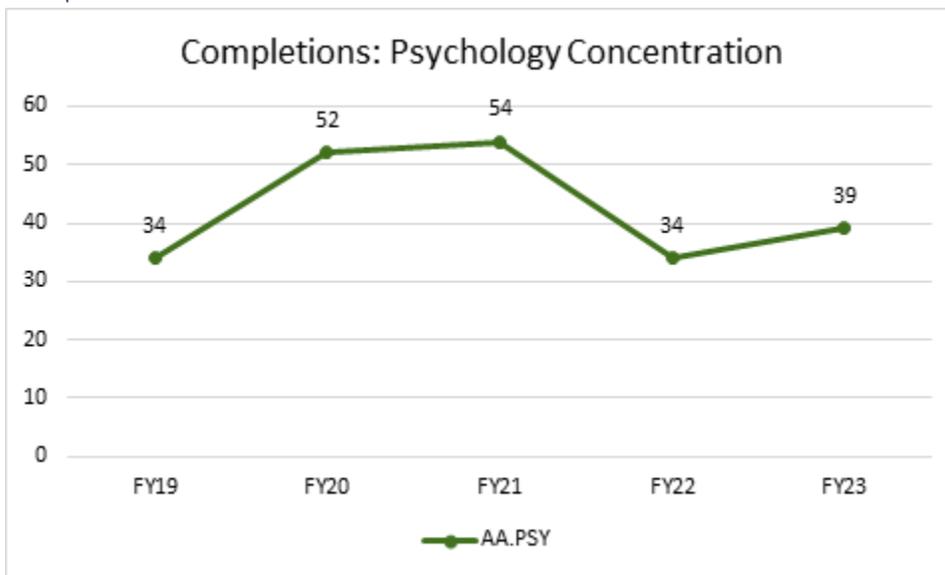
Psychology shows a linear uptick in majors, except in Fall 2020, the pandemic year in which every program experienced decline. The psychology program demonstrates an upward, linear progression between 2018-2022. Psychology was the only one of the five largest HCC programs for which a linear pattern was identified. In fall 2022, it had the second largest number of majors, with Business Administration in first place.



The program employed four full-time faculty during this time-period, one of whom teaches in both education and psychology. There are also eight part-time faculty. During Fall 2018-Fall 2023, except Fall 2021, most faculty taught overload courses and a relatively high number of students. In fall 2023, the number of students taught by each of the four full-time faculty members was 192, 117, 187, and 196. This is extremely high in comparison with faculty in other programs. A request for an additional full-time position was made in the fall 2023 Unit Planning sessions.

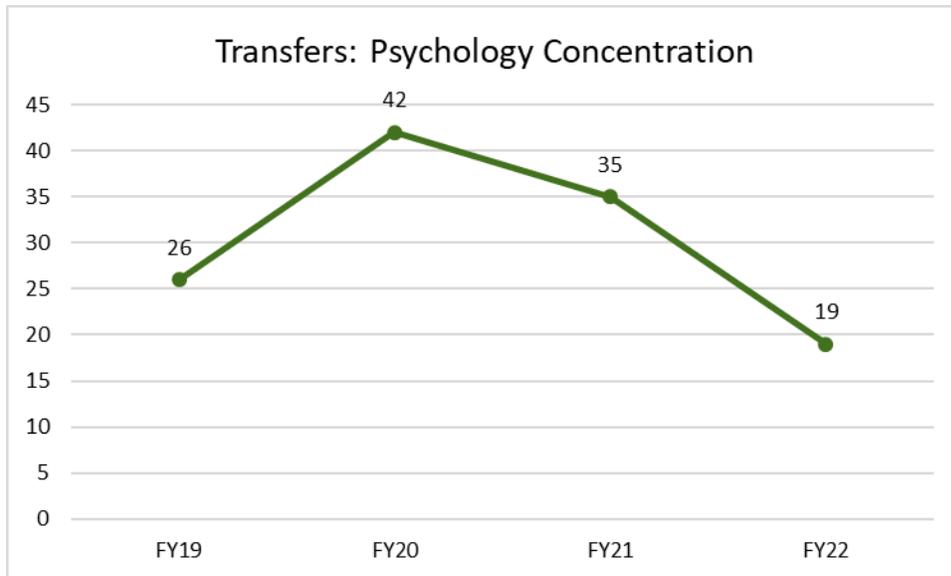
As a result of Maryland Blueprint legislation, which aspires to offer high school students an opportunity to complete college level classes prior to graduation, dual enrollment course offerings have increased. Eleven sections of Psychology 101 were offered in the high schools in fall 2023.

#### Completion



The data describes retention within the program. The overall percentage of students completing the first year at the College varied from 62.3% in Fall 2018 to 62.2% in Fall 2021. The resulted in a four-year average retention rate of 62.1%. Although there is a significant drop between entering students and those who complete the program, psychology has the second highest percentages of students who complete the psychology degree in comparison with program completion compared with other programs in the division. It had the third highest number of graduates in an associate degree program in FY 2023.

Transfer



This transfer information needs further review.

AA.PSY

Financial Report

<b>TABLE 1: RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1 18/19</b>	<b>Year 2 19/20</b>	<b>Year 3 20/21</b>	<b>Year 4 21/22</b>	<b>Year 5 22/23</b>
1. Tuition/Fee Revenue (c+g below)	\$630,420	\$631,800	\$497,310	\$645,270	\$785,010

a. Number of F/T students	53	57	65	68	70
b. Annual Tuition/Fee Rate	\$3,990	\$4,050	\$4,110	\$4,110	\$4,110
c. Total F/T Revenue (a x b)	\$211,470	\$230,850	\$267,150	\$279,480	\$287,700
d. Number of P/T Students	105	99	56	89	121
e. Credit Hour Rate (# of credits earned)	30	30	30	30	30
f. Annual Credit Hour Rate	\$133	\$135	\$137	\$137	\$137
g. Total P/T Revenue (d x e x f)	\$418,950	\$400,950	\$230,160	\$365,790	\$497,310
<b>TOTAL (Add 1-3)</b>	<b>\$630,420</b>	<b>\$631,800</b>	<b>\$497,310</b>	<b>\$645,270</b>	<b>\$785,010</b>

**TABLE 2: EXPENDITURES**

<b>Expenditure Categories</b>	<b>Year 1 18/19</b>	<b>Year 2 19/20</b>	<b>Year 3 20/21</b>	<b>Year 4 21/22</b>	<b>Year 5 22/23</b>
1. Faculty (b+c below)	\$444,204.69	\$452,768.90	\$416,314.45	\$418,528.29	\$410,158.75
a. FTE #	3.5	3.5	3.5	3.5	3.5
b. Total Salary	\$355,363.75	\$364,928.00	\$333,051.56	334,822.63	\$328,127.00

c. Total Benefits	\$88,840.94	\$88,840.90	\$83,262.89	\$83,705.66	\$82,031.75
<b>TOTAL (Add 1-7)</b>	<b>\$444,204.69</b>	<b>\$452,768.90</b>	<b>\$416,314.45</b>	<b>\$418,528.29</b>	<b>\$410,158.75</b>

The faculty salaries include adjunct faculty and 3.5 full-time faculty who teach the PSY courses in the program. As you can see from the healthy program enrollment, resources far outweigh the program expenditures.

## SWOT Analysis

### Strengths & Opportunities

#### *Strengths*

- The program has strong, experienced faculty members dedicated to teaching, have good student and supervisor evaluations, and are willing to put in extra effort to support it.
- Faculty are versatile in their ability to offer high quality courses in both F2F and online courses.
- The completion and graduation rates of students in the psychology program are notable.
- The diversity of the course offerings in psychology covers many important areas.
- The number of psychology faculty members who have either succeeded in having courses QM certified or who are working on it.
- The growing numbers of program majors and graduates in psychology are among the highest among majors at the College.
- One of the faculty, with assistance from colleagues, advises a robust Psychology Club.
- The supportive environment among the psychology faculty.
- The high number of dual enrollment classes they offer in the Hagerstown High Schools possibly leading to higher enrollment in the Psychology Program at Hagerstown Community College.
- Speakers and experiential programming are part of the offerings to student members.
- Psych 220 uses Niche Academy modules, which are online modules that include quizzes that cover information literacy, APA format, giving credit to others, and paraphrasing and summarizing. The modules have been very beneficial to students in their writing assignments.
- Classroom and office facilities are well-maintained and attractive.
- A supportive environment exists within the division, with support offered by colleagues.
- The College has made significant investments in technology and software to support online learning.
- Assistance from the Fletcher Center exists for new faculty orientation, local training opportunities, particularly related to use of technology for online teaching.
- Psychology faculty are willing to accept leadership roles on campus, such as co-chair of a Middle States committee, membership on the campus book selection group, and membership on the campus committee leading the Blueprint initiative.

#### *Opportunities*

- Dual enrollment offerings in the high schools could provide marketing opportunities resulting in more enrollment at HCC and in the psychology major.
- The job market for psychology majors is promising, according to the Bureau of Labor Statistics, particularly for those who complete higher degrees.

### Reviewer Quotes:

“I think a possible reason for the high completion and graduation rate in the psychology program is the incredible faculty who teach in this area. I had the opportunity to eat lunch with some psychology students during my site visit. What I heard from these students is a little biased since these students agreed to come in on a Friday and eat with a complete stranger, however, I was impressed with their comments about the Psychology faculty. They all spoke highly of every instructor they had in a psychology course. They said they always felt they got a lot of support from the faculty.”

“I was impressed with the fact that the psychology program has the second highest percentage of students who complete the psychology degree in comparison to the completion percentage of students in other programs in the division. It also had the third highest number of graduates in an associate degree program in FY 2023. Across the state of Maryland, completion rates have become an important marker for how well community college programs are doing. The completion rate for students in the psychology program at Hagerstown is a good marker of how well the program is doing.”

“Dr. Hendrickson is very dedicated to the psychology program. One of the many positive comments made by her faculty is that she is always in her office when they get in every day and she is often still there when they leave. Dr. Hendrickson is very proud of the psychology program and cares deeply about the faculty and students. After my meetings with both the psychology Faculty and the psychology students it is apparent that she is running a well-regarded program.”

### Program Weaknesses and Threats

#### *Weaknesses*

- Staffing is insufficient to offer all requested course sections. Advising staff requested that an in- person Introduction to Psychology course be added near the start of fall semester. All full-time faculty were overloaded. It is also difficult to find qualified adjuncts who can teach in person during the day hours, when students want to take courses. Most adjuncts are employed during day hours.
- Policies regarding adjunct hiring place are limiting. Adjuncts must reside in Maryland or an adjoining state in order to teach at HCC due to legal issues. The I-9 form must be completed in person at HCC. This policy discourages potential adjuncts who live more than an hour from the College to complete employment paperwork. Pay rates are also relatively low, particularly for classes with fewer than 10 students, which pay less for each student below 10 on a prorated basis.
- Policies regarding funding for faculty development are unclear and inconsistently applied. A request for funds to attend a conference was denied without rationale, even after additional information was requested and provided.
- In Fall 2024, additional classes will be added that meet in person rather than online only. Classes in Social Psychology and Theories of Personality were offered online only because enrollment was insufficient for more than one section. College policies reducing the number of students required for full pay of the faculty member will make it possible to offer both an online and face-to-face section, thereby meeting the needs of students who learn best in each format.

### Threats

- Inadequate staffing to meet demand.
- External threats could arise, such as a decline in support for mental health needs in the population. Reduction in financial support by government or cuts in private insurance policy coverage could result in labor force reduction.

### Reviewer Quotes:

“In the past, psychology courses with a single section have only been offered in the online format. In my discussion with Mary Hendrickson, she indicated that she is reevaluating this because she understands that online courses are not the best format for all students. She is currently looking at ways to offer single section courses online one semester, and face-to-face in the other. I think this change would be beneficial because it would provide the students the ability to take courses in the format that they excel in.”

“The biggest weakness I see for the Psychology Program at HCC is the workload of the Full-time Psychology Faculty. I’m not sure this workload is sustainable. Here are the problems:

- “FT Psychology Faculty are regularly teaching multiple overloads each semester.
- “The number of students each faculty member is required to advise is extremely high.
- “The amount of time it takes for each faculty member to complete their required assessments at the end of the year. We did discuss how Howard Community College is now doing data assessment using our LMS and we discussed if this is a possibility for Hagerstown Community College. VP Dawn Schoenenberger seemed to think it was possible to use their LMS for data collection.”

“After reading the Psychology Program Review, I was amazed at how much work this group of faculty members does in the department and for the college. Near the beginning of our meeting, I asked them to describe to me what their job duties are from the start of a semester to the end. They all made the point, that teaching overloads was their decision and they could say no, but my feeling is their dedication to the Psychology Program and the students would never allow them to say no if they felt the need was great.”

“The lack of Adjuncts is not just an issue at Hagerstown Community College. The inability of many Adjuncts to teach during the day and the policy on where Adjuncts must reside to be hired is impacting offerings of day sections at many Community Colleges in Maryland including my own institution. I am not sure how we overcome this issue to offer more daytime sections face-2-face.”

### Program Goals with a Timeline for Achievement

(reflecting on opportunities and weaknesses that were identified)

2024-25

- Exploration and research is currently underway with modifying the faculty advising model with hopes of agreement to move towards providing a dual support model in collaboration with Retention Specialists in the Retention and Registration Office. (Responsibility of this is with the Retention & Registration Office and the Office of Academic Affairs)

- Exploration and offering a pilot through D2L to review the possibility of utilizing D2L as part of the outcomes assessment process of collecting aggregate data for all courses at HCC is underway. (Responsibility of this is with the Office of Academic Affairs (Dean of Online Learning and Dean of Instruction) in collaboration with the Planning and Institutional Effectiveness office)
- To hire one additional Psychology faculty

2025-26

- Implement new Faculty Advising Model
- Implement D2L outcomes assessment collection procedures

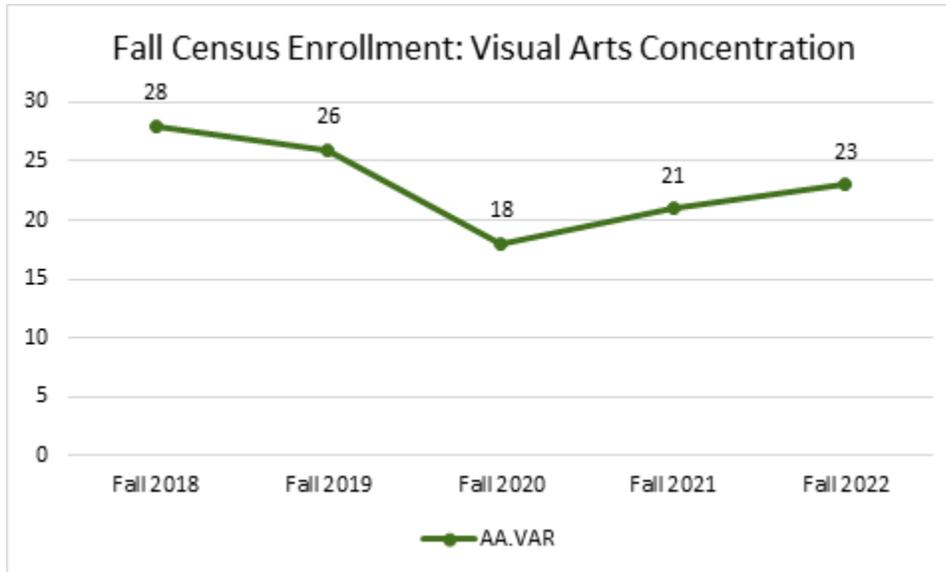
### VPAASS Comments:

Several of the comments made by the reviewer indicating that the Psychology program was a strong program and recognized that the faculty had high numbers of advisees, overload, and additional tasks was additionally reflected in the level of participation of all Psychology faculty members throughout the review process. It was transparent that the faculty take pride in their program and have care and concern for their students. The goals and timeline for achievement are manageable and involve time and attention by other departments outside of Psychology where both items are currently in progress. Psychology is a program where the revenue far exceeds the expenditure of the program helping to off-set other programs that are just as valuable but struggle with, at a minimum, to break even between revenue and expenses. That said, this review process has strongly supported the need for an additional Psychology faculty with the ability to cover the additional cost incurred.

### Visual Arts

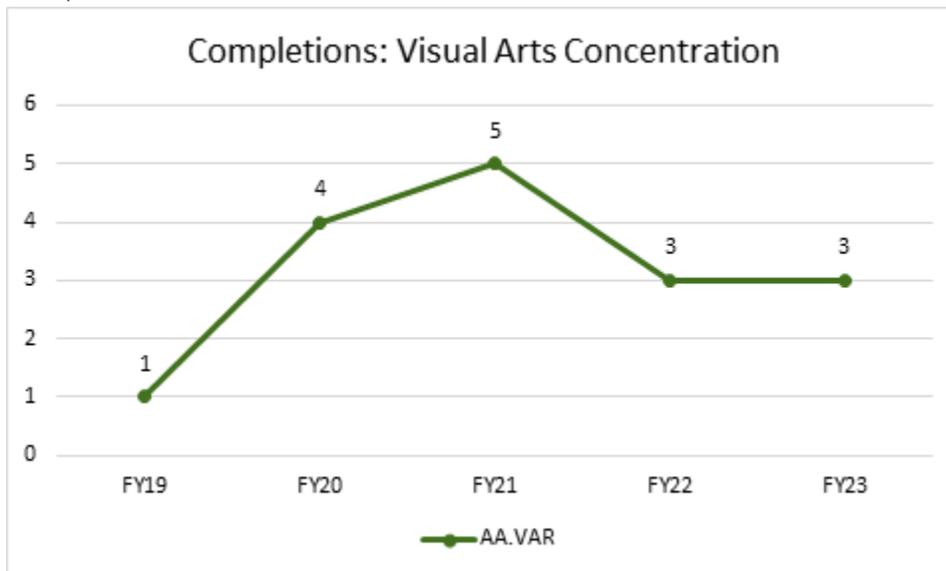
A written program review that covered the Associate of Arts (AA) in Visual Arts (concentration) using a five-year set of data was submitted to reviewer Mr. Steven Silberg, Associate Professor of Art and Chair of Visual Arts at Howard County Community College in preparation for his site visit. Based on the program review documentation and the reviewer's recommendations from the SWOT analysis, the following strengths, weaknesses, and threats are noted as follows:

## Enrollment



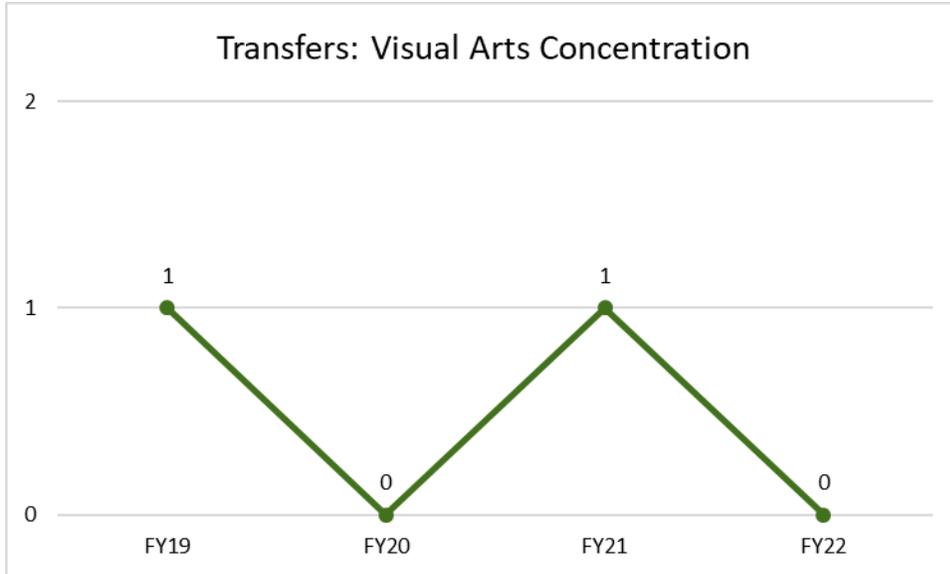
Enrollment is low, but gradually increasing to pre-Covid numbers. In addition, this is reviewing the Visual Arts program, but doesn't show the number of students enrolled throughout courses within the Visual Arts program taking Art 101 as a General Education course or other art courses of interest. None-the-less, increasing enrollment is a focus, and one of the strategies that we have recently implemented for 2024-25 is to combine the Visual Arts with Graphic Design and Interactive Design and Game Development in hopes to increase enrollment over all areas.

## Completion



This is an area that needs further review to determine why there are consistently a lower number of completers.

Transfer



This is another area that needs further review to determine why there are consistently a lower number of transfer students. The recent Articulation Agreement should assist with improving the number of students who opt to transfer, and we will continue to seek out more opportunities to develop additional Articulation Agreements.

AA.VAR

Financial Report

<b>TABLE 1: RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1 18/19</b>	<b>Year 2 19/20</b>	<b>Year 3 20/21</b>	<b>Year 4 21/22</b>	<b>Year 5 22/23</b>
1. Tuition/Fee Revenue (c+g below)	\$112,680.00	\$105,960.00	\$73,980.00	\$86,310.00	\$94,530.00
a. Number of F/T Majors	8	11	6	5	10
b. Annual Tuition/Fee Rate (e x f)	\$3,990.00	\$4,050.00	\$4,110.00	\$4,110.00	\$4,110.00
c. Total F/T Revenue (a x b)	\$32,880	\$45,210	\$24,660	\$20,550	\$41,100
d. Number of P/T Majors	20	15	12	16	13
e. Credit Hour Rate (# of	30	30	30	30	30

credits earned per year)					
f. Annual Credit Hour Rate	\$133.00	\$135.00	\$137.00	\$137.00	\$137.00
g. Total P/T Revenue (d x e x f)	\$79,800.00	\$60,750.00	\$49,320.00	\$65,760.00	\$53,430.00
2. Grants, Contracts & Other External Sources	0	0	0	0	0
3. Other Sources (Specific program course fees)	\$8,115.00	\$7,505.00	\$5,885.00	\$6,530.00	\$6,515.00
<b>TOTAL</b>	<b>\$120,795.00</b>	<b>\$113,465.00</b>	<b>\$79,865.00</b>	<b>\$92,840.00</b>	<b>\$101,045.00</b>

<b>TABLE 2: EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1 18/19</b>	<b>Year 2 19/20</b>	<b>Year 3 20/21</b>	<b>Year 4 21/22</b>	<b>Year 5 22/23</b>
1. Faculty (b+c below)	\$124,472.15	\$134,606.88	\$117,419.45	\$119,505.87	\$117,869.69
a. # FTE	1	1	1	1	1
b. Total Salary	\$99,577.72	\$107,685.50	\$93,935.56	\$95,604.69	\$94,295.75
c. Total Benefits	\$24,894.43	\$26,921.38	\$23,483.89	\$23,901.18	\$23,573.94
2. Equipment (kiln, hand tools, etc.)	\$0.00	\$0.00	\$0.00	\$0.00	\$4,810
3. Other Expenses (art supplies, etc.)	\$11,506.00	\$10,610.00	\$5,037.00	\$9,425.00	\$6,661.00
<b>TOTAL</b>	<b>\$135,978.15</b>	<b>\$145,216.88</b>	<b>\$122,456.45</b>	<b>\$119,505.87</b>	<b>\$129,340.69</b>

With funding expenditure exceeding revenue, this validates the need to combine the three academic programs and continue to increase cross-listing courses with the non-credit options for students to focus on building revenue.

## SWOT Analysis

### Strengths & Opportunities

#### *Strengths*

- Strong, active program coordinator with significant support from the Division Director
- Supportive program and faculty
- Strong Connection to Community: “A program designed for success”
- Strong Program Advisory Board
- Strong recruitment activity
- Implementation of the Critical Analysis Research Paper
- Student Perception of Facilities is good

#### *Opportunities*

- Further development of program map for increased transparency
- General Education Studio Art Course Offerings
- Helping students manage time
- Improving Assessment Data
- Future collaboration with peer institutions

#### Reviewer Quotes:

“Both are growth oriented, exemplifying a culture of continual improvement in response to the SLOA process. Having implemented new practices in the department during the past 5 years, the strength of their work may not be accurately represented within this 5-year document. Only a few semesters of data demonstrating the recent transformations are included. Most notably, though, is the reduction from 19 different course level outcomes across studio courses to 4 unified, similarly worded outcomes (and 12+ to 5 in the lecture courses) and the potential it provides to offer clarity and transparency in assessment.”

“The students I met found the college and program to be generally supportive and flexible. Individual faculty are more than willing to work with the students, allowing them to push the boundaries of course requirements once the core concepts and basic techniques have been met. They are supportive of individualized learning. One student discussed how her drawing professor was open to her using pastel for later work once she had demonstrated competency in drawing from observation using the basic materials. Another student stated that “you can’t box in an artist and this school doesn’t box you in.””

“Students I met with recognized a strong connection between the community and the Visual Arts program that is designed for their success. They offered high praise for the individual faculty who are willing to leverage their network to get answers to questions beyond their scope.”

“The development of 2+2 programs for transfer were clearly presented in the course review documentations. Additionally, celebration of the signings of those agreements and fieldtrips to the 2+2 schools demonstrate a commitment by the faculty and the students to maintain that direct pathway.

The development of the 2+2 agreements with PCAD And Shepherd University were praised by President, Dr. Jim Klauber during our short meeting.”

“... scaffolding the learning to prepare students for this major assignment helps to ensure that students in different sections of a course across different semesters are achieving the same competences. As the program grows and multiple sections of studio courses are offered, I recommend finding a similar solution to build upon this success and ensure consistency across course sections.”

“I recommend exploring the I/R/M (introduce, reinforce, mastery) model of curriculum mapping. This will increase transparency to all stakeholders and may help identify differentiated learning in stacked courses.”

“With a goal of increasing enrollment in Visual Arts classes and better activating the studio spaces, it may be worth exploring whether or not a 100-level studio art course can be offered for General Education credit. The Spring 2024 partnership with Continuing Education shows strong potential for increased offerings of studio courses. This opens the door for additional opportunities and collaboration between the credit and non-credit areas.”

“While the Program Review, COGs, SLOA Summary all include strong grade and student success data to support findings, including reference to artifacts of student learning may paint a better picture of the overall program. D2L may allow for admin and sub-admin users to view student submissions to courses under their purview. Inclusion of this may be advantageous to the program review process and more frequent COGs.”

“During the site visit, we discussed the necessity for better cross institutional support for teaching and learning and program development at 2-year institutions. I truly hope that we can create an affinity group for the visual arts across community colleges in Maryland.”

## Program Weaknesses and Threats

### *Weaknesses*

- Graphic design and Visual Arts are separate programs
- Visual Arts has one full-time Faculty Member
- A Lack of Support for Three-Dimensional Art
- Removal of Asynchronous Online Studio Art offerings
- Lacking or reduced active learning in ART-101

### *Threats*

- Limited opportunities for in-person exposure to professional, contemporary artwork
- Limited number of three-dimensional art courses in program offerings

### Reviewer Quotes:

“At the foundational level, concepts and skills for graphic design and visual art are nearly identical. While there is collaboration between the programs, it is not clear why they are separate, especially when many students dual major. Visual Arts also supports the graphic design program by teaching courses required as part of the Graphic Design curriculum.”

“Having only a single full-time faculty member (a single voice) within a program makes innovation and program development challenging. While it was explained that there is strong collaboration and support between the Visual Arts and Graphic Design program coordinators, it is not clear how the Graphic Design coordinator, a faculty member from outside of the division, contributes to growth, program development, and innovation specific to the Visual Arts program and its students’ needs.”

“Studios for 3D art classes were not built into Performing and Visual Arts building, requiring the use of faculties across campus. The single available space is now being used for ceramics as the only 3D experience. There is no broader-based Foundations of Three-Dimensional Design course. Sculpture and jewelry are no longer offered. The current ceramics space needs health and safety upgrades (ventilation). The physical separation of the studio spaces decentralizes the visual arts program.”

“Student success rates in asynchronous online courses demonstrate a wider grade distribution (A-F & W) while Face to Face demonstrate primarily high success (A-B). In response, the Visual Arts program has chosen to remove fully online studio courses from their offering. If student demand does not demonstrate the need for online offerings as an alternative to the face-to-face modality, then this is a positive response to data. However, if there is need from the student body for fully online offerings of ART-102, 103, 110, and 115, an in-depth exploration of best practices for distance learning specific to studio art classes may be warranted.”

“... engagement with artwork and artists, on campus, can improve learning opportunities both within and outside of the program, especially if a student is unable to participate in the external events. During our discussions, development of a visiting artist program was mentioned.”

“... The college should explore ways in which to provide additional, dedicated spaces for sculpture/sculptural forms courses to improve the range of course offerings and transferability.”

## Program Goals with a Timeline for Achievement

(reflecting on opportunities and weaknesses that were identified)

### 2024-25

- Review the models in higher education to determine the best fit for HCC by combining Graphic Design and Interactive Design and Game Development with Visual Arts
- Investigate the feasibility to offer three-dimensional studios in existing space on campus and if available, provide spring sections (in support of compliance with our current articulation agreements)
- Plan a faculty art show
- Request a Visual Arts (or something that combines the programs) Affinity group
- Modify the current D2L course shell to provide students with examining the human story through art as artifact
- Explore redeveloping online studio offerings

### 2025-26

- Implement the selected model with the combination of Graphic Design, Interactive Design and Game Development, and the Visual Arts programs

- Offer online studio courses if justified by 2024-25's research
- Explore the feasibility of implementing a visiting artist program to build community engagement and increase exposure for our students to additional mediums and approaches in the arts

## VPAASS Comments

The process of the program review was welcomed by me. It provided me an opportunity to listen and hear the needs of programs, faculty and provided me with a vantage point of an external reviewer who is a content expert, but not familiar with HCC. One of my favorite things about HCC is the fine arts and the ability for those of us without creative talent to enjoy those who are overflowing with great creativity. Whether it is theatre, dance, music, or art, the productions offered to the community reflect the quality experiences our students receive offered by our highly skilled faculty of these programs at HCC. That said, we need to be cognizant of the realities of expenditure versus revenue to be appropriate and focus on increasing enrollment. It is the strong partnership with WSCE recognizing that students on and off-ramps between credit and non-credit options are supported by a flexible model. It was ingenious of the faculty to seek alternative ways of developing program support through the combination of the three programs rather than hiring additional faculty. This strategic move may assist in increasing enrollment across all the combined programs with the ability for the faculty to work innovatively and develop programs that support enrollments for all.

### *Respectfully submitted by:*

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