Frederick Community College

Academic Program Review
2011-2016

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Frederick Community College

Academic Program Review 2011-2016

Associate of Arts in Teaching (AAT) Programs

Spring 2014

<u>Self Study Report</u>

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Section 1: Introduction

The Associate of Arts in Teaching (AAT) degree is designed for students preparing to complete a bachelor's degree and teacher certification at a four-year institution. The AAT degree (in elementary education) debuted at FCC in 2001 and the first AAT major graduated in 2004. AAT degrees in early childhood education and several secondary areas (Math, Spanish, and English) have been added since that time, and the title of the early childhood and elementary education AAT degrees has been updated to include special education. As of Fall 2013, there have been 152 AAT graduates.

The AAT degree is the result of a state-wide initiative of two and four-year institutions to establish a clear transfer pathway for future teachers. New AAT degrees can only be created with state approval. FCC currently offers five of the seven state-approved AAT degrees: elementary/elementary special education, early childhood/early childhood special education, English, mathematics, and Spanish. (The other two state-approved AAT programs are in chemistry and physics.) Each AAT degree, outlined in the College catalog, meets state requirements as well as FCC requirements.

The AAT program is currently overseen by two faculty members. Delaine Welch is the program manager for early childhood education, under which the AAT in early childhood education falls. Sarah Bigham is the program manager for education which encompasses all of the other AAT degrees. Both faculty members are part of the Social & Behavioral Sciences Department. As of August 1, 2014 a new full-time faculty position will be added to the Social Sciences Department and the new faculty member will join Sarah and Delaine in teaching education courses within the AAT program.

The education program does not have any specifically designated space beyond faculty offices. The H204 classroom is used primarily, but not exclusively, for education courses and education courses are taught in several locations on campus.

Section 2: Program Mission, Goals, and Objectives

AAT Program Mission: The AAT programs provide the first two years of preparation in teacher education and are designed for students planning to transfer to Maryland four-year institutions to complete bachelor's degrees in education and teacher certification.

AAT Program Goal and Objectives:
- Meet the state-wide requirements for Maryland AAT programs
- Deliver coursework and related experiences designed to foster career and academic preparation for future educators
- Provide education students with a clear and efficient transfer pathway to four-year colleges and degree/certification completion

As discussed above, the AAT degree is the result of a state-wide initiative to develop an efficient and effective transfer pathway for future teachers to move seamlessly from community colleges to 4-year schools. The program review process supports the idea that the mission of the AAT program is not only appropriate, but also melds well with the College's mission:

With teaching and learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development and personal enrichment with quality, innovative

lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional and global communities.

The AAT program focuses on teaching and learning, perhaps more closely than any other major on campus thanks to its emphasis on preparing future teachers, and it also provides clear steps toward workforce/career readiness and transfer to bachelor degree-level institutions. The program's courses are all offered in face-to-face as well as on-line formats and education courses involve K-12 classroom observations as well as community-based service learning opportunities. The AAT program helps to prepare the educators of tomorrow, directly impacting the community.

Section 3: Program Trends according to Internal and External Data

Many data sources were analyzed as part of this program review process. The Assessment & Research Department Discipline Analysis Report (Appendix A) shows a doubling of program graduates from 10 in FY 2008 to 20 in FY 2012. The number of declared AAT program majors has fluctuated in the past 5 years, but shows clear growth from the FY 2008 level and is now over 200. The percentage of students retained in the program has also fluctuated. School-based observations are infused in education (ED) classes starting with the introductory course. These real world, career-relevant experiences provide students with an opportunity to change majors/career paths early in their academic careers, if needed. Many other statistics have remained relatively constant.

The AAT program is an outcomes-based program created at the state level and students must take very specific courses in order to graduate. There are non-education courses that could be considered as AAT courses as they were specifically developed for AAT students (i.e. AR 100, PC 114, PC 115, MA 105, MA 106). This may be important to consider when reviewing course-level success and other program statistics. The hiring of a new full-time education faculty member will significantly and positively impact the percentage of students taught by FT faculty, which as of FY 2012 stood at 30%.

The AAT program catalog descriptions are reviewed each year and the syllabi are reviewed every semester, with appropriate updates made. The only marketing materials currently available for the AAT program are the FCC website and the AAT program brochure. While program enrollment is certainly strong, additional marketing of the AAT program, its transferability, and new options (such as the AAT in English) might further enhance enrollment numbers.

The AAT degrees at FCC are some of many AAT programs available at community colleges across the state. The program manager is actively involved in MADTECC (Maryland Association of Directors of Teacher Education at Community Colleges) with monthly meetings and email updates to ensure that programs are in alignment with state requirements and other community college programs. Any changes to the AAT degrees (such as the relatively recent renaming of the early childhood and elementary education AAT programs to reflect special education as well) are done in conjunction with other community colleges in the state.

AAT program graduates have transferred to 22 different colleges and universities, with the vast majority transferring to schools within the state (to be expected given the AAT transfer applicability in the state of Maryland). A survey of these transfer schools (see Appendix B) had a very poor response rate with only two schools responding. The good news is that one of the responding schools, Hood College, is an institution where many of our AAT graduates transfer. (Appendix C provides a chart of where FCC AAT graduates have transferred.) Survey data from Hood indicate that AAT graduates are "well prepared" to enter the Hood education program, are "similarly prepared" compared to students who spent their entire academic careers at Hood (without transferring in) and bring a "solid knowledge base and enthusiasm for teaching."

The surveys of AAT program graduates and current students (detailed results can be found in Appendix D) also indicate positive AAT program trends, as discussed later in this report.

As part of the program review, feedback was also solicited from all instructors (full-time and adjunct) who teach courses that are required in the AAT degrees and from AAT program stakeholders including:

- Education program school observation placement coordinator
- Senior-level Registrar's Office administrators
- Admissions representatives
- Career & Transfer Center staff
- Multicultural Student Support Services staff
- Services for Students with Disabilities staff
- Adult Services staff
- Veteran's Services director
- Center for Student Engagement staff
- Counseling & Advising staff

Detailed responses appear in Appendix E and Appendix F. There is a strong theme of positive responses along with a variety of suggestions. Some of the suggested elements are incorporated into the discussion in Section 6 of this report. (Other suggestions are, in fact, already part of the AAT program and some of the information included in the commentary area is erroneous.)

Finally, data from dissertation results related to FCC's AAT program and results from a sabbatical project involving meetings with over 100 school leaders in the region was also reviewed as part of this process. (Documents appear in Appendix G and Appendix H.)

Section 4: Assessment of Student Learning Outcomes

The Student Learning Outcomes (SLOs) for the AAT program are listed in the chart below. Note that one originally identified SLO ("demonstrate characteristics of future teachers by behaving professionally at events and experiences both on and off campus, utilizing college-level skills in course assignments, etc.") was not considered as part of this program review process and has been removed from the SLO list as it was determined to be difficult to accurately assess.

Student Learning Outcome (SLO)	Where the Outcome appears	SLO Assessment Strategy
Identify, apply, and discuss major concepts, principles, and theories related to human development by completing one or more papers and projects based on observation of children and adolescents.	Completion of the human development course required for a particular AAT program (ED 100 - Child Growth and Development, ED/PS 208 - Human Growth and Development, or PS 204 - Psychology of Adolescence) Observation experiences tied to ED courses	Course exams/capstone projects/observation assignments
Demonstrate knowledge of curriculum approaches and effective methods of teaching and learning through creating and presenting lesson plans applicable to course topics.	Completion of ED courses required for a particular AAT program (ECD 101 – Introduction to Early Childhood Education, ECD 104 – Activities for Children, ED 102 – Schools and Society, ED 202 – Educational Psychology)	Teaching demonstration and lesson planning assignments
Compose and collect artifacts (i.e. papers, projects) for current and future portfolios and participate in activities (i.e. case study experiences, interviews) to demonstrate how students differ in their development and approaches to learning.	Completion of any ECD or ED AAT course	Portfolios, capstone projects, lesson plans, interview assignments, observation projects, etc.
Develop an initial knowledge base in future teaching content areas by successfully completing coursework in relevant areas.	Completion of courses relevant to chosen AAT program PRAXIS or other MSDE approved basic skills testing	All course-related assignments

The program review process used a variety of tools to examine SLOs. First, the survey of program graduates addressed SLOs. The survey response rate for graduates was disappointing (only 3 program completers participated), but all three graduates indicated that they agreed or strongly agreed that the AAT program addressed the SLOs listed above.

Second, a survey of current AAT students also addressed SLOs and the vast majority of responders indicated agreement or strong agreement that program SLOs were being met. A handful of students disagreed or marked "not applicable." Given that some of these students may be in their first semester of study in the AAT program, this small number does not seem concerning.

Finally, instructors who teach courses required of AAT degrees were asked to identify how each SLO is covered in the course(s) they teach and which assessments are used related to that SLO. A detailed chart of instructor

responses appears in Appendix I and clearly indicates how the SLOs in question are consistently highlighted throughout AAT coursework. Most notable is how seemingly disparate courses cover the same SLOs, perhaps in varying ways, providing reinforcement of concepts throughout the AAT program.

Section 5: Program Resources, Support, and Viability

While there has been an overall increase in AAT program enrollment in the past five years (183 in FY 2008 up to 232 for FY 2012), the peak was in FY 2011 with 268 declared program majors. Education remains one of the higher enrolled majors at the College. Headcount enrollment at FCC has declined 3% during fall semesters from 2009-2013 and spring headcount enrollment at the College has declined 8% during spring semesters from 2010-2014. The decline in AAT program enrollment in the last few years seems to fit with FCC enrollment trends as well as anecdotal information from other Maryland community colleges.

The AAT program is designed as a transfer program. Students who complete the entire AAT can transfer in as juniors at any college or university in the state that offers teacher certification in the particular AAT area. The AAT program is designed to prepare students to complete the first two years of a 4-year teacher education program.

The two AAT program faculty members are part of FCC's Social & Behavioral Sciences Department. The program manager for early childhood education holds bachelor and master-level degrees in education and oversees the early childhood development programs and the AAT in early childhood education. (Note that a program review of early childhood development was completed last year.) The program manager for education holds a bachelor's degree in psychology, a master's degree in educational psychology, and a doctoral degree in curriculum and teaching. She oversees the AAT programs in elementary and secondary areas.

A primary concern in the AAT program has been faculty workload given the multiple demands of teaching courses, advising students, supervising adjunct instructors, overseeing the observation placement process, meeting state requirements, and more. AAT majors are not the only students taking education courses, so time is also spent advising career changers, students who plan to teach in areas that do not have an AAT, etc. The program manager for education averages over 200 advising contacts each year. The new hire of a faculty member in education will provide another much-needed full-time faculty presence for education majors and reduce the number of courses taught by adjunct instructors. While the AAT program has benefitted tremendously from the real-world experience of many talented and dedicated adjunct instructors, having another full-time faculty member who is a visible presence on campus, with office hours, will be a true benefit to the program. Community colleges throughout the state have varying structures related to education programs. Some schools are similar to FCC with AAT faculty members housed in an umbrella department such as Social Sciences. Other community colleges have individual education departments with administrative support, education advisors, placement coordinators, etc.

The state guidelines for AAT programs require all AAT students to complete 45 hours of observation prior to graduation. At FCC, those hours are divided as follows:

ECE AAT

ECD 101   12 hours
ECD 104   9 hours
ED 100   9 hours
ED 203   15 hours (service learning project)

Elementary and Secondary AAT degrees
ED 102   15 hours (5 hours each at elementary, middle, and high)
ED 202   15 hours (2 placements of 7.5 hours each)
ED 203   15 hours (service learning project)

Coordination of observation opportunities is a major challenge for the education program. The AAT program's observation coordination has evolved considerably from the original process of students locating their own observation locations by contacting former teachers. A centralized system is now used, and students in classes requiring observations complete an observation request form at the beginning of each semester. The information from this form, now web-based, is used by the observation coordinator to place students at one of the many area schools FCC partners with. The observation coordinator is currently an adjunct education instructor who is paid the equivalent of two courses each fall and spring to coordinate placements between FCC students and partner schools. As this report is being written, the Social Sciences Department is awaiting word on a budget decision related to observation coordination. A request has been made to convert the payment for this position to an hourly position which would allow more flexibility for hours throughout the calendar year and will not require that the person performing the duties also be an adjunct instructor. It will be important for the person in this position to have office space, telephone and computer access, etc. on campus. (Currently, the instructor who does the coordinating works from home.)

Providing a wide variety of observational experiences for education students (discussed later in this report) and accommodating the growing number of AAT majors has added considerable strain to the observation process. Schools who agreed to partner with the FCC AAT program were increasingly overwhelmed with observers. In response to these challenges, the program manager undertook a sabbatical project that involved visiting area schools to, in part, recruit new partner schools. As a result of these efforts, over 40 news schools were added to the list of available observation sites. In addition, a new memorandum of understanding has been signed with Frederick County Public Schools (as of Fall 2013) to create a more efficient process of placing students in this local school system.

The AAT program is an outcomes-based curriculum with a wide variety of required courses offered in other areas of the college. As such, it is very much a cross-discipline program with communication among departments. For instance, AAT program representatives and math department representatives meet each semester to discuss items of mutual interest related to the AAT mathematics program as well as the three required math courses in the early childhood and elementary education programs. One math department faculty member is currently on sabbatical working on a project to update two of the FCC math offerings for future educators so that the courses are aligned with the new Common Core requirements.

The AAT program also coordinates with other departments and offices on campus. The program has partnered with the Center for Student Engagement on service learning initiatives and trips in recent years. The program manager works closely with the Career & Transfer Center, sharing information and documents including education-specific transfer handouts, interviewing tips, and job search/career development materials.

The AAT program also has ties with community stakeholders such as the Frederick County Public Schools, with whom FCC has, as mentioned above, a new (and first of its kind for the FCC AAT program) memorandum of understanding related to observation placements for pre-service teachers. The program manager serves on the advisory board of the FCPS Teaching Academy and spearheaded the articulation of FCC credit for students who successfully complete the Teaching Academy. The program manager also visits with area transfer schools to gather transfer-related information for education majors each year.

The AAT program has made a commitment to providing future teachers with the course flexibility they need in order to complete their degrees while balancing multiple life demands. As such, the online course offerings have been dramatically expanded. In 2008, the only online course option in the education program was ED/PS 208 (Human Growth and Development). Now, all education courses are available online (as well as face-to-face) each fall and spring semester, and the Human Growth online options have grown to 4 different sections, including some that are fast-track or condensed courses lasting half a semester. All of the online courses have also received QM designation, indicating high quality education offerings.

The AAT program does not have any dedicated space, although it would be beneficial to consider having a technology-based classroom for AAT courses that would allow future teachers to learn about and practice with the plethora of technological devices now used in K-12 classrooms around the country. The Social Science Department has several sets of classroom "clickers" and has put in an IT request for assistance with getting them to work in the H building classrooms. The education program manager participates in monthly MADTECC meetings via videoconference. Until this academic year, those meetings were held in H202, but the technology in that room is no longer operational. IT has installed a Polycom unit in the program manager's office which is a workable solution in the short-term, but it does not allow for any other FCC faculty members or staff to participate in these meetings due to space restrictions.

In terms of budget, the most pressing need is for money for the observation coordinator, complete with space to house that employee.

Section 6: Summary of Key Findings and Recommendations for the Future.

The current education program manager began in the post in Fall 2008. Since then, a variety of programmatic changes and enhancements have been implemented. Communication (with students, colleagues at other schools, transfer institutions, program instructors, and internal stakeholders) has been increased, online course options have been expanded, the AAT in English has been instituted, awards have been developed to recognize outstanding academic achievement by education majors, etc. See Appendix J for a listing of completed items from the 5 year plan. The program manager developed this plan to guide development of the AAT program. At the conclusion of this program review, the final recommendations will be used to develop the next 5 year plan for the program.

This program review has been beneficial in highlighting the accomplishments, strengths, and growth areas of the AAT program. Students, faculty, and staff have all contributed feedback in these areas as outlined in the Appendices. It is clear that there are many things going well. A major theme from the interviews with AAT program participants (discussed in Appendix G) is that they expressed very positive feelings about their experiences in the FCC AAT program. Interviewees praised the program faculty and high quality of instruction, as well as the price, convenience, and support services available at FCC. FCC compared very favorably with their 4-year college experience (for those who had transferred) and several indicated a hope that FCC would offer bachelor's degrees. Data from the more recent survey of AAT students and graduates (contained in Appendix D) continues to highlight positive aspects of the AAT program, as evidenced by the numerous comments from responders about why they would recommend the FCC AAT program to others and the strengths of the program. Survey participants highlighted the economical nature of an AAT degree from FCC, strong academic preparation, helpful instructors and advisors, and the easy-to-follow degree requirements. Finally, Appendix H outlines findings from the program manager's Spring 2013 sabbatical report. Information taken from interviews with over 100 school officials in a tri-state area resulted in, among other things, a helpful list of topics that principals and administrators feel should be included in teacher education programs. Many of the items on the list are part of the AAT program, which reflects well on FCC AAT graduates' abilities to meet the expectations of their future employers.

Groupings of recommendations appear below.

Additional degree options
Community colleges in Maryland can only initiate AAT programs that have been approved at the state level. Currently, FCC has most of the state-approved AAT degrees, but not all of them. AAT degrees in chemistry and physics are in place at some other community colleges, but enrollment numbers are reportedly very low. The education program manager has not had any FCC students express interest in either of those options since beginning in the post in Fall 2008. Therefore, it is not recommended that these AAT programs be added.

There are, however, students at FCC who are interested in teaching in areas not covered by the available AAT degrees. Popular options are history and physical education, while other students have expressed interest in art, music, agriculture, etc. Currently, students with such interests are typically advised to follow the general education AA degree program, target their electives to the requirements of their selected transfer school, and take ED courses such as ED 102 (Schools & Society) to confirm their career pathway. The education program partnered with the Allied Health & Wellness chairperson as well as the transfer coordinator several years ago to develop a list of recommended courses for those following the physical education major and hoping to teach. FCC may want to investigate the AA in education degrees offered by some other community colleges, such as Howard, for those who are interested in teaching in secondary areas and other content areas with no AAT option.

Tracking program participants
While the state of Maryland is investigating the use of a system of unique identifiers to track education students from their initial entry to college through teacher training and beyond, at the moment it is very challenging to have longitudinal data on students who begin their educational studies on any campus. It is important to know where FCC's AAT students transfer, where they teach, and if they stay in the profession. Until the state system is enacted, there are several things that FCC may want to consider in working with its own education majors:

- Track ED 102 (Schools & Society) outcomes. ED 102, a general education course in Social Sciences, is typically the first education course taken by education majors at FCC. The education program has made a commitment to providing ED 102 students with a variety of observational experiences to help students determine the best fit in terms of future teaching tracks. All ED 102 students are provided with three different observation placements – one at the elementary level, another at the middle school level, and a third at the high school level. In addition, the education program manager has actively pursued outreach to private and charter schools in the area, and with the help of the observation coordinator, the program endeavors (when possible) to have each ED 102 student in at least one placement at a private school, charter school, or out-of-county public school. This exposure to a diversity of educational settings has been widely appreciated by students, and instructors frequently report that students may change career direction based on these experiences. Tracking outcomes for ED 102 class participants each semester would provide useful program information. For instance, a brief questionnaire at the start of the semester to gauge future plans for teaching and in what content areas could be re-administered at the end of the semester.
- Work with the FCC Foundation Office and the Assessment and Research Department to reach out to AAT program alumni. Graduates are an invaluable source of information about the program and it would behoove FCC to find a way to keep in better touch with them via email, mail, social media, etc. These graduates could be invited to connect with current education students, perhaps starting with an alumni roundtable presentation or by featuring alums as guest speakers or interview subjects for education course requirements. (The survey of AAT graduates has already netted two volunteers for future alumni roundtables.)

- Coordinate with the Assessment and Research Department as well as Frederick County Public Schools and other area schools/school systems to track employees who did all or part of their educational training at FCC.
- Explore the possibility of exit/graduation surveys or meetings with those completing AAT degrees. The Honors Program is also investigating this concept, so perhaps there is a way to partner.

Continuing program enhancements

There have been a number of program enhancements in recent years, but more are possible. With an eye toward making the program as user-friendly as possible for education students, here are possible changes:

- Finances are a major concern for education majors according to anecdotal evidence from advising appointments and class meetings.
  - There are currently two scholarships specifically targeted to AAT majors. One is through the FCC Foundation and the other is the MSDE Child Care Career and Professional Development Fund. The former provides one scholarship per year to an AAT major. The latter applies to early childhood and elementary AAT majors and has funded approximately 5 students per year since 2009, but it is only open to students who are working in licensed childcare locations. Working with the FCC Foundation to identify other possible scholarship funding sources (including financial resources for PRAXIS testing, addressed below) would be helpful given the large population of AAT majors.
  - The Continuing Education division at FCC currently offers online PRAXIS I prep courses (and has offered face-to-face classes in the past). While useful, the cost (over $100 + book fees) is often prohibitive to AAT students (who also have to pay to take the test itself). Investigating no-cost PRAXIS review/preparation options would no doubt be appreciated by students.
  - Additionally, textbook costs are a concern. The AAT program will be piloting the use of open source materials in the online section of ED 214 (Processes and Acquisition of Reading) in Fall 2014. These materials are free to students, reflecting a savings of nearly $200 in book costs. If the pilot project goes well, expanding the use of open source and other no or low-cost materials should be investigated. To help reduce textbook costs to students, the AAT program makes a practice of not adopting brand new editions of textbooks until after they have been in circulation for 6 months or so. This allows the bookstore representatives to acquire used copies so that students do not have to pay for brand new copies, unless that is what they wish to do. Efforts are also made to provide loose leaf and e-text versions of any textbooks, plus a copy of each ED textbook is placed at the FCC Library Reserve Desk for students to use. Books on reserve cannot be checked out, but can be read and used inside the library.
- Course scheduling flexibility is another area of concern expressed by education students during advising appointments. In order to meet state requirements, the AAT programs (especially early childhood and elementary) are highly scripted with little choice in courses. Therefore, students may have difficulty balancing course schedules, work schedules, and family responsibilities. That was the impetus for developing on-line sections for all education courses. More and more FCC courses are available online which allows flexibility in scheduling for students. All three of the required science courses for early childhood and elementary AAT majors are now available in online or hybrid form. Math will be piloting MA 207 (Elementary Statistics with Probability) as a hybrid course in the fall. If that is successful, it might be useful to investigate other online or hybrid options for math and other non-education AAT courses. Some community colleges in Maryland have these math courses available in online formats and could provide a model. The survey of AAT students done as part of this program review specifically asked about online course experiences. Comments from this survey, and future assessments, can be used to continue to hone online offerings.

- The structured nature of the AAT program (with few electives for many AAT pathways) can also create challenges for those who wish to also participate in the FCC Honors program. While it is possible for students to graduate with honors and an AAT degree, getting the required number of honors credits is very challenging if students do not begin taking honors courses during their first semester at FCC. Working with students to highlight the ED 202 honors contract option and developing a template of recommended courses to complete honors requirements (currently under development by the Honors program director) can be helpful in this vein.

- Several students in the survey commented that they would like to do more than just observe in classrooms. While this concept certainly has merit, the memorandum of understanding with FCPS applies only to observing. To volunteer in schools, background checks are required. The cost and time delay associated with background checks has not made such an option attractive. To help provide students with interactive experiences, students in ED 203 (Foundations of Special Education) complete a service learning project with special needs populations, usually in community based settings (although a few non-FCPS schools allow students to complete service learning). Policies related to observing should continue to be evaluated.

Transfer practices

The AAT program was designed at the state level in part to address the transfer concerns faced by future teachers who began their studies at a community college. The AAT is designed to provide seamless transfer opportunities, but there are still several suggestions related to transfer:

- For each AAT degree, the current FCC catalog, under AAT Program Requirements at the bottom of each program description includes the following wording (among other information): "Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests." For future editions of the catalog, it is recommended that the information at the top and bottom of the degree description be reworded slightly to indicate that the degree is designed for seamless transfer *within Maryland*. Students planning to transfer out of state should consult with the Career & Transfer Center as well as an academic advisor at their transfer schools of choice. Transferring out of state does not need to be difficult if a student prepares in advance. For instance, Shepherd College (in West Virginia) is the third most popular transfer school among AAT graduates, but representatives from that school have actively worked to make the transfer process smooth for AAT program completers.

- In order to graduate with an AAT degree, students at any community college in Maryland must have passing scores on one of the state-approved basic skills assessments for future teachers. At this time, students may choose from the SAT, ACT, GRE, or PRAXIS I exams. Most AAT students take the PRAXIS I to meet this requirement and there is currently no testing location for the PRAXIS in Frederick County. Education majors must not only pay to register for the test, but travel out of county to take the test. (In addition, most students purchase test preparation materials as well.) The program manager has been working with the Testing Center Director who hopes to debut PRAXIS testing at FCC by Fall 2014. This is wonderful news for FCC students and it will also be beneficial to education students at other area institutions including Hood College and Mount St. Mary's University, each with active education programs.

- While many of the 4-year schools in the area accept the AAT degree seamlessly as per the state agreement, there are some challenge areas. The statewide MADTECC group is working with the state AAT Oversight Committee to address the concerns, primarily those dealing with Towson University. The Towson elementary education program, for instance, is the only institution the program manager is aware of that requires AAT transfer students to attend an on-campus program in order to be admitted into the program. This program is held one time per semester, usually on a Friday, and scheduling has been a major concern for potential transfer students. There are also reports of some transfer issues related to particular courses.

Grading

Written and oral communication skills are clearly valued by AAT graduates' future employers, as evidenced by the sabbatical report findings incorporated as part of this program review. In addition, several instructors echoed the concern that AAT majors need to develop skills in these areas. Grade inflation is a nationwide trend in higher education, but given the strictures of the AAT program (a 2.75 overall GPA or higher is required to graduate) it is perhaps even more important for the education program to review the grading distribution among education courses.

Program resources

The education program could benefit from additional resources in several areas. Staffing is the primary consideration. The addition of an education professor to the Social & Behavioral Sciences department (hire made in March 2014 to start August 1) will be instrumental in providing more full-time faculty presence at FCC which will benefit AAT students.

Future priorities include:

#1: Creation of an observation coordinator staff position. As of the writing of this report, funding for the observation coordination task is still being determined for July 2014 and beyond. The current proposal is to create an hourly position. Ideally, this could eventually be converted to a .5 position in the future, allowing the coordinator to not only perform clerical tasks, but also visit schools, do outreach to school systems, etc. This position would require a dedicated work space, computer, etc.

#2: IT resources. As detailed above, IT resources could be expanded to provide opportunities for future teachers to regularly use the technology in place in K-12 learning environments.

#3: Promotional materials. The AAT program is a thriving program, but additional advertising could result in higher enrollment.

#4: Future program staffing/organization. If FCC decides to create a department of education at some point in the future, this would require an academic office manager, additional faculty, and related space allocations.

Section 7: External Review

External Review Team Visit - FCC AAT Program Review
Tuesday, April 29, 1-4 PM, H202/203

Team Members

Colleen Eisenbeiser, Director of the TEACH Institute & Parenting Center, Chair of MADTECC (Maryland Association of Directors of Teacher Education at Community Colleges), Anne Arundel Community College

Debra Poese, Director, School of Education, Montgomery College

Dorothy Hively, Associate Professor of Special Education, Director of Disability Support Services, Shepherd University

Rosemarie Pellegrino, Education Program Coordinator, Frostburg State University, Hagerstown Campus

Kathryn Crawford, Personnel Officer, Human Resources, Frederick County Public Schools

Stephen Parnes, Head of School, Banner School

Agenda

1:00 PM	Introductions	Sarah Bigham, faculty member/Education Program Manager
	Lunch/program review intro	Jacob Ashby, Outcomes Assessment Coordinator
1:30 PM	Campus tour	Chantell Brooks, AAT student

Christine Spilker, Education Instructor

1:45 PM   Questions from the team

2:15 PM   Open discussion – small group meetings

- Barbara Angleberger, faculty member - psychology, Social Sciences Department Chairperson
- Michele Cirrincione, AAT student
- Kylena Cross, faculty member - math
- Danielle Dixon, AAT student
- Tonya Ervin, Assistant Registrar for Transfer Evaluation
- Erica Hawkins, AAT student
- Regina Kelly, AAT student
- Kate Kramer-Jefferson, Director of Services for Students with Disabilities, previous adjunct instructor
- Melissa Main, Assistant Director of the Center for Student Engagement, adjunct instructor in education
- Marsha Mason-Sowell, Transfer Services Counselor
- Rachel Miller, AAT student
- Rachel Nachlas, Coordinator of Veterans Services
- Taryn Puhl – AAT student
- Jill Schultz, faculty member - sociology, incoming Social Sciences Department Chairperson
- Christine Spilker, Education Instructor
- Delaine Welch, faculty member - education, Early Childhood Education Program Manager
- Stacey Yost, Counselor, Office of Adult Services
- Betsey Zwing, Writing Center Manager

3:00 PM   Final questions

External Review Team Visit
FCC AAT Program Review
Tuesday, April 29
Open Discussion
2:15-3 PM
H202/203

Discussion Group X

Team Members: Colleen Eisenbeiser and Rosemarie Pellegrino

Danielle Dixon, AAT student
Kate Kramer-Jefferson, Director of Services for Students with Disabilities, adjunct instructor in education
Marsha Mason-Sowell, Transfer Services Counselor
Rachel Miller, AAT student
Christine Spilker, Education Instructor
Betsey Zwing, Writing Center Manager

Discussion Group Y

Team Members: Debra Poese and Kathryn Crawford

Barbara Angleberger, faculty member - psychology, Social Sciences Department Chairperson
Kylena Cross, faculty member - math
Tonya Ervin, Assistant Registrar for Transfer Evaluation
Regina Kelly, AAT student
Melissa Main, Assistant Director of the Center for Student Engagement, adjunct instructor in education
Taryn Puhl, AAT student
Delaine Welch, faculty member - education, Early Childhood Education Program Manager

Discussion Group Z

Team Members: Dorothy Hively and Stephen Parnes

Michele Cirrincione, AAT student
Rachel Nachlas, Coordinator of Veterans Services
Jill Schultz, faculty member - sociology, incoming Social Sciences Department Chairperson
Stacey Yost, Office of Adult Services Counselor

Frederick Community College

Frederick Community College

AAT Program
Spring 2014

External Reviewer Report

Submitted to
Sarah Bigham, Education Program Manager

By Colleen Eisenbeiser, Ed.D.
TEACH Institute, Anne Arundel Community College

May 2014

Introduction:
Discussion of the review process.
Dr. Bigham conducted a thorough review process. I was provided a comprehensive self-study well in advance of the visit and allowed ample opportunity to ask questions and/or seek clarification.

Discuss the mission, goals, Objectives, SLOs of the program. Are they relevant for the program?
The mission, goals, and objectives are completely consistent with the COMAR regulations regarding the AAT and with the statewide recognized approach to the AAT, as well as FCC's own mission. The SLOs are not only appropriate to the degree programs, but also have tremendous value for the students. The concept of the SLO is borrowed from PreK-12, thereby serving as an introduction by creating a parallel structure. The content of the identified SLOs are also significant as they demonstrate that students are on a pathway to their chosen careers right from the start of their college experience.

Discuss whether goals and standards reflect high quality education and meet the needs of the community.
The community needs well trained teachers, who have made a sound decision to enter the field. The goals and standards of the AAT degree programs provide students with the necessary educational theory and the related classroom experience through fieldwork to make an intelligent and thoughtful choice to pursue this career field.

Other items relevant for the reviewers.
See other answers below.

Observations about the Self Study Report:
The comprehensive report highlighted how well the AAT degrees are run and how many students are taking advantage of them. It is clear that students are benefitting from the flexibility of the program and the dedication of the instructors.

Strength – the additional full-time faculty position

Weakness – inability to track students beyond FCC (this is problematic for all programs at all community colleges and most four-year schools) to ascertain their success and job placement

Observations of Program's High-Quality Education:
Being able to determine how and in which courses the various competencies are represented is extremely valuable. The assessments described are relevant.

Discussions with Faculty and Students from the site visit.
Both the faculty and the students were engaging, informative, and passionate about the programs. It was truly a joy to see their enthusiasm. It was also valuable to hear from a representative of a 4-year school who verified the success of the students in the remainder of their teacher education training after leaving FCC.

Overall quality of curriculum, instructional methods, assessment measures within the program.
Excellent quality was demonstrated in the curriculum, instructional methods, and assessment measures within the program.

Notes from the Self Study.
See strengths and weaknesses noted below

Strength – the versatile fieldwork design (three placements for each student in the introductory course is phenomenal)

Weakness – the restrictions on the level of involvement students may have in their fieldwork placements due to FCPS requirements

Observations of Program's Facilities:
FCC has definitely moved into the 21st century. The classrooms are inviting, clean, and bright with furniture that is conducive to collaborative learning and the modeling of the student centered approach to teaching.

Strength – Opportunity for program director to have a voice on the planning committee for the new Learning Commons

Weakness – Lack of dedicated space

Observations of Program's Resources:
Availability of SmartBoards in the classrooms at FCC is an asset as future teachers will encounter this technology in their PreK-12 classrooms and should be familiar with using it constructively for educational purposes.

Strength – Availability of technology
Strength – Use of open source textbook
Strength – Availability of many courses in online or hybrid format
Strength – Prevalence of recommendations to students to take advantage of the writing center

Recommendations for the Future:
Consider exploring non-traditional use of non-credit fieldwork to financially support this position
Explore use of retired teachers, perhaps as volunteers
Seamless transfer of the AAT
Continue close relationship with local 4 year colleges
If a local Praxis testing center is not available, consider promoting the SAT as it will also align with impending CAEP standards

Executive Summary:
The review overall was very comprehensive and provides an excellent exploration of the value of the AAT programs at FCC. The dissertation findings in Appendix G provided a thorough overview of the positive feelings of AAT students, who appreciate hands-on activities, are committed to life-long learning, and value reflection. The sabbatical findings in Appendix H about what qualities a principal wants in new teachers should definitely be shared with students as these characteristics speak to the dispositions, which though hard to measure are the nexus to success as a teacher.
I appreciate the opportunity to participate in this review and laud those who run these degree programs.

Frederick Community College

AAT Program
Spring 2014

External Reviewer Report

Submitted to
Sarah Bigham, Education Program Manager

By Dorothy E. Hively, Ed. D.
Associate Professor of Special Education
Shepherd University

May 2014

Introduction:

- **The Review Process:**

Reviewers were invited to participate in the External Review Process. Each reviewer received a copy of the self-study report to study prior to the onsite visit. The onsite visit on April 29, 2014, began with FCC faculty and staff members presenting an overview of the program, followed by students leading a tour of the college's facilities. External reviewers facilitated focus groups that consisted of students, staff and faculty members. Written evaluations by each reviewer will be submitted to Dr. Bigham by May 13, 2014.

- The mission, goals, objectives, and SLOs of the AAT program reflect the mission and goals of FCC in that the AAT program prepares a diverse student body for seamless transfer to four-year regional teacher education programs. The AAT program goals are articulated clearly and relevant as they are aligned with goals, objectives, and SLOs required for the completion of the associate degree and the requirements for the Maryland AAT programs of the college. In addition, coursework includes field experiences in public, private, and charter schools on the elementary, middle, and high school levels. AAT students receive academic advisement and program planning from Dr. Bigham, who is knowledgeable of seamless transfer pathways to regional four-year colleges and universities. Delaine Welch is the program manager for early childhood education.
- Goals and standards reflect high quality education that prepares students to meet the needs and expectations of nationally accredited four-year regional educator preparation programs, and are geared to meet the needs of the FCC student population, especially first generation, diverse, and non-traditional students.

Observations about the Self Study Report:

- The Self Study report is comprehensive in that the report presents an overview, assessment tools, and data analysis, a discussion of programmatic support, and recommendations to address programmatic needs in order to sustain and develop the AAT program.
- The strengths of the program include highly qualified faculty, new facilities, coursework that includes field placements, and general studies coursework that provides foundation knowledge for seamless transfer and completion of a four-year degree.

Observations of Program's High-Quality Education:

- Student Learning Outcomes for the Program: A chart indicated SLOs for all courses and assessment tools used to evaluate student mastery of each course indicator. Assessment tools include exams, portfolios, lesson plans, interview assignments, observation projects and teaching demonstrations. Evaluation strategies align with assessment tools used in four-year institutions following Council for Accreditation of Educator Preparation. Students reported that they believe that they are prepared for success in upper division courses and the public school classroom.
- Faculty and students reported that Dr. Bigham is a strength and an asset of the AAT program.
- The AAT program provides an excellent curriculum that introduces students to the world of teaching, human growth and student learning, opportunities for observations in multiple school settings on all age levels, and assessment measures that prepare students for success in the field and at the next level of education.
- Students would benefit from a course that requires students to demonstrate knowledge of technology used in public school classrooms in Frederick County Public Schools in order to effectively prepare students who are ready to participate in upper division field placements following transfer to a four-year program.

Observations of Program's Facilities:

- The Program facilities provide students with classrooms with new furniture and sufficient space for individual, small group, and whole class instruction. In addition, rooms are available for individual and group study, tutoring, and food services.
- Some of the many services available to AAT student include Disability Support, Multicultural Students Support, Veteran's Services, Student Engagement, counseling, and tutoring.

Observations of Program's Resources:

- Students report that full time faculty are highly qualified and prepared to teach required coursework. Faculty provide advisement that is helpful

Recommendations for the Future:

- FCC could consider establishing the AAT program as a discreet program separate from Social Sciences:
    - AAT should be an education department that supports Early Childhood, Elementary, and Secondary Education preparation.
    - A discreet program would ensure adequate funding of programmatic needs including additional faculty line to teach and conduct field observations.
    - Additional faculty would create time for curriculum development by the program manager.
    - An additional faculty with a STEM background could work to increase the number of students interested in pursuing a career as a teacher in a STEM area.

- Increase student access to technology
    - FCC/AAT program could consider becoming a computer based Praxis site. This would facilitate the required assessment for current AAT students as well as become an assessment center for students attending four-year regional colleges and universities. FCC as a Prometric Center for Praxis I and II administration could be a profitable auxiliary.
    - Students would benefit from a computer lab for instruction of a technology class and to complete assignments.
    - Students would benefit from a technology course that aligns with the expectations of the Frederick County Public Schools and the International Society for Technology in Education Standards (formerly the NETS) for Teachers (ISTE Standards•T) are the standards for evaluating the skills and knowledge educators need to teach, work and learn in an increasingly connected global and digital society.

Executive Summary:

- Dr. Sarah Bigham submitted a comprehensive self-study to external reviewers for assessment and report. External reviewers visited FCC and the AAT program on April 29, 2014. The FCC/ AAT prepares students for transfer to regional four-year institutions with educator preparation programs. The structured nature of the AAT program facilitates seamless transfer to neighboring institutions; however, it is prohibitive to participation in specialized programs such as the Honors Program. The program includes classroom observations in elementary, middle, and high schools to give students the opportunity to make informed

decisions regarding specialization areas within the field of education. In addition, students have field experiences in public, private and charter schools. Students would benefit from additional faculty, technology experiences, and curriculum development.

- It was a pleasure to participate in the review of this outstanding AAT program!

AAT Program
Spring 2014

External Reviewer Report

Submitted to
Sarah Bigham, Education Program Manager

By Debra Poese
Director, School of Education
Montgomery College, Rockville, MD

May 2014

Introduction:

- The review process was extremely well organized. The self-study was a model for such documents, and was provided in plenty of time to review and ask questions. The day of the review, there was a clear plan of action and all the necessary constituents were available to be interviewed.

Observations about the Self Study Report:

- The report was thorough and reflected a program which has grown and developed over the past five years.

Observations of Program's High-Quality Education:

- The report of the SLO's indicates that appropriate levels of field experience, observations and reflection are included across the variety of courses within the program. Assessments are clearly articulated and aligned with AAT outcomes.
- Praxis I Test support seems to be broadly available, both in classes and in continuing education courses.
- Discussions with Faculty and Students during the site visit yielded a vision of a program with a highly effective program manager who is efficient, responsible, forward-thinking and at the same time available to students, caring and supportive. Without exception, when asked to describe a strength of the program, each respondent said "Sarah Bigham" or "Dr. B."
- The faculty illustrated a team approach to the program and the students. There is clearly collaboration with FCPS and private schools in the county in supporting future teachers.

Observations of Program's Facilities:

- While the weather precluded a broad campus visit, we were able to see classrooms and student support areas, as well as note the faculty office locations. The buildings support a friendly and positive learning environment.

Observations of Program's Resources:

- Although there were sufficient technology resources for the typical teaching environment (ie, Elmo, Smart Station, etc) there is not a dedicated space where technology could be installed that reflects the "plethora of technological devices now used in K-12 classrooms." [From the report, page 7.] For example, it appears there is not access to a Promethean Board or other smart board, or access to tablet computers which could be used in teacher preparation.

Recommendations for the Future:

- Identify a dedicated space for Education courses to be housed, so that appropriate technologies may be installed. (See above.)

Executive Summary:

- I enjoyed learning more about this excellent program and appreciated the opportunity to participate in the site visit. I encourage the program manager and her faculty to continue on their current trajectory of excellence.

Frederick Community College

AAT Program
Spring 2014

External Reviewer Report

Submitted to
Sarah Bigham, Education Program Manager

By Kathryn Crawford
Personnel Officer
Frederick County Public Schools

May 2014

Introduction:

- Program goals meet those set forth by other institutions. The related observation experiences in FCPS allow students to learn if they are indeed interested in an education program.

Observations of Program's High-Quality Education:

- Students and faculty both seem pleased with the program. In addition, both spoke very highly of Sarah Bigham and her dedication to both the program and students.
- The high quality of instruction parallels state standards and is aligned with FCPS curriculum. By creating/presenting lesson plans around this curriculum and also doing portfolios and a capstone project, students will be familiar with 4 year institutions' requirements for graduation.

Observations of Program's Facilities:

- I would continue to explore the possibility of starting a chem/physics program at FCC. This will help with those critical shortage areas in teaching and also align with STEM education.

Observations of Program's Resources:

- I was impressed with the resources available to students to help them in a variety of areas. The various study areas, writing center, and the Multi-cultural office are great supports for the students.
- I am glad another full-time member has been added to the education department. This will help students have "another face" to interact with throughout the day.
- It is an excellent idea to have former FCC grads communicate with current FCC students! This could be considered the start of a mentoring programs through which FCC students learn where they will be headed in terms of a 4 year institution. In addition, this is also a good recruitment strategy for both FCC and higher institutions of learning.

Executive Summary:

- OTHER IDEAS/OBSERVATIONS:
    1. Upon hiring a teacher, FCPS asks for the university where one graduates with a BS/BA or Master's Degree. We could add FCC to our hiring check sheet to include this data point which could be helpful for FCPS and FCC.
    2. FCC has good education classes and it is obvious that the teachers are passionate and have a true desire to prepare students for their future.
    3. I think it would be a good idea to incorporate Hood's lesson plan format as many students move on to that college. This would help facilitate the transition and students would already be comfortable in creating lesson plans their junior/senior years during the internships.
    4. I am sorry to see a disconnect with some of the teaching when talking with current employees. The strong emphasis on testing, test statistics and the new evaluation form have caused teachers to lessen creativity in lessons. In addition, the attitude of teachers is not good for these reasons, in addition to salary issues.
    5. I feel students need to be aware of the fact they will be encountering those teachers with negative attitudes and will have to have some strategies to work with them.

Frederick Community College

AAT Program
Spring 2014

External Reviewer Report

Submitted to
Sarah Bigham, Education Program Manager

By Rosemarie Pellegrino
Education Program Coordinator
Frostburg State University, Hagerstown Campus

May 2014

Introduction:

The author of the Self Study Report of the AAT Program shared with the review team the overall mission, goals and objectives of the FCC AAT Education Program.

Observations about the Self Study Report:

- Doubling of program graduates
- Hood College is where many students attend after AAT
- Education higher enrollment
- Consideration for specialization in Elem/Middle
- Need to Track graduates
- Students want to more than observe in the classrooms
- Testing location for testing.

Recommendations for the Future:

Considerations for…

- Additional specializations such as Elem/Middle, STEM…
- More integration of technology modeling for students going into the field experiences.
- Electronic Portfolio for students
- Consideration for more online courses
- Consider Math 105-6 to be taken in sequence.

Executive Summary:

- The report is extensive and professionally covers the AAT Programs at FCC. Very well done!

Frederick Community College

Frederick Community College

AAT Program
Spring 2014

<u>External Reviewer Report</u>

Submitted to
Sarah Bigham, Education Program Manager

By Stephen R. Parnes
Head of School
The Banner School

May 2014

Introduction:

The review process, including the self-study and wide assortment of constituents involved, was impressively comprehensive.

The mission, goals, objectives and SLOs of the program are indeed relevant to the program.

Likewise, program goals and standards reflect high-quality education and are clearly meeting the needs of the community or consciously striving to meet all needs.

Observations about the Self Study Report:

As stated above, the self-study is extremely comprehensive and far-reaching in its approach to be as self-reflective as possible.

Indeed, the report highlights both the strengths and weakness of the program and where attention needs to be focused so that improvements can to be made.

SLOs are clearly defined, far-reaching and appropriate for this program.

Although there was only one student in our group discussion, she was very open and honest. The discussion was fruitful and informative.

In short, the program appears to be very effective, thoughtfully designed and impressively self-reflective and community assessed.

Again, the self-study is comprehensive and well designed, providing both statistical measures and anecdotal reflections.

We received a most inviting visit. Our hosts were gracious and appreciative of our willingness to participate in this process. The tour and visit overall provided an excellent peek at the AAT program and the facilities and setting in which it takes place.

Discussions were informative, enjoyable and thoughtfully conducted. The program's facilities were admirably addressed in the self-study, with strengths and weaknesses exposed.

The program appears to have adequate and, in many cases, substantial resources to fulfill its goals and meet the needs of its students. Access to technologies, support materials and human resources is clearly evident.

Discussions during the visit and the self-study focused appropriately on program resources, including strengths and minor weaknesses.

Recommendations for the Future:

Ensure adequate human resources, including full-time faculty and observation coordinator, as noted in self-study and in discussions.

Consider expanding the AAT program into other teaching areas, such as history and PE, where students have an interest as noted on page 12 of the self-study.

Continue addressing the need for students to have high-quality communication skills, as noted in the self-study and expressed by constituents.

Executive Summary:

All in all, the report and the site visit were exceedingly well conducted. The AAT program appears to be an effective and gratifying one, and, where there are deficiencies, there appears to be a conscious and genuine interest in addressing and remedying them. Of great importance, the program is preparing its participants to enter 4-year colleges and succeed.

Frederick Community College

Section 8: Action Plan

Recommendations from External Reviewers

The items listed in the Recommendations for the Future section of each of the six external review reports appear below, grouped with similar items.

Recommendation 1: Create a staff position to coordinate placements.

Response: This is certainly a priority for the education program. As this report is being finalized, a job description for an hourly position has been drafted and, pending final budget approval, it will be posted over the summer. This hourly position will replace the current system of paying an adjunct instructor in the education program via course releases. While the hourly position is a positive step and will involve a dedicated workspace with a computer station and phone, a half-time, benefitted position would certainly be preferable and will be requested in the next budget cycle.

Recommendation 2: Provide more convenient testing options for education students.

Response: According to state regulations, AAT students must take and pass an MSDE-approved basic skills test. The PRAXIS is the mostly commonly used test for education students and currently Frederick County does not have a PRAXIS testing location. The FCC Testing Center is working to implement PRAXIS testing, which is a priority for the education program. As one reviewer noted, this can be a profitable enterprise for FCC. These exams are taken by education students at the community college, bachelor's, and master's levels and FCC would be the only testing location in the county.

Recommendation 3: Establish Education as a separate department.

Response: This idea certainly has merit. Such reorganization would provide a centralized "home" for early childhood, elementary, and secondary education programs. It would also provide administrative support needed by the program and, hopefully, additional faculty. (As one reviewer noted, it would be especially helpful to have an additional faculty member with a STEM background.) Given the funding requirements of such a restructuring, it does not seem to be a viable option in the short term, but should definitely be considered as part of a long-term plan.

Recommendation 4: Create a dedicated, technology-based classroom for education courses.

Response: Reviewers mentioned the need for increasing student access to relevant technology. Having a dedicated classroom space for education courses that incorporates the technology used by FCPS and other school systems will help prepare students for their future educational field experiences and careers.

Recommendation 5: Add more AAT degrees.

Response: Community colleges in Maryland can only implement AAT degrees that have been approved at the state level, so new AAT options are very limited. (The only two not currently in place at FCC are chemistry and physics, for which there has been no student demand.) Creation of an umbrella AA (Associate of Arts) degree would provide structure for those who plan to teach in non-AAT areas such as the options mentioned by the external reviewers.

Recommendation 6: Ensure seamless transfer of the AAT.

Response: The AAT degree in Maryland was developed for this very purpose – to ensure seamless transfer for future teachers who transition from community colleges to 4-year institutions. The program manager will continue to work with colleagues from other community colleges in the state through the MADTECC group to address any identified transfer challenges faced by AAT students.

Recommendation 7: Continue close relationships with local transfer institutions.
Response: The program manager intends to continue in these efforts by visiting an area school each summer and having open lines of communication with representatives from regional transfer schools.

Recommendation 8: Continue emphasizing high-quality communication skills.
Response: The program manager will continue to emphasize these skills in education courses taught by full-time and adjunct faculty.

Recommendation 9: Explore electronic portfolio options for students.
Response: The education program faculty will monitor trends in this area. Area 4-year schools are using electronic portfolios in their education programs. However, conversations with numerous area principals and school administrators have indicated that they rarely, if ever, look at electronic portfolios (beyond copies of resumes and application documents). Paper-based portfolios, when streamlined and used appropriately in an interview setting, seem to still be appreciated by school officials. If transfer school representatives indicate a need for AAT students to have experience with electronic portfolios, the education program will certainly make any needed adjustments to course requirements.

Recommendation 10: Consider offering more online courses.
Response: The only courses under the program manager's purview are the ED courses, all of which are now available online, thanks to an initiative to make courses more accessible to a diverse population of AAT majors, many of whom are part-time students juggling multiple life demands. While many other AAT courses are also available in online formats, not all are. Compiling a chart of AAT courses with notations of format availability(face-to-face, online, hybrid) would be beneficial and would allow the program manager to reach out to other departments to encourage relevant program managers and department chairs to explore adding online course options.

Recommendation 11: Consider having students take MA 105 and MA 106 in sequence.
Response: The issue of math course sequencing for early childhood and elementary AAT majors (all of whom must take 3 math courses: MA 105, MA 106, and MA 207) has been discussed with math department representatives as well as advisors in the Learning Support division. The recommended sequence, according to Math Department representatives, is to start with MA 105, proceed to MA 106, and then take MA 207. However, this is not mandated and pre-requisites to bar different routes are not in place. While students can be encouraged to go in that suggested sequence, it is most important for AAT students to complete their math requirements. If scheduling issues preclude the recommended sequence, any other sequence can be followed.

Summary
A review of the AAT program review recommendations (located in Section 6 of this document) and the recommendations from the external reviewer reports (found in Section 7 of this document) show a number of common themes. While all of the recommendations will be considered when creating the next five year plan for the education program, the most important items are listed below.

Action Item #1: Request a .5 observation coordinator permanent staff position.
Suggested Timeline: Fall 2014

Action Item #2: Implement PRAXIS testing at FCC.
Suggested Timeline: Fall 2014

Action Item #3: Work with FCPS Human Resources representatives to investigate ways to track new employees who completed coursework at FCC.
Suggested Timeline: Fall 2014

Action Item #4: Pilot ED 102 survey to track outcomes of enrolled students.
Suggested Timeline: Fall 2014

Action Item #5: Submit noted wording changes to catalog as discussed in Section 6.
Suggested Timeline: Spring 2015

Action Item #6: Track availability of and advocate for additional online AAT course options.
Suggested Timeline: Spring 2015

Action Item #7: Review pilot of open source textbook project and determine plan of action for possible future open source initiatives.
Suggested Timeline: Spring 2015

Action Item #8: Review grading distribution among ED courses and address any challenge areas, as needed.
Suggested Timeline: Spring 2015

Action Item #9: Create an AA (Associate of Arts) degree option as an umbrella major for students who plan to teach in areas not covered by the current AAT degrees.
Suggested Timeline: Fall 2015

Action Item #10: Coordinate with relevant campus offices to do outreach to AAT graduates for mentoring and data-gathering purposes.
Suggested Timeline: Fall 2015

Action Item #11: Request a technology-rich, dedicated classroom space for education courses.
Suggested Timeline: Fall 2015

Action Item #12: Collaborate with FCPS to explore possible future options for field experiences that incorporate more than observations for education students.
Suggested Timeline: Fall 2015

Action Item #13: Work with the FCC Foundation and Financial Aid Office to investigate additional scholarship funding sources for AAT majors.
Suggested Timeline: Spring 2016

Action Item #14: Coordinate with Honors Program on pathways for AAT students.
Suggested Timeline: Spring 2016

Action Item #15: Explore low and no-cost PRAXIS review/preparation options for AAT students.
Suggested Timeline: Spring 2016

Frederick Community College

Action Item #16: Explore options for exit/graduation surveys of AAT completers.
Suggested Timeline: Spring 2016

Section 9: Appendices

- Appendix A: Assessment & Research Department Discipline Analysis Report
- Appendix B: Transfer School Survey Report
- Appendix C: Transfer Statistics
- Appendix D: Education AAT Survey Assessment Report
- Appendix E: Instructor Feedback
- Appendix F: Stakeholder Feedback
- Appendix G: Dissertation Findings
- Appendix H: Sabbatical Findings
- Appendix I: Instructor Responses to SLOs
- Appendix J: Five Year Plan

Appendix A: Assessment & Research Discipline Report

Program	Degree	Dept. & Faculty	Assessment Method	STUDENT LEARNING OUTCOME
AAT (Applicable to all of the current FCC AAT programs: ECE/Special Ed, Elementary/Special Ed, Secondary English, Secondary Math, and Secondary Spanish) SLO #1	AAT (Applicable to all of the current FCC AAT programs: ECE/Special Ed, Elementary/Special Ed, Secondary Math and Secondary Spanish)	Multiple	See Appendix I	Identify, apply and discuss major concepts, principles, and theories related to human development by completing one or more papers and projects based on observation of children and adolescents.
SLO #2	AAT (Applicable to all of the current FCC AAT programs: ECE/Special Ed, Elementary/Special Ed, Secondary Math and Secondary Spanish)	Multiple	See Appendix I	Demonstrate knowledge of curriculum approaches and effective methods of teaching and learning through creating and presenting lesson plans applicable to course topics.
SLO #3	AAT (Applicable to all of the current FCC AAT programs: ECE/Special Ed, Elementary/Special Ed, Secondary Math and Secondary Spanish)	Multiple	See Appendix I	Compose and collect artifacts (i.e. papers, projects) for current and future portfolios and participate in activities (i.e. case study experiences, interviews) to demonstrate how students differ in their development and approaches to learning.
SLO #4	AAT (Applicable to all of the current FCC AAT programs: ECE/Special Ed, Elementary/Special Ed, Secondary Math and Secondary Spanish)	Multiple	See Appendix I	Demonstrate characteristics of future teachers by behaving professionally at events and experiences both on and off campus, utilizing college-level skills in course assignments, etc.
SLO #5	AAT (Applicable to all of the current FCC AAT programs: ECE/Special Ed, Elementary/Special Ed, Secondary Math and Secondary Spanish)	Multiple	See Appendix I	Develop an initial knowledge base in future teaching content areas by successfully completing coursework in relevant areas.

PROGRAM EVALUATION: Education (AAT)

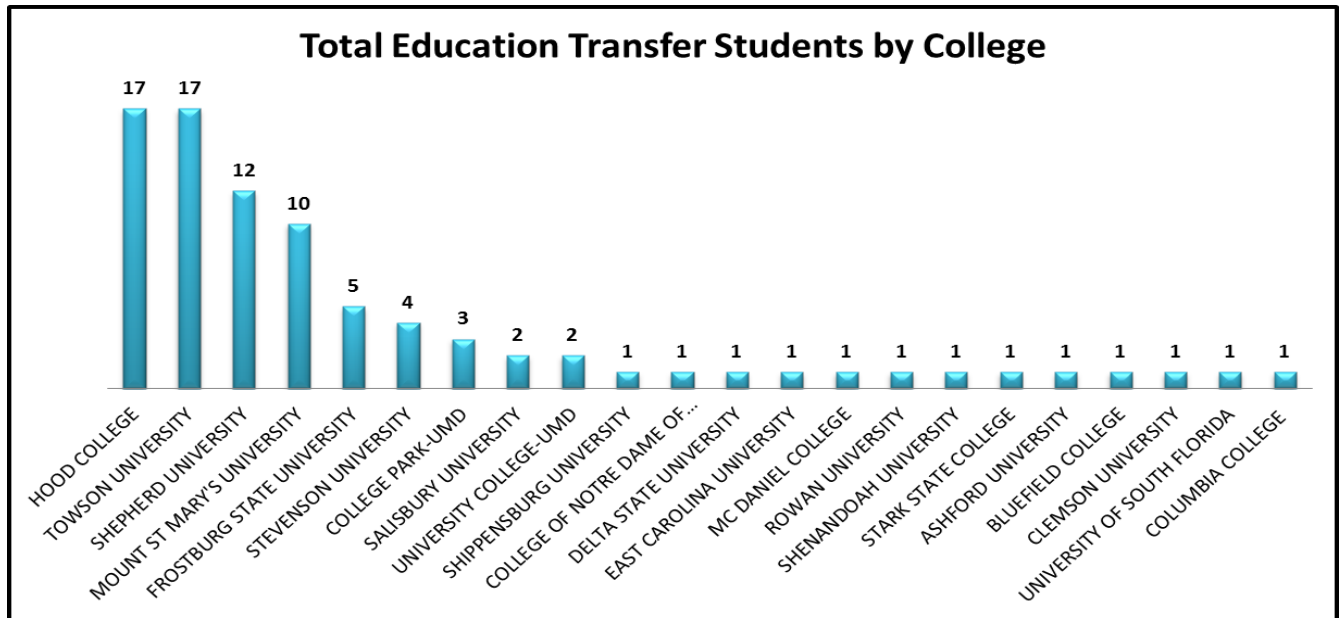|	FY 2012	FY2011	FY2010	FY2009	FY 2008
TOTAL DECLARED PROGRAM MAJORS	232	268	251	228	183
TOTAL PROGRAM GRADUATES	20	23	19	10	10
	FALL 12	**FALL 11**	**FALL 10**	**FALL 09**	**FALL 08**
MEDIAN AGE	21	22	21	21	22
% FEMALE	87%	86%	79%	83%	84%
% AFRICAN AMERICAN/BLACK	10%	9%	8%	8%	8%
% ASIAN	0%	2%	2%	3%	0%
% HISPANIC	10%	9%	8%	7%	3%
% WHITE	80%	79%	81%	80%	86%
% OTHER/NATIVE AMERICAN	0%	1%	1%	2%	8%
% STUDENTS RETAINED IN PROGRAM	49%	55%	62%	61%	48%
% PROGRAM CLASSES TAUGHT ONLINE or HYBRID	25%	40%	32%	21%	9%
% TRANSFERRED	11%	15%	14%	15%	9%
% OF STUDENTS TAUGHT BY FT FACULTY	30%	30%	61%	39%	0%
% OF CREDIT HOURS TAUGHT BY FT FACULTY	30%	30%	61%	39%	0%
% DEV. SECTIONS TAUGHT BY FT FACULTY	0%	0%	0%	0%	0%
% DEV. STUDENTS TAUGHT BY FT FACULTY	0%	0%	0%	0%	0%
	AY 2012	**AY2011**	**AY2010**	**AY 2009**	**AY 2008**
Grades: 100 Level Courses					
Successful	167	180	197	146	113
Failed	13	18	13	6	4
Withdrew	16	21	24	15	18
% of 100 Level Grades -Successful	85%	82%	84%	87%	84%
Grades: 200 Level Courses					
Successful	205	237	238	235	661
Failed	18	20	19	16	55
Withdrew	27	32	21	12	75
% of 200 Level Grades -Successful	82%	82%	86%	89%	84%
% of ALL Program Grades- Successful	83%	82%	85%	89%	84%

Frederick Community College

Appendix B: Transfer School Survey Report

Have you had the opportunity to teach, advise, or otherwise interact with one or more FCC Associate of Arts in Teaching graduates who have transferred to your institution?	f you selected yes to the question above please provide feedback about these experiences.	How would you describe the FCC Associate of Arts of Teaching graduates who have transferred to your institution?
No		
Yes	In general, these students have been well prepared to enter into their education coursework here at Hood.	Well prepared both in the content of the education courses as well as in academic expectations.

The Associate of Arts in Teaching program provides the first two years of preparation in teacher education and are designed for students planning to transfer to Maryland four-year institutions to complete bachelor's degrees in education and teacher certification. Based on the AAT graduates who have transferred to your institution, do you feel the FCC AAT program is achieving this mission? Please provide comments below.	Compared to students who have spent their entire college careers at your institution, how would you compare the FCC Associate of Arts in Teaching transfer students in terms of academic preparation?	Please provide any comments to support your choice above.	Compared to students who have spent their entire college careers at your institution, how would you compare the FCC Associate of Arts in Teaching transfer students in terms of career preparation?
Yes. I think the close alignment and communication between our institutions have been helpful.	Similarly Prepared		Simarly Prepared

What strengths do FCC Associate of Arts in Teaching transfer students bring to your campus/program?	What challenges do FCC Associate of Arts in Teaching transfer students bring to your campus/program?	Would you like an FCC representative to contact you with information about our Associate of Arts in Teaching programs and how we could provide transfer information about your education programs to our students?	If you would like the department to contact you please provide your name, telephone number, and email address in the box below.
		Yes	Admissions Attn: Luci Nurkowski nurkowski@rowan.edu
Solid knowledge base and enthusiasm for teaching.	None that are unique to the FCC experience.		

Appendix C: Transfer Statistics

Total Education Transfer Students by College

Data values shown on bars, left to right:
- HOOD COLLEGE: 17
- TOWSON UNIVERSITY: 17
- SHEPHERD UNIVERSITY: 12
- MOUNT ST MARY'S UNIVERSITY: 10
- FROSTBURG STATE UNIVERSITY: 5
- STEVENSON UNIVERSITY: 4
- COLLEGE PARK-UMD: 3
- SALISBURY UNIVERSITY: 2
- UNIVERSITY COLLEGE-UMD: 2
- SHIPPENSBURG UNIVERSITY: 1
- COLLEGE OF NOTRE DAME OF…: 1
- DELTA STATE UNIVERSITY: 1
- EAST CAROLINA UNIVERSITY: 1
- MC DANIEL COLLEGE: 1
- ROWAN UNIVERSITY: 1
- SHENANDOAH UNIVERSITY: 1
- STARK STATE COLLEGE: 1
- ASHFORD UNIVERSITY: 1
- BLUEFIELD COLLEGE: 1
- CLEMSON UNIVERSITY: 1
- UNIVERSITY OF SOUTH FLORIDA: 1
- COLUMBIA COLLEGE: 1

**Frederick Community College**

Academic Program Review 2011-2016

Education (AAT)

Introduction: As part of the program review process, the Education Department worked with the Assessment Coordinator to create a survey that would allow them to collect information to evaluate student opinions of their program as well as document student obtainment of student learning outcomes. The sample chosen for the survey consisted of contact information collected by the Assessment and Research Department from PeopleSoft Queries to report contact information for Education graduates and declared majors. Overall, the survey had thirty-one responses. **Three (10%) were Education degree or Certificate graduates**, **twenty-eight (90%) were current Education students.** The results of the supplemental responses to the survey questions are reported below.


Graduate Analysis

- The survey was designed to ask specific questions of AAT graduates and declared majors. There were three students who responded that they were graduates of the AAT program. The data below represents graduate responses:
    - One student who responded graduated in the year the 2011-2012 academic year, one student graduated in the 2010-2011 academic year, and one graduated in the 2009-2010 academic year.
    - All three students who responded transferred to a 4-year institution and one is currently enrolled while two students have graduated.
    - Of the students who responded, one attended McDaniel College (reason for attending: Close to home, similar if not smaller class sizes to FCC), one attended Hood College, and one attended Stevenson University (reason for attending: Degree Choice, Financial Aid, Location, General School Climate).
    - All students responded that they would continue with additional graduate studies. The two students who had graduated from their 4-year institutions were currently working in education. One respondent was teaching grammar in grades 1 and 2 at St. Thomas More Academy and another was teaching science within Frederick County Public Schools.
    - All three students who responded felt that the program did a good job with academic preparation and providing transfer pathways.
    - None of the students took an online course during their time in the AAT program and all students said they would recommend the program.
    - The data below shows graduate responses to questions about the AAT programs student learning outcomes.

Graduate Responses to AAT Student Learning Outcomes
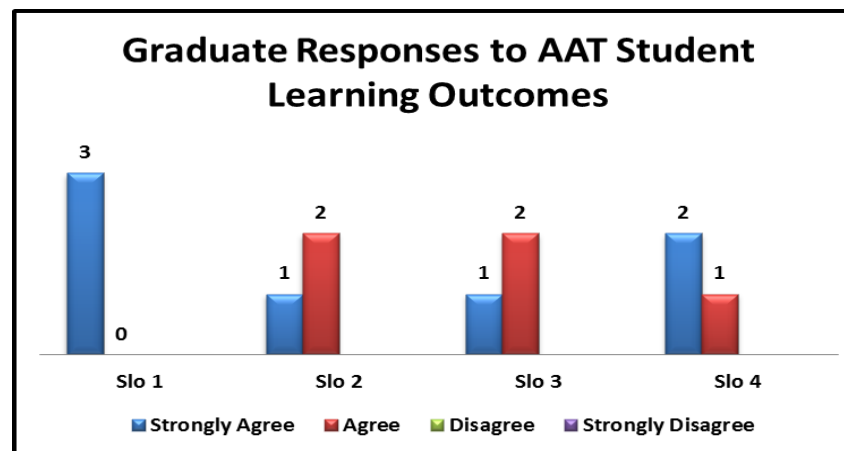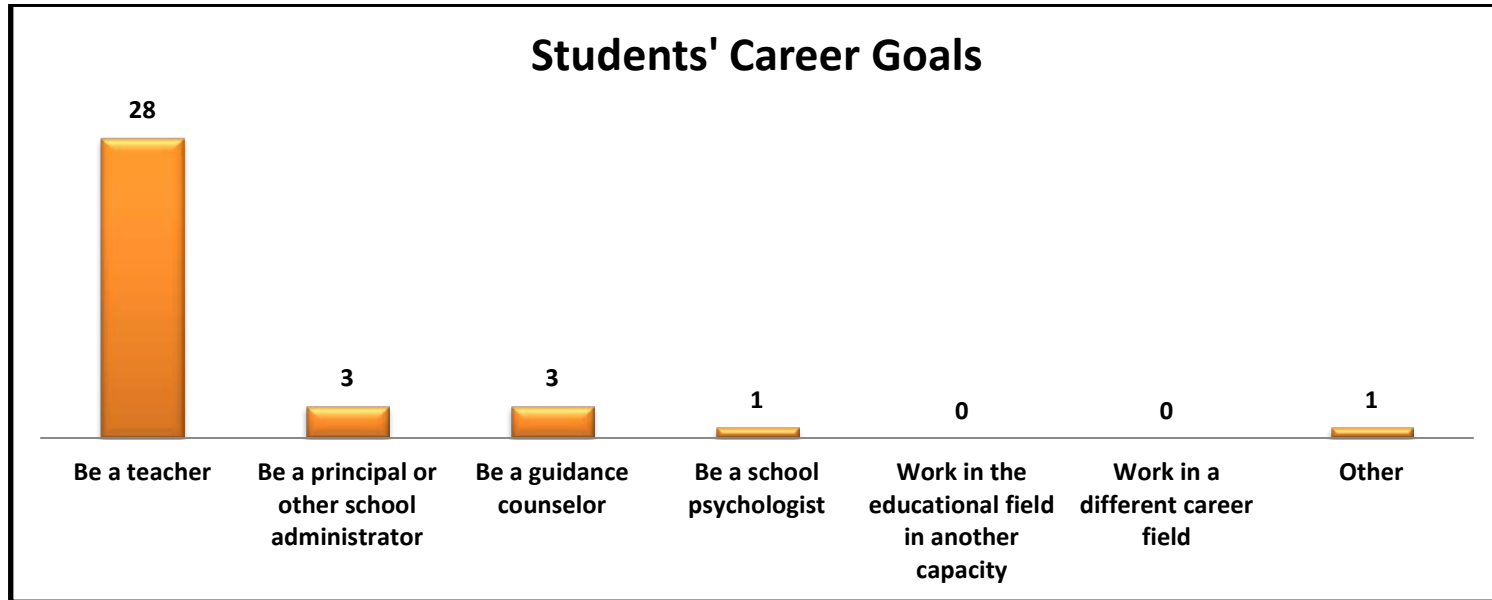
Declared Majors Analysis

- The survey was designed to ask specific questions of AAT graduates and declared majors. There were twenty-eight students who responded that they were declared majors in the AAT program. The data below represents declared majors responses:
  - Students were asked to report their current career field. Twelve students (44%) worked in education, six students (22%) reported they had no career field, and nine students (34%) reported other. Three students reported that they were a teacher, two students reported that they were a caretaker, two reported that they were substitute teachers, three reported they did childcare, and two students worked on campus at Frederick Community College.
  - Four students who had responded had attended the college for 1 semester, two students who responded had attended the college for 2 semesters, six students had attended for 3 semesters, six students had attended for 4 semesters, and ten students had attended for 5 semesters.
  - Twenty-six students who responded stated that they would stay at FCC until after graduation, one student responded they would not stay until they graduated (reason: ready to transfer and move on), and one student responded that they were unsure.
  - When asked if they had transfer plans, twenty-five students responded yes and three students responded they did not have transfer plans.
  - In response to academic preparation, 26 students felt the academic preparation was satisfactory while 3 responded no. In response to transfer pathways, 24 students responded yes and 4 responded no.
  - In response to whether students had taken online courses, 13 students reported they had taken a class online while 15 had not.
  - In response to whether or not students would recommend the FCC AAT program, 27 students responded they would and 1 student responded they would not.

Declared Major Responses to AAT Student Learning Outcomes
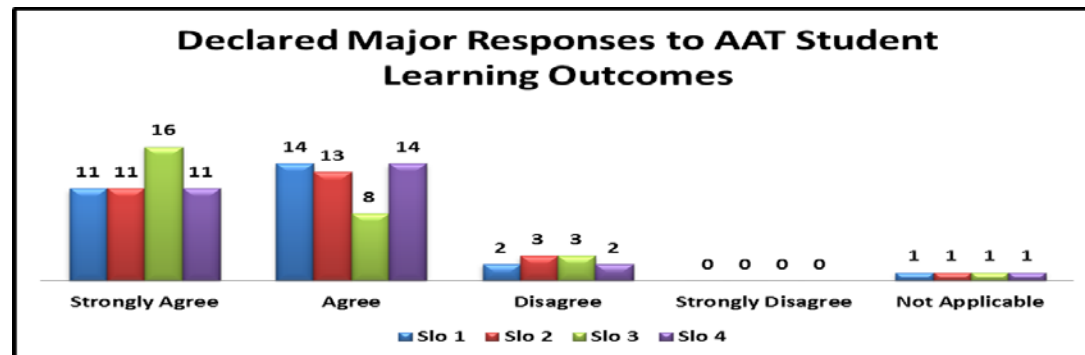
Moving forward: This data will be reported back to the Education program manager for review and the data will also be included as part of the department's program review. Adjustments will be made to instruction and the curricula based off the department's interpretation of the data above as well as all other information collected as part of the complete program review process. The appendix below provides detailed information about students' open ended responses.

Students Career Goals:

Students' Career Goals

Career Goal	Count
Be a teacher	28
Be a principal or other school administrator	3
Be a guidance counselor	3
Be a school psychologist	1
Work in the educational field in another capacity	0
Work in a different career field	0
Other	1

Appendix: Open Ended Responses

Declared majors - reasons for staying in the AAT Program:

I want to get my AAT so that I can become a certified educator and continue my education to a four-year college.

Want my associates

I have 3 more semesters to finish.

It is cheaper.

Because I want to transfer to a 4 year college with my AAT and it is cheaper that way

I have liked all my teachers and feel comfortable at FCC.

Because it's cheaper for me

Affordable and I am almost finished.

FCC has a good program for low cost which is important because i can only work twenty hours a week.

So I can go to a four year college with no pre rec classes

It's the simplest thing to do

Convenience

I don't want to transfer any more until after I receive my AAT degree. I am happy with the program and with my professors. I get the support I need to complete where I am.

Because I started it here.

So I can complete my program and earn my degree.

Frederick Community College

I plan on staying at FCC to complete my AAT degree because I believe that it helps you prepare yourself for an easier application to bigger (4yr schools. I also think that it is good to get as many classes as you can in, for the cheaper the price.

I live in Frederick and I enjoy FCC both the convenience, the price of tuition and the community itself.

Want the degree

I need to get my associates in order transfer into an education program at a four year college

I would like to have my associates before transferring to a four year college.

To save up money and stay close to home.

I like the teachers and the program

Declared majors - reasons for leaving the AAT Program:

I am ready to transfer and move on.

Declared Majors - transfer plans:

I will either be transferring to Stevenson University or the University of Pittsburgh because of the locations and the programs offered.

Undecided...Somewhere that has a good education program

I will transfer to either Mount St. Mary's or to Hood, to get my BA degree

I plan to transfer to Towson because it's one of the top education universities in MD.

I am planning on going to university of Maryland

Somewhere close by and affordable. I would be commuting. Ex. Towson Shady Grove Program. I am a young mother and my mother does day care for free so I'd like to stay close.

I plan on transferring to Hood or Towson for the Spring 2015 semester because I recently found out that I am expecting a child in June of 2014. I originally had planned to get complete my AAT in the Spring and transfer this coming fall to Hood or Towson, but my plans have been put on hold for a semester.

Towson University because they have an excellent Education program, the campus is not to big and it is still somewhat close to home.

I want to transfer to Shepherd University because it is a great teaching school and it has everything I want in a school.

I am transferring to Hood College this spring. I played softball at FCC for two years and I still want to play. I've had this offer to go to Hood and play for a while.

I plan to transfer to USM at Hagerstown, Frostburg University. While there, I can complete my degree with minimum cost to me, including travelling back and forth to school.

I plan to transfer to Towson and Shady Grove. I chose this because I need to keep my job in order to qualify for a grant that is going to cover entire tuition and books throughout my college experience.

I plan to transfer to the University of Pittsburg at Johnstown because my cousin went there and she told me they have a very good education program there, and it is 10 minutes away from my grandparents' house so I would not have to pay for room and board.

I have yet to make a final plan, this may change. But as of right now I plan on transferring after my 2 years at FCC, and plan on transferring to Towson to receive higher education and degrees.

Frostburg @ Hagerstown Within my driving distance Looks like a good program Dual certification in my field of interest Cost of tuition

Unsure

Towson University or University of Maryland

I am planning on transferring to MSM or Hood College.

I have no future plans as to where I would like to transfer to.

Salisbury and the key factors that have influenced my decision is their reasonable cost per semester and their wonderful English department.

Hopefully Hood College

Frederick Community College

Online AAT Course Experiences:

The online courses are more flexible with my schedule, and I prefer them to face to face classes.

It was good. I enjoyed the discussion boards that other future teachers posted

Special Education, and English 101 I liked being able to work on my own time and in my pajamas. But I wish I could have some face to face time as well as I feel I actually learn better that way.

I like taking online classes because it gives me the opportunity to do the course when I can fit it into my life, instead of being on campus for two days. The only con is that I normally do not have time until Sunday evening to do the coursework, but I get my work done.

Pros: More independence, you can work from home. Cons: Some classes ask for too much ex. GG102 requires students to watch an hour video each week. I had to drop this class because I could not keep up with this class along with my Education classes and working.

Geography and English 102. I did not enjoy online classes but it saved me gas money.

Human Growth and Development I prefer face to face because of the type of learner I am. I like to be able to ask direct questions and receive direct answers. I like to discuss with people, it helps me to learn the material better.

I enjoyed the online class better then in school class

Processes and Acquisition of Reading and Foundations of Special Education. I found both classes convenient being online; I liked having set assignments for each week that were due by Sunday. These classes were easy to put off until the last minute though, which occasionally resulted in late submission and points deducted from the assignment.

They worked with my work schedule but I missed having the student teacher interaction

Why you would recommend the FCC AAT Program?:

It is very convenient, affordable, and worthwhile.

I would recommend the program to anyone who is thinking of being a teacher and to anyone who has not decided what they want to be because I have learned a lot about myself through the process and that this is what I want to do. The classes are fun and the education is important to have in everyday life.

Makes it much easy when transferring to a 4 year college to complete teacher certification

It is very helpful and career goal oriented. You will be able to know if this is really what you want to do in the first couple education classes.

I would recommend the FCC AAT program to people because the program is low cost and you get a good education.

It is an easy program to follow. The program provides all the major classes an educator would need to be proficient in their area of teaching.

I have learned many things so far and the staff is very friendly and helpful.

I would recommend the FCC AAT program to my family, friends, and peers because the instructors in the program strive to assist the students to succeed in school and life. They advise, teach, and get to know the students' personalities and some of our family life. They develop relationships with students that are very beneficial to understanding the how the student learns.

It is nice to know exactly what you have to take in order to get a degree.

I would recommend this program for others because they have great people you can work with that are friendly.

Even though I have yet to be close to finishing my AAT program at FCC, but I would defiantly recommend this to someone else. I would recommend this because it is worth your money and time. You're close to home, its so much cheaper, and you can still work at the same time!

It is thorough

It is a good program

If someone was interested in pursuing in the education field, wanted to pay reasonable tuition, and complete within a couple of years I would definitely recommend this program.

The teachers are always willing to work with you and they describe situations that can occur in a classroom and how to handle them.

The AAT program is a great foundation for future learning in the field of education. It helps to establish core principles of education needed for practice and implementation.

Frederick Community College

Why you would not recommend the FCC AAT Program?:
Some of the classes I don't think are necessary.

Describe three things you learned:
1. Every child is different 2. Every child is important 3. Promote the children's perceptions of themselves

To be organized study hard, and finally, to finish my assignments on time.

Learning styles, enthusiasm for the education field (courtesy of Melissa Main and her teaching of EDU 102 and 202), and metacognition

Not really specific things, just an overall knowledge of what it takes to be an effective teacher.

To make sure you take at least take five classes a semester to complete all the classes in the two years, know the requirements and be ready for the praxis test.

I learned the different teaching styles and how each one applies to different types of students I learned different classroom management techniques I was able to relate what I learned back into my daily life

I didn't really learn anything

1. Be proactive in your learning. 2. Don't procrastinate. 3. Always put your "best foot" forward.

FCC courses can be accepted at other colleges. Transfer programs set you up and make things easy for you. AAT Plans show you visually what you have to take to get your degree.

1. Choose your classes and times wisely 2. Choose your classes around your work time 3. STUDY, STUDY, STUDY!

Have not completed program

Special education, teaching skills and speech

Describe three strengths of the program:
It includes a variety of classes for students

Intro education classes, the math classes that I had to take for AAT in math, and having Melissa Main as a teacher in the AAT program

Being able to learn about the outside opportunities and having observations in the school systems.

The classes are fun, you learn a lot that you will be talking about and teaching in the future. The classes do prepare you.

Everyone for the most part is very helpful. You learn a lot and you know exactly where you need to go or need to do

Good Education classes. The teachers are passionate about education and getting us prepared for the future.

I haven't been there long enough to make a concrete judgment on this one. So far, I can say that overall, the instructors consistently support the students with the necessary support needed to pass their subjects.

Same as above.

They have people involved with this program that go out of their way to answer your questions fully and they are very friendly.

The advisor; Dr. Sarah Bigham

The variety of classes and the amazing instructors in the education program

You know exactly which courses and amount of credits you must take to qualify for the degree. The advisers are also extremely helpful. The requirements provide building confidence in the necessary skills and areas a future teacher will need.

Describe changes you would make to the program:
Allowing the students to go into schools to work/intern, rather than observe.

I would not make any.

Have students at FCC actually interact with the students in the classroom (help the teacher teach the class) instead of just sitting and watching. If I had had this type of experience while at FCC, I would have been better prepared for the education minor at McDaniel

Frederick Community College

I don't like the art history class and some classes felt irrelevant but I know they are needed.

The program needs to include more items for your portfolio and I think that it needs to have more classes that pertain to teaching. For example, my MA106 class is hands-on because we create a lesson plan and make a bulletin board. My history class, my art class, and science class are not education major focused. If they were more like actual teaching I think that would benefit the students more.

Sometimes it is a little hectic to try and get all 66 credits in because you basically have to take 5 classes which can get stressful.

The coordinator of the Observations did not seem very flexible. I emailed her requesting new person and she basically told me to suck it up even though the teacher was unprepared for me coming to observe and clearly did not know what she was doing.

I would change some of the science requirements. I would also look into the Stats classes. I took MA206 and it doesn't count towards this major. Instead I'd have to pay to take MA207 when I've already taken stats once.

I would suggest increasing the amount of additional assistance students may receive at the math labs. The math labs have great hours and have assists who know the math. This is not the problem. However, there aren't nearly enough tutors on duty at any one time to help everyone who needs help. Also, it's very distracting to work in the math labs when they are holding labs for whole classes simultaneously. Perhaps the two needs could be separated where there is a lab for people who need assistance and a lab room set aside just for math classes.

I don't have any changes.

More information about transferring.

Lesson plans are crucial. Perhaps use formats used in other colleges. Ex: Hood Lesson Plan format Internship- Get out as much as possible and make it count

Include a few more courses for the arts and music or physical fitness directed for education majors. Maybe an activity planning course that allows a little more creativity.

Make sure all the instructor are well knowledgeable

Make the plan more clear.

N/A

Serving on Panel:

(Two graduates provided names and contact information.)

Appendix E: Instructor Feedback

Instructor Response Form - AAT Self Study Report

Note: Wording below is copied directly as submitted by instructors.

<u>**Strengths of the FCC AAT program**</u>
- Observations in the classroom gives the students real-life experience, overall coursework students are required to take broadens the students' perspectives and thinking.
- The AAT program at FCC gives student the opportunity to begin preparation for Teacher Certification locally before applying to a Bachelor Degree program. The program allows students to complete the core requirements for most 4 year programs and helps them decide if transferring into a B.S. Ed program is best for their career goals.
- Students form a knowledge base that supports their development as future teachers. Students enrolled in the program also seem to be developing their identity as future teachers, which helps them to be more serious and dedicated to their goals.
- The class I teach requires students to work with children. FCC students must assess all areas of reading readiness including speech and language, reading, and writing.
- Prescribed courses for obtaining graduation requirements. Opportunity to observe in the classroom from the start of the program. Meets MSDE requirements. Incorporates Praxis requirements.
- This is my first semester at FCC and I only teach the dual enrollment program at Oakdale High School. I don't feel that I know enough about the AAT program to comment.
- I really don't know how to respond to this since I am not a part of the education program. As far as I can tell from looking at the two FCC web pages you provided, the program looks strong.
- Courses are offered in an online format too for accessibility, and all are QMed.
- Students are provided with a wide range of opportunities to truly get a "taste" of education in our community (and beyond) through public and private school observational experiences. Students are provided with a rigorous curriculum and are held to high standards for success in their coursework and observations. Our students will confidently enter four-year programs with the essential tools for success in completing their teacher education and preparation programs. Students are also provided with the most current and relevant information and educational preparation for making this transition while in a small, structured setting that meets versatile needs for all to have such a fantastic support and opportunities for success.
- A prescribed set of courses that all AAT majors take. The observation hours completed in FCPS and the coordination of those hours between FCC/FCPS. The coordination of observation hours for students (request form, email communication with FCC coordinator). A program manager who keeps all AAT students informed of the happenings on campus that pertain to their major.
- Produces well rounded future teachers and educational leaders
- Oversight for the program is exceptional! Sarah not only does an outstanding job of managing every aspect of the program, but she also serves as a role model future teachers by demonstrating professionalism in her teaching and administration of the program.
- Students and faculty teaching the ED are routinely informed about transfer and other pertinent aspects of the program.
- As a first year instructor of required courses in this program, I do not feel as though I can comment at this time.
- Program leadership and core course content
- The ATT program allows the identification of those who actually have the desire, motivation and capability to be effective teachers. Too often future teachers are viewed only on the basis of their academic achievements instead of their ability to engage, motivate, and develop the minds of the students with whom they will interact. The Associate Degree program allows for accurate observation

and assessment of the potential of our students to be successful teachers before they enter a 4-year institution and set themselves up for failure.

- Students have the opportunity to observe different age children and record their developmental growth. Students have opportunities to work in small groups to complete class projects.
- Three math courses (12 credits) are required. Good inter-departmental communication. Good course availability.
- The cohesiveness of the program – between the program manager and coordinator of school placements, it really feels like a program. Most of all, the students are known to one or both individuals. Many of these students know each other.
- My daughter graduated from FCC/AAT program – very comprehensive. She was extremely well prepared.
- Many of the students are enthusiastic, are properly advised, and receive a broadly based liberal arts education. The program manager is aware of the evolving state requirements and national trends. Lastly, the opportunity for students to be in the classroom and observe early in their educational process is very important.

Improvements that could be made to the AAT program

- Ensure professors identify future teachers in the courses where there are other majors i.e. Human Growth and Development. Make sure the professors apply the coursework to the students majoring in AAT, as well as other majors rather than just teaching the concepts.
- As a new instructor, I do not have any feedback at this time for this section.
- Future teachers must have strong reading and writing skills themselves in order to be successful. Some of the students in my class still struggle with college reading and writing demands. It would be great if these students could have some kind of support for their own literacy development, such as dedicated tutoring.
- I would recommend students have connection to FCPS or preschools to understand what they are being taught at FCC. Most of my students' reflections give positive comments about working directly with a student and having a deeper knowledge of theory discussed in the classrooms.
- From an advisor point of view, the math courses that are recommended only for education, should NOT be listed as General Education. While I can give a non-ED student all the reasons why they should take other courses, I can't prevent them from taking it since it is Gen Ed. ED102 should be a pre-req or co-req with all other ED courses so students are forced to start with the intro course. Consider moving the observation requirement (60 hours) to its own slot rather than having it incorporated into individual courses. It would allow students to spread their hours over the course of two years (or more), rather than forcing them into a semester or two. Devise a recommended "schedule" of courses or plan for meeting requirements, to make sure students are taking course in the proper order.
- Again, I'm not sure what to say. Have students take more art classes?
- It's hard to develop a constructive response to this question given all of the positive aspects of our AAT program. The only thing that comes to mind is the educational and relative classroom experience levels of our instructional staff. I can't even speak to the entire program or our individual instructors with having such little visibility of what we offer to our students and I only know a few of faculty members. This response comes only from individual and group student feedback in the classroom. Students have implied that they don't get to listen to and learn from very many relative examples, models and "stories" in their classes. Please don't take this pretentiously~ it's just an observation and I realize that teachers can't teach in both settings at the same time and that my individual teaching experiences in the public school setting are not the majority.
- Are the students in this curriculum required to prepare an exposition upon completion?
- Continue to explore options for additional AAT certifications in conjunction with MSDE recommendations.
- As a first year instructor of required courses in this program, I do not feel as though I can comment at this time.

- No opportunity to evaluate the Program as a whole
- What surprises me most is when future teachers come into our speech fundamentals class and say they hate to get up in front of others and speak. Dealing with children doesn't affect them, but adults panic them. The need to deal effectively with parents, guardians, peers, administrators, and others in authority as a teacher is a necessity. The need exists to ensure small group interaction skills and formal adult speaking skills are developed to the maximum level possible before our students are turned over to situations which will cause them undue stress and could set them up for failure.
- Incorporate the Common Core curriculum where appropriate.
- I don't know of any.
- I would like to see an increased emphasis (perhaps even a course) on grammar. I've observed a number of ED students who don't have sufficient writing/grammar skills to teach the next generation.

Appendix F: Stakeholder Feedback

Stakeholder Responses - AAT Self Study Report

Note: Wording comes directly from responders. Some non-relevant portions removed.

The email message below was sent to the following AAT program stakeholders:
- ED program school observation placement coordinator
- Senior-level Registrar's Office administrators
- Admissions representatives
- Career & Transfer Center staff
- Multicultural Student Support Services staff
- Services for Students with Disabilities staff
- Adult Services staff
- Veteran's Services director
- Center for Student Engagement staff
- Counseling & Advising staff

We are currently conducting a program review of the Associate of Arts in Teaching (AAT) degrees here at FCC. We are compiling information about the program and gathering feedback from current AAT students, AAT graduates, instructors who teach courses required of the AAT degrees, and others associated with the AAT program. We would value your feedback as part of this process. I'd like to ask for your responses to two questions based on your perspective in the Center for Student Engagement:
1) What are the strengths of the FCC AAT program?
2) What suggestions do you have related to the FCC AAT program?
Please send any responses you may have by Thursday, December 19.

Strengths of the FCC AAT program
- I think the biggest strength of the AAT program is having a responsive and engaged program manager to whom we can confidently direct students to have their specific program questions answered. I know that when a student comes to me with a question that is out of my depth, I can send them in your direction and you will give them the information they need to be successful in the program. I also think that the increased emphasis on students taking the PRAXIS I early on in the program and not putting it off until they near graduation has been a good practice.
- The strength of the AAT program lies with the program manager. I know that students get advising, and are engaged to proactively do the things they need to do (such as Praxis exam).
- I too feel that this collaboration works well and does not need to be fixed.
- I have personally taken ED 203 and ED 214 and feel the program provides great info and a wonderful learning opportunity in the form of observations. I am surprised that with all of the hours involved in each class that they are only 4 credits but I guess that is a statewide practice. I appreciated that these classes were offered in an online format. Thanks the for great job you and the other faculty are doing, it is a strong program we can be proud of.
- I have felt that the strength of the AAT is its transferability, but I understand that Towson may not be accepting it anymore. Puzzling.
- Different options for focus/major, transferability, costs, faculty, interactive environment for the students, online options, support services at FCC
- I think it's awesome in that the students on the teaching track don't wait for the four year school to get into some the major classes and into the classrooms. I think that is a huge benefit, often securing the thoughts of the students wanting to be teaching and also deterring those who figure out its not for them.
- The GPA requirement is a definite strength. With a few exceptions, namely Towson, full transferability of courses into Education program at MD public 4-yr schools. Most MD private colleges have

acknowledged the strength of the AAT in their acceptance of credits into their Education programs as well.

Suggestions related to the FCC AAT program

- As far as suggestions for the program, I don't have any at this time. I feel like we have an excellent working relationship, so I know that if I do have any issues or concerns, I can come to you for clarification. I actually think your program and collegial style is a model for other programs at FCC.
- The only suggestion I have is to offer both ED100 and ECD104 in the summer, so students can complete the 90 hour certificate at that time, for those in early childhood education.
- As advisors we get mixed signals from Education and Math on the sequencing of the math courses. I (C&A) have heard this both ways:

1. Take MA 105,MA 106 then MA 207 **OR** Take MA 207 (if the student can't get into MA 105 1st semester) then MA 105, MA 106

        2. Must take MA 105 first in the math sequence, **not** MA 207

- Possible internship opportunities, more online courses – especially for adults, more CTC options (I went to a conference recently and Howard CC has developed a new program with their CTC wherein the classes not only transfer to the community college but they go on the college transcript so the classes will then transfer to the 4 year as well. I think this is wonderful! I think if we could get another class or two at CTC under the teaching program that would be great.
- The only suggestion I have, and I don't know if it's a good one or not, but due to the amount of scheduling it takes to get everyone in a school that needs to...perhaps double dipping hours could be considered for those taking two or more education classes during the same semester. Or another idea would be if you take one class, 15 hours, but if you take two or more 20 or 25 hours.....just a thought.
- Because it is a state-recognized program, it seems to be working well. I'm not sure if there are any specific content or curricular concerns. Personally, I have a little confusion about the transfer of the ECE AAT.

Appendix G: Dissertation Findings

Findings from *Experiences of Community College Teacher Education Program Participants: A Case Study*
by Sarah Bigham
June 2011

<u>Overview</u>
This document provides an overview of the findings from a qualitative study designed to understand the experiences of students who participated in the AAT teacher training program at FCC. Analysis of the data from individual and focus group interviews with 20 FCC AAT program participants resulted in ten overall themes:

1. Participants expressed very positive feelings about their experiences in the FCC AAT program.
2. FCC provided important foundational information for participants.
3. Participants appreciated courses involving real-life context and hands-on activities.
4. Reflection is a constant and valued activity for participants who often exhibited full-circle thinking.
5. Career identity as a teacher has been an evolutionary process for participants.
6. Participants reported a disconnect between the idea versus reality of teaching.
7. Participants who were of non-traditional age when completing the program felt a strong identity as adult learners.
8. Lifelong learning is an important characteristic of participants.
9. Participants' experiences as students have impacted their teaching goals and their vision of what characteristics make a good teacher.
10. The AAT program allowed participants to take or change perspectives.

<u>Discussion of Themes</u>
Participants expressed very positive feelings about their experiences in the FCC AAT program.
Throughout the research process, starting with the initial recruitment contacts up through the responses I received from the thank-you e-mail messages I sent after the interviews, I heard consistently positive comments about participants' experiences in the AAT program at FCC. Interviewees described the AAT program as "really good," "great," "wonderful," and "a nice thing to have," and FCC as a place where they got a good education. I regularly heard comments about the "awesome" instructors and "quality" teachers at FCC. According to one participant, "I feel like a lot of professors here, you know, extend that helping hand so that you don't feel like you are in quicksand or something." Another graduate even talked of her feeling that many professors at FCC felt a calling to be there, and went on to say that she hoped to one day earn a master's degree and return to FCC as an instructor.

Participants reported feeling that their instructors were complimentary of their work, supportive of their goals, and excited about education. They talked about feeling a personal connection with advisors and instructors, and being comfortable with the faculty who they felt they could always depend on to provide guidance. One participant talked about a particular science instructor who "really made it interesting and made me want to learn it," who remembered her name, talked to her at graduation, and was a genuinely nice person. (Of particular note was that this professor taught in a field of study that was not, by the alumna's own comments, her forte.) Another participant, who had been very active in student government during her time at FCC, also mentioned a variety of supportive staff members and administrators. Interviewees reported having inspiring teachers who made them "really dig deep" to think about topics. A participant, who reported that she did not want to leave FCC, said, "I definitely was pushed to places I didn't think I could go, so it was a great experience here."

Several participants did not originally wish to attend FCC but in hindsight were very pleased that they did enroll. One interviewee mentioned that her parents made the decision for her, based on finances. However, looking back, she thinks it was one of the best decisions she ever made. Another participant reported that she really did not want to attend a community college initially, but now feels "so proud" of her alma mater and recommends it highly to others.

In addition to good instruction, participants appreciated other aspects of their AAT experiences. Several participants spoke enthusiastically about the great price of FCC while others talked about the convenience in

terms of location and in scheduling. Participants liked that the program was "completely laid out" for students so there was no second-guessing in terms of course selection, that all of the courses they took related to their program of study in some way, and that the clear program was paired with advisors and others to help students through it. One interviewee expressed that she liked having courses that were specifically geared towards teaching and several interviewees referred to being "well-rounded" after their experience at FCC. One interviewee emphasized that family life is closely related to schools which have students from around the world so there is a need for cultural understanding and how the community is changing; therefore, having a variety of coursework and seeing other perspectives was quite helpful.

Participants also discussed FCC in relation to the 4-year schools they have attended before and/or after their time at the community college. Several interviewees indicated that some of the work they did at FCC surpassed the work they have done at 4-year schools while another indicated that her educational experience at FCC was comparable to that at her 4-year school. One interviewee said that her transfer school was a good one, but she did not see any difference from what she got at FCC for a "significantly" lower cost. Others talked about having stronger relationships with the instructors and advisors at FCC than at 4-year schools, finding the community college atmosphere more welcoming to new people, feeling it was easier to talk to people at FCC when looking for assistance, and believing FCC provided an environment that allowed students to develop faster than at a 4-year institution. They also referenced the helpfulness, ease of use, and visibility of support services such as the Writing Center and the Career Center at FCC, whereas they had to make a concerted effort to seek out those resources on 4-year campuses. Interviewees felt that FCC had a wider variety of students (in terms of age and other characteristics), smaller classes, and more direction with courses that are "more directed towards a purpose or goal." One participant even stated, "I feel that FCC really prepared me extremely well for my transfer. . . being at FCC in the honors college, working at that level where the professors really – really created the class to be a master's degree level. . . really helped me to the point that I felt at my university I do not feel as challenged as I did at FCC."

Participants also showed their positive thoughts about FCC by returning to campus to take more classes – as part of their transfer degrees, toward second AAT degrees, or for personal interest. One woman specifically mentioned returning to take any applicable classes needed in the future while others discussed their wish that FCC would develop or offer bachelor's level programs. Another participant noted, in reference to her participation in the AAT program at FCC, "it was one of the . . . best experiences—one of the best of my life."

FCC provided important foundational information for participants.

Overall, the consensus from interviewees was that the FCC AAT program provided important foundational information and readied them for their future experiences at transfer institutions and in the workforce. Interviewees often mentioned they felt very equipped to transfer to their 4-year schools and one expressed that her education at FCC had prepared her to take and pass the PRAXIS I and II exams. Even those not currently working as teachers felt they received a good foundation from the AAT program that transcended into what they are currently doing, thanks to courses that helped them understand disabilities and how people learn.

Courses such as Foundations of Special Education, Human Growth & Development, Child Development, and Educational Psychology helped provide important information about developmental stages while courses in psychology and sociology provided insight into various disorders and how society affects people. Participants often discussed the intensity of the AAT program in terms of required coursework and one participant commented that she had not realized prior to entering the AAT program how much there was to learn and "always remember."

Participants felt there were certain key things that were important for education majors to learn. Learning the foundational information and theories is, according to one interviewee, imperative to "justify yourself as a teacher." FCC's AAT courses provided specific foundational information such as child development processes and basic knowledge about Individualized Education Plans (IEPs). Multiple interviewees referenced learning about theories and theorists as part of the AAT program. Participants mentioned that it is important to know this terminology or "educational jargon" so you "don't sound like a dope" when someone refers to these terms in a school setting.

The AAT program incorporates 24 credits of math and science, and these courses were clearly memorable to interview participants. Many AAT participants felt these courses stood out for a variety of reasons, including for being fun and involving hands-on activities. Participants mentioned that the classes

allowed them to learn math at a deeper level than they had as children. There were a variety of comments about the required statistics course, ranging from someone who hated the course, to a participant who loved the course and professor but felt like she did not use any of the information in her job as a teacher, to a participant who found the course very relevant to current themes in education and the data collection that is required by school officials. Opinions on other AAT program courses also varied. Some interviewees particularly noted a reading class as a memorable course in a positive way (providing lesson planning training, phonics lessons, and other "real" information that would be useful in the future), while others found it dry, uninteresting, and/or not as good as other students thought. While interviewees varied in their opinions on individual courses, it seemed that, as a whole, the participants felt as if they acquired important foundational information throughout their AAT program experiences.

Participants appreciated courses involving real-life context and hands-on activities.
Over and over again, interviewees talked about enjoying and appreciating hands-on activities in classes, guest speakers, class discussions, the observations that were required in the program, and learning how to do lesson plans. Multiple participants throughout the interviews commented on the impact of "real" stories, and "real life" components as well as the importance of the AAT program courses being "real and useful for the future."

Multiple participants made reference to the importance of moving beyond the textbook, talking about "what else is going on besides what's in the book," and not just having boring lectures, but discussions that were interesting and allowed students to interact with their instructor and their classmates. One interviewee mentioned the importance of learning to play and being a kid to understand your future students, while another talked about being frustrated with some of the hands-on techniques at first, before realizing that she had to learn how to teach from a child's perspective and transfer the tactile learning to the abstract.

Students felt that multiple FCC courses incorporated hands-on activities and teaching styles. One interviewee mentioned Educational Psychology because it was so much fun: "When we started with a subject, we often got off topic, but we also learned a lot more by getting off topic – and not going right straight through – and her just lecturing. . . one time we actually played with Play-Doh in the classroom." The Foundations of Special Education course was discussed by multiple participants as being a particularly important class. One AAT graduate said it encouraged her to be a better teacher while another interviewee indicated that the course helped her determine her future career thanks to the case study materials and real life stories from the professor. One participant discussed her appreciation for the Human Growth & Development course she took, which featured lots of projects and observations and very few tests, which allowed her to focus more on the concepts being presented instead of feeling pressure or stress related to testing. Other participants also referenced the stress-relieving quality of exam-free classes (saying that tests focus only on short-term memory and are not always a good measure of what was learned) and how such classes show students that learning can be measured in other ways. Schools & Society was another course mentioned by several participants as being particularly based in reality thanks to the portfolio requirement, guest speakers, and more. As one interviewee said, "You guys in that class, you really laid it on us, like honestly, this is what teaching is and it's not all – you know, it's not all stars and cookies. . . I really liked that class and I wish that. . . more teacher—education teachers were like that and just really up front and honest."

Graduates appreciated professors who were engaging and did not "just stand up there and lecture" and were not "just by the book," but instead brought stories and experiences to the classroom as well as activities to help students understand the concepts being taught. Participants also appreciated the adjunct instructors who work for the local school system and, therefore, had current stories about education to share. They referenced specific instructors who encouraged discussion which made them really think deeply about topics. Participants talked about memorable professors whose teaching styles they could model and liked having instructors with classroom experience and personal stories to share who could help them connect the theory with practicality. One AAT graduate discussed how she had some teachers for more than one class and that was a great experience due to their personality and teaching style. Another participant talked about her appreciation for instructors with passion and genuine enjoyment of teaching. Of particular importance, she said, was the ability to share personal insight and stories: "There is only so much a teacher can just read out of a book."

Opportunities to work in groups and discuss issues were also key items for AAT participants. One interviewee mentioned that she loved working with her peers and always looked forward to coming to class while another participant talked about the importance of socially constructed learning in an education class that featured scaffolding and multiple perspectives, which "changed my whole way of thought and . . . allowed me to

grow so much more." One participant commented: "I always remember getting to work in groups. . . and it wasn't being lectured at, lectured at, lectured at. . . you got to talk to people and see what they were thinking and make connections and say oh, okay, now I realize it. So really, having that balance between the teacher-led instruction by the professor of maybe introducing a new idea or reviewing something or going over something but also having that balance of getting us talking and working in small group and, um, feeding off of each other and really getting to talk about experiences, and that's something that I really liked about FCC."

        Observations were also a key part of this reality-based experience, and many interviewees mentioned observations as significantly meaningful parts of their AAT experience. A participant explained, "it was the first time I was going into a classroom thinking like this might be my job, and I just like felt wow, this is where I belong." Another interviewee described the observations as the third step in an important process: learning things in class, teachers giving examples, and then seeing it in the field. Others appreciated the wide variety of observations they did as part of their coursework, including those in private and public educational settings. As one participant noted, "it's one thing to learn about it in college classes but then to actually see it gives you an even better understanding of what it is you're doing."

Reflection is a constant and valued activity for participants who often exhibited full-circle thinking.
Respondents expressed the significance of reflection, calling it "vitally important" and a way to think about how things can be better or change, especially in relation to lesson planning. One graduate indicated that understanding the importance of reflection is the sign of a good teacher and another reported that a principal hired her solely based on her demonstrated skill in reflection. Reflection seems to be an ever-present activity for these participants. One participant, an elementary teacher, noted, "I am always in reflection. . . even after you do a lesson five times, you are still reflecting about it. . . because you might have a different group of students." Participants use reflection about lessons and other experiences from their time in the AAT program to guide ideas about their current or future teaching.

        Interestingly, several participants talked about how they felt as if they are naturally reflective people (one described herself as "an over-analyzer") and that reflection is a skill that comes easily to them. One participant discussed keeping a journal as early as elementary school while another discussed reflection as a "natural extension" of something she has always done. For many others, this training in reflection had, to some extent, a basis in their AAT program experiences. One interviewee noted that new education students are often anxious to "get in there and do something," but it is important to observe and reflect first, a sentiment also expressed by another participant who acknowledged that early on in teacher training, students spend a lot of time "sitting and just staring," but this is a good thing when combined with reflection. Another interviewee appreciated the reflective activities from the Schools & Society course, such as when she had to read portions of No Child Left Behind and reflect on it: "My teachers will love me for saying this, but reflections are great. They just really get you to think. . . As much as I hate doing them. . . they are time consuming, but they really are great to get you to think about okay, well, why did I just do this. . . Like you just made me do this huge project, but why. . . Just really what does it mean."
While reflection was primarily discussed by participants as an individual activity, it also came up as an activity that happened with teammates, colleagues, principals, and even God. Interviewees also noted the tie-in between reflection and feedback, and how it is crucial, as a teacher, to be willing to participate in both processes. One woman particularly noted the important combination of reflection and feedback in terms of lesson planning, and getting input from other teachers. Another participant mentioned that parenting involves a lot of reflection. Perhaps of most import is the ability to use critical thinking skills to apply reflection beyond one particular setting or see the larger picture. As one interviewee (who worked in child care while attending FCC) expressed, "I reflect on what I learned from here and what I learned at the daycare and I am able to connect them."

        The focus on reflection also seems to be related to the full-circle thinking exhibited by the interviewees. This was, in some cases, simply the stated realization of cyclical patterns in education, such as the participant who had been a high school intern and is now a mentor teacher for high school students planning to become teachers. For one participant, an adult learner with children who used special education services, this was an indication that she was "trying to come back around now and share what I learned as a parent in advocating." Another participant also noted this full-circle mindset related to teaching and her own participation in this research study: "As unfortunate a realization as it was that teaching is not the ray of sunshine that I thought it was, it still wouldn't stop me from doing it because. . . you can go home knowing that you do have that little kid in that class that – who you just want to strangle, but there are 23 other kids that come in every day and look at

you and they bring you Christmas cards and they bring you Valentines's gifts. . . because then 20 years from now you have someone sitting in a chair explaining how you are an absolute nut job and they love how you teach."

One interviewee, a member of the honors program as part of her AAT experience, talked about the importance of high expectations and being pushed. She explained that she learned from her own experience as a student at FCC how important it is to have high expectations for her future students. Another interviewee talked about the importance of teaching her students about reflection, by openly discussing why certain activities in class did not do well and how she is changing them to make them better, with the idea that modeling reflection and allowing students to reflect in time out and other activities will help them develop important reflective skills themselves.

Career identity as a teacher has been an evolutionary process for participants.
The evolutionary nature of participants' self concept as teachers was notable throughout the interview process. One participant spoke about her evolving views of teaching in this way: "I think about being a kid and looking up to my teachers and thinking oh, they are so smart, they know everything and I'm like I don't know anything. And the role is kind of reversed that I always thought teachers were like these perfect people who knew everything and did everything right. . . and they never got on your nerves, you know, and all of those things . . . now that I'm actually the teacher, I think about hmm, I wonder if my teacher thought I was annoying one day. . . it's kind of a reverse role in how I think about man, I put my teachers on this pedestal – of perfectness, and now that I'm here, I thank God I don't put myself on that same pedestal of trying to be perfect but it is – teachers are learning. I'm still a learner."

While some participants indicated a life-long, unwavering affinity for teaching, others had different plans. One participant originally thought about being an accountant, but changed her mind after having a high school work study experience at an elementary school. Another thought about a variety of careers ranging from science to journalism before landing on teaching. Still another was a hair stylist for several years before a bad accident made her reconsider career options. This interviewee talked about how her friends were off at 4-year schools while she was rather directionless, taking some courses at FCC: "For the longest time I just was trying to like find myself. . . I just didn't know what I wanted to do. . . and when I found teaching, like, it was like this is just something I want to do. . . Ever since I really like set myself on doing that here. . . it just keeps growing because it's like every day I'm just like wow, this is. . . what I want to do."

Experiences in the AAT program helped, in part, with the career identity development of some participants. One participant talked about how she now knows that teaching is not just about teaching a class, but instead involves individualized instruction. Another interviewee, currently a special education teacher, found a particular course, Foundations of Special Education, to be career-changing because that is the class that introduced her to the work she currently does. One woman indicated that a guest speaker in one of her education courses changed her future career plans because after hearing the speaker talk about teaching in high-need areas, she became interested in working in schools with lower economic status where she feels there is more need for help and attention from teachers. Another participant, who has changed her major away from education at her 4-year transfer school, indicated: "I kind of realized maybe this isn't for me was when I observed in an elementary classroom. It was second grade, and I just – I gave her so much – like so much credit, like everything she had to do with those second graders. It was like amazing that she got through the day. . . even now like that sticks with me and I think, you know, wow, that's incredible that there are people that can do that, and I don't know that I'm one of them."

Fieldwork observations were welcomed activities and seem, along with other school-based experiences, to also be related to the sense of career development in future teachers. One participant said that placements at various grade levels helped her to decide on her pathway and indicated that some education students at her transfer school had already dropped out of the program "because when they were in there even for an hour a week, they realized how much work it was. Another participant talked about her recognition, thanks to observations in the AAT program, that being a teacher was not simply teaching students the curriculum; "there is so much more to it than that," such as socialization and how students learn and develop.

Some participants worked in school settings as instructional assistants, library assistants, or secretaries before, during, or after their time in the AAT program. These work experiences gave them important insights into the reality of the educational system. Others served as interns or had work study jobs in high school that provided them with experiences related to education. Those participants who were parents mentioned that the experience of raising children helped them be more aware of the realities of teaching. The evolutionary career

identity process also seemed to be at work for two interviewees who are not currently full-time students or working as K-12 teachers. One FCC graduate is not currently working as a teacher, but has found a job in a related field that she loves and feels is "tailor made" for her while another is currently "teaching big kids" in a non-school, military setting. Both participants spoke of clear connections between their AAT experiences and their current employment.

Participants reported a disconnect between the idea versus reality of teaching.
Teaching is very different from what participants remembered it being, or thought it was when they were students, or even what they think teaching is supposed to be. Participants described a variety of challenges to their true ideas about teaching: the demands of students with special needs, behavior problems, lack of administrative support, and increasing diversity of all kinds in schools and communities. A portion of this theme relates to elements of No Child Left Behind and the ubiquitous presence of standardized testing in classrooms. It was clear that teaching candidates did not go into teaching in order to be test preparation tutors, but nonetheless felt as if testing was a huge part of the contemporary teaching process. As one participant who works for a school system noted, "There is not so much teaching. It's collecting data." There was a definite sense that the focus on instructional time and testing has created situations where educators have forgotten (or do not have the flexibility) to make learning fun.

As one interviewee noted, observing in classrooms made her realize how exhausting it could be to be a teacher. One participant, now an elementary teacher, explained that she feels as if she is always teaching math and reading, with writing squeezed in if there is time. Another participant changed her major after completing the AAT and while she no longer wishes to teach at the K-12 level due to her disillusionment, she does hope to someday teach at the college level. Still another participant started to realize, as part of the AAT process, that she was interested in special education and reading. However, her work experience in the school system showed her that she did not want to be a full-time teacher and she shared a thorough description of her disillusionment with teaching during her interview: "It always had been my thought that teachers have these curriculums to work with but there is room to work around. . . and to like really be that fun, awesome teacher that everyone wants to have. And then, you know, you build these great lesson plans and - - and you use them year to year and, you know, you just really have fun with your kids. But I got into the school system, and some of the teachers were just like completely burnt out because they are given these extremely structured programs that leave such little room, and they are given – seven months I guess they have been in school to get all of this taught because testing is in March. And the math curriculum is completely laid out for you. . to the point where if a kid doesn't understand it, you have only got so much to show them because you can't bring in other manipulatives or take 15 minutes out of your instructional time. . . we haven't had any parties yet this year. There has not been a single festivity. . . it's all this concern about instructional time. You know, kids learn more than just watching Power Points and, you know, doing homework and worksheets and reading snippets and taking sample tests. I feel like they have forgotten that you can make learning really fun. I don't know. It was just really disappointing to go into the school and meet all these teachers that are like just sick of being there and they go home and take like three hours worth of work home with them because they don't have time to do it in school. It was just a – a bit of a shock to see what teaching really was."

Perspectives of time management completely changed for a first year teacher. Another first year teacher said that she has had no time for creativity at all and was completely unprepared for how much money (thousands of dollars in her estimation) she would have to pay out of pocket to supply her classroom with needed items. One participant, who initially completed an AAT degree in elementary education, found her own philosophy of education so different from what she saw in elementary observations, that she pursued an early childhood education AAT.

Participants who were of non-traditional age when completing the program felt a strong identity as adult learners.
Five women who participated in the interviews were of nontraditional age when they enrolled at FCC and quite open about discussing their status as "older" students. Several talked about the difficulties of balancing work, family, and their education. One participant was, during her time at FCC, working full-time and taking a full-time course load while also being a single parent. This issue of scheduling also came into play in terms of transfer (adult learners opted for institutions that were easily commutable from their homes in the county) and

fieldwork (one participant had to take a work sabbatical in order to complete her student teaching at the 4-year level).

In addition to the practical aspect of scheduling or balance, there was an emotional component for those who identified as adult learners. One of these non-traditional students spoke of her start at FCC as being "my turn" after her own children had graduated from college. Another interviewee clearly identified as an adult learner and began her studies at FCC feeling very nervous and insecure. She spoke several times of how the AAT program built her sense of confidence. She also mentioned that she won an academic award prior to graduation and felt that she would not have accomplished this if she had gone to school when she was 18 or 19 years old and did not have the maturity she now possesses. As a self-described "older student" this participant took her assignments very seriously and was pleasantly surprised to find that younger students gave her "a very positive reception" and were very willing to work with her. During group work, she felt it was a combination of her experience and the younger students' knowledge of technology (which she found challenging), and their respect for one another's strengths that created a successful product. Another adult learner echoed the discussion of confidence, especially in terms of public speaking, and added that she loved her experience in the AAT program and "felt a huge sense of accomplishment" in completing it.

It seems that the nontraditional students found an added level of purpose or meaning in their status as adult learners. Throughout the interview process with these participants, it seemed evident that they were particularly appreciative of the opportunities and experiences provided by FCC. One participant specifically mentioned her appreciation that FCC took adult learners and adult learning theory into account, something she found lacking at her transfer institution.

Lifelong learning is an important characteristic of participants.
It is, perhaps, not surprising that those who completed a teacher training program are strong proponents of education in general, not only for their students, but for themselves. One woman mentioned that she, personally, learns new things every day as a first year teacher. Many of the interviewees are currently enrolled in additional degree programs (bachelor's or master's programs) or have clear plans to participate in graduate level training programs. Two participants also expressed wide-ranging interests and completion of courses beyond the scope of the AAT program. As one participant said, "I always wanted to be in school between K to 12, and I think that's why I am still in school now. I still want to be in school." Clearly, education is something these participants find enjoyable. Another participant perhaps put it best by stating, "If I could get paid to take classes. . . that would be the best, like take this class and tell us what you think. I would gladly do it in a heartbeat. I love school."

One interviewee noted that she heard about lifelong learning in her Schools & Society class and it stuck with her: "I just really believe in education itself. . . education is. . . the key to everything." Other participants talked about how important it was to understand that in education, information transfers both ways. Another talked about how her students are making the connection of teachers as learners when she tells them about going to classes at night to continue her education.

Participants' experiences as students have impacted their teaching goals and their vision of what characteristics make a good teacher.
AAT program participants' own experiences in the school system have evidently impacted their goals as teachers. One participant stated, "the way I want to educate is, my philosophy behind it, is very much influenced by how I was treated when I was in school by teachers and peers and things like that." Another participant indicated that he was motivated to become a teacher by both the best and worst teachers he had: "When I had the worst teacher. . . I wanted to be somebody you look next to you and you see some kid has his head on the desk, the teacher doesn't care about him, doesn't. . . want him to pay attention and he is not learning anything and he's going to fail the class or the teacher will let him pass with a C minus. And, you know, I wanted to be one of those teachers that you got that kid involved, made him excited about whatever it was that I was teaching and then had him actually succeed at something that may not have been his forte but even he could particularly succeed because he was. . . entertained by it. And then I also had those amazing teachers who made me feel that way. . . I want to be like that guy or I want to be like her. She treats me with respect and treats me like I can become like this amazing scientist or whatever."

Participants referenced a wide range of educational experiences: attending the local school system, being enrolled in other school systems, being homeschooled, etc. When notified that she would be interning in a

third grade class, an interviewee noted, "I was excited, because third grade was like my year. . . I want to be a third grade teacher. I don't know why. It was just like always my exciting year." Another woman loved her elementary education experience and that is why she has always wanted to be a teacher. Another graduate mentioned her aptitude for math. She remembered being bored in math classes during her own K-12 student years so she would tutor her friends in math. Perhaps most intriguing was the alumna who mentioned that she had some great teachers throughout her school years (K-12 and college) and even though she has changed her major to something other than education, she still wants to teach at the college level because teachers can impact lives.

Another participant had quite negative experiences in the school system as a child and entered college with the goal of becoming a teacher to treat children the way she had wanted to be treated as a student and to create a compassionate and caring relationship with her students. A different interviewee, who reported having a difficult time in elementary school with some issues in speech and spelling that embarrassed her, remembered the caring and respectful approach that some of her teachers used and now wants to help other students who may be struggling in school. Another participant was diagnosed with ADD, an experience that has impacted her current classroom rules as a teacher: "Yes, it's an issue, but you don't have accommodations for everyday life. . . I want to acknowledge that you have a disability but not use it as a crutch in everyday life."

The AAT program allowed participants to take or change perspectives.
In listening to participants' stories, it seemed that a hallmark of the AAT experience was the opportunity to be exposed to perspective-changing information. One participant mentioned the concept of the AAT program being "eye opening" multiple times during her interview. The Schools & Society course she took exposed her to the reality of being a teacher and a guest speaker from the class changed her future career plan. Another participant also described her observational experiences in a special education class as being something that really "opened your eyes." Also mentioned were capstone assignments. With capstone activities, according to one participant: "You really had to investigate. You had to choose. . . different strategies and put it all together with what you learned over that 15-week class. . .that helped you to bring it all together. You learned things in isolation, learned parts, and now you are making it a whole. And for me, that was helpful because it did help me to – to be able to see the whole instead of it being separated from the parts."

Several students also mentioned how certain professors, particularly in math and science, "broke down" the concepts or went "back to the basics" without doing so in a degrading way. This was evident to several students in terms of the Fundamentals of Mathematics series, where students learned to teach math from a child's perspective. One participant mentioned that she currently teaches math to third graders and now realizes that the FCC math courses were so helpful because it is much different to teach math than to learn math. One participant, an adult learner, mentioned that when she originally learned math as a student it was more rote so the FCC mathematics courses gave her a better perspective while another program completer said that the math courses she took at FCC enabled her to look at things from a child's perspective.

Similarly, taking the AAT courses forced participants to "totally rearrange how you think," according to one participant, in order to be able to teach to a child's level. This participant also noted that a science course she took as part of the AAT program exposed her to the importance of recycling; she began recycling and said, "I'm like a big recycling person now" because of that class. Finally, interviewees mentioned FCC courses that pushed them to learn more and forced them outside of their comfort zones. One participant had the following to add about the idea of thinking outside of your comfort zones: "That could be a theme for FCC, because I thought like they always push you to go out of your comfort zone. I was always receiving information about different activities, different events, and even encouraged to observe at schools that you didn't think you would be comfortable in. I went and observed at the Maryland School for the Deaf and sat there for an hour and a half, and I learned more from that teacher – he didn't speak a word – than any other teacher, and it was fantastic."

Appendix H: Sabbatical Findings

Principal Interviews: Overview of Findings
Project Overview
To ensure that we are providing future teachers with the knowledge, skills, and experiences that school representatives look for in candidates, I spoke with principals and educational leaders from a wide variety of schools in the region about their hopes for our future educational workforce. I made 70 site visits and conducted 12 phone interviews, speaking with over 100 people at public and private schools in six different counties in three states.

What Principals are Looking for in New Teachers
Well over 50 themes emerged. Here are the 15 qualities that were most often mentioned:

1. Passion for teaching as a career/working with students
2. Interest and competence in working collaboratively
3. Current pedagogy and content knowledge/experience – and passion for it
4. Specific examples of classroom management/how to deal positively with student behavior
5. Growth mindset/focus on lifelong learning/ability to show clear growth from challenges
6. Understanding of differentiation of instruction and universal design for learning (UDL)
7. Ability to build relationships and exhibit emotional intelligence (EQ) /interpersonal skills
8. Appropriate level of confidence/ability to accept constructive feedback
9. Knowledge of the curriculum, how to implement it and use relevant assessment to plan
10. Temperament/personality/character/"fit" for your particular school/team/position/district
11. Communication skills – oral, written, listening, etc.
12. Coursework in/experience with/knowledge about/interest in your particular school/school system
13. Range of experiences in education/exposure to different approaches
14. Ability to plan a comprehensive lesson and articulate specifically what they are doing and why
15. Ability to motivate/engage ALL students and believe in their ability to achieve

What Principals Appreciate About New Teachers
Principals had more than 40 positive qualities to highlight about new teachers, but two were mentioned time after time:

1. Experience and comfort with technology
2. Energy/enthusiasm/love of working with students/positive outlook

What Principals Wish New Teachers Would Have
A myriad of characteristics were mentioned. These are the top 8:

1. Professionalism (in attire, overall presentation, communication, etc.)
2. Less egocentrism /overconfidence/entitlement and more interest in listening
3. Stronger work ethic/motivation/understanding of the time required
4. More experience with/knowledge of specific best practices in classroom management

5. Appropriate use of social media and mature behavior/professional judgment
6. Better interviewing skills
7. Evidence of research about the school/system/ community where interviews are held
8. Exposure to a wider variety of schools, educational settings, and philosophies

Elements to Include in Teacher Education Programs

While multiple interviewees said they felt new teachers were well prepared, I gathered numerous insightful ideas on topics to potentially enhance teacher preparation programs. Many of the concepts below are already included in the education program at FCC; however, I will explore ways to incorporate others, and all of the suggestions are worthy of reflection by those who run teacher education programs.

- Written and oral communication skills
- Classroom management
- Scenario based instruction with a focus on the realities of teaching
- Time in many kinds of schools and experience with a wide variety of students
- Practice teaching
- Clear and targeted advising with an emphasis on whether teaching is a good fit for each teacher candidate
- How to build connections with students
- How to work collaboratively
- Professionalism
- Special education and meeting the needs of diverse learners
- Current trends in education, teacher evaluations, and the role of politics
- How to cultivate a growth mindset/focus on lifelong learning
- Creativity
- Content/curriculum
- Planning for instruction and lesson delivery
- Reflection
- Effective use of technology
- School law and privacy issues
- Liberal arts
- Partnering with parents
- How to nurture the spiritual/ethical development of children
- Arts integration
- Educational theories, child development, and psychology
- Planning for individual professional development and providing self-care
- Interview skills
- Organization and planning
- Dealing with change and difficult people

Supplementary Themes

A number of themes emerged from the discussions, beyond the topics above. Of particular note were thoughts on what makes a great teacher, educational trends, the generational differences evident in the educational workplace, special issues related to private schools, the use of technology (and, in particular, the need to use it effectively while always having "old school" back up plans), the sense of teaching as both a calling and an art, predictions and wishes about future educational hiring trends, and some divergent thoughts about career changers who transition to teaching.

Additional Outcomes

- ✓ Identification of new school locations where FCC education majors can complete their required observation hours.
- ✓ Location of potential adjunct instructors for education and related courses.
- ✓ Creation of a list of interview tips for future teachers.
- ✓ Compilation of career advice for new and future educators.

Appendix I: Instructor Responses to SLOs

Instructor Response Form – AAT Self Study Report
Student Learning Outcomes (SLOs)

Notes:
- N/A responses not included
- Requests were sent to every instructor who taught an AAT-required class during the Fall 2013 semester.

SLO #1: Learn to identify, apply and discuss major concepts, principles, and theories related to human development by completing one or more papers and projects based on observation of children and adolescents.

Course	How SLO is covered in the course	Assessments used
ED 100	1.Students are required to complete 3 observations of different aged children 2. Students create a fact sheet 3. Students work in a small group to research a topic of their choice in the child development field.	1. Students apply concepts, theories and principles shared in class in their personal reflection as they consider different aged children. 2. Students chose a topic of interest in human development and create an informational brochure using publisher to present to the class 3. Students create a presentation/power point and research paper to present to the class.
ED 102	Students complete 15 hours of observation which is broken into 3 five hour segments. They are required to observe in each of the three levels of K-12.	Students complete a paper including journal entries and reflection on each of the three levels.
ED 102	Papers from observations ~ comparisons of varying grade levels in current observations, text supported interactive exercises via BB as well as connections to personal educational experiences	Observations reports ~ discussion boards ~ text connections
ED 102	Through readings, discussion, video clips, and observations, students gain this knowledge, and plan and teach a lesson to their peers	Assessment: Article review, lesson plan, teaching demonstration
ED 202	Through readings and discussion, students explore human development and complete	Assessment: written reports on their observation hours, Piaget Project (students complete Piaget's conservation task with children in the

	observation hours in 2 levels of school	preoperational and operational stages)
ED 203	Discussion of how development is altered due to various disabilities. Service learning project requiring observation of effect of disabilities on a personal level	Discussion board forum, article review and response, online disability simulations and reflections. Paper requiring journal entries and reflection on observations made during service learning project
ED 203	Through readings and discussion, students explore abnormal human development, and complete service learning hours with exceptional learners	Assessment: written reflections on their service learning hours, case studies, journal article review
ED/PS 208	Major course concepts, principles and theories in infancy and toddlerhood, early childhood, middle childhood, and adolescence are covered in class and assigned readings. Students are required to apply what they learned to volunteers in each of the above age categories in class.	Observation worksheets and specific exams covering infancy and toddlerhood, early childhood, middle childhood, and adolescence are assessments used. Students are required to submit a 7-10 page paper incorporating what they learned to specific research topics of their choosing. However, depending on what the student chooses, it may focus on adulthood rather than childhood and adolescence. Possibly, focusing a research topic on childhood and adolescence could be a requirement for AAT students, though most students in the AAT program select research topics related to adolescence and childhood.
ED/PS 208	Service learning activity requires students to connect observations to theory discussed in class.	Paper
ED/PS 208	If the student chooses to complete the service learning project in a setting with children, using the textbook and other resources students will apply concepts of human growth and development to their experience at the service learning project location.	Students are required to complete volunteer hours at a self-selected location. Students then write a paper about their experience and connect course resources to the project.
ED 214	Students study theories of language and literacy development. They must apply these theories to a case study of a young child's literacy development.	Students submit their Case Study in written form, which includes an analysis of what they have learned about reading development. They also have questions on exams and quizzes related to reading theory.
ED 214	The case study requires students to assess a student and analyze the assessments and observations to identify reading levels.	Case study
EN 231	First and second language acquisition	Discussion Board and a topic they can choose for the term paper.
MA 106	Reflection Paper & In Class Discussion of Current events in elementary math education	Reflection Paper
MA 207	Education majors within MA207 classes are required to investigate a question related to their major fields of early childhood education	Presentation and paper.

	and/or elementary education in their final reports. The papers they report on must be peer-reviewed, research oriented articles. Within their report, they must identify the goal of each study, the study's design and its findings within the context of Statistics.	
PS 101	PS101 provides a brief introduction to the theories of Freud, Maslow, Erickson, Kohlberg, etc. as a part of the larger exposure to all major paradigms in psychology.	Students are given multiple choice tests that include this content, and in some instances are assigned a reflection paper where they apply one or more theories of development to their own life.
PS 204	Students read a noted published book chronicling the lives of eight adolescents and then write a psychological interpretation of a selected adolescent's growth based on course concepts	The assessment consists of a written paper of at least five typed pages which analyzes and evaluates key course concepts relevant to adolescent development which have been covered in the course

SLO #2: Demonstrate knowledge of curriculum approaches and effective methods of teaching and learning through creating and presenting lesson plans applicable to course topics.

Course	How SLO is covered in the course	Assessments used
CMSP 103, 105, 107	Students may be required to prepare and present course material as part of each class.	Assignment of specific material from texts for student informative speeches and group discussion is acceptable to meet course requirements.
ED 102	1. Comparison of different types of curriculum and teaching strategies 2. Observation of teaching strategies 3. Review of lesson plan components	1. Discussion board posts and article review 2. Observation/paper 3. Presentation of lesson using plan in front of class
ED 102	Covered in detail throughout our course given text, discussion, text supported interactive exercises via BB and classroom observations	Quizzes, lesson plan, presentations, movie review, classroom observations, BB discussion boards
ED 202	Through readings and discussion, students gain this knowledge, and plan a lesson related to teaching problem solving skills	Assessment: lesson plan
ED 203	Development of original lesson plans and alternation of existing lesson plans incorporating accommodations for students with special needs. Discussion and review of various teaching strategies and methods of learning	Lesson plans in required format. Reflection questions and discussion board forums.
ED 203	Through readings, discussion, service learning, and video clips, students gain this knowledge and plan a presentation for their peers on related topics.	Assessment: presentation
ED/PS 208	The course covers the various teaching and learning styles such as visual, aural, reading and writing, and kinesthetic styles. The student is also required to be technologically proficient in research and computer skills.	Power Point presentations present theories, concepts and principles, video clips applicable to the course, specific readings in the text are required, a research paper utilizing technological resources is required, various take-home writing assignments are assigned, observation worksheets that apply what the student has learned to volunteers in childhood and adolescence.
ED 214	Students read text chapters that include teaching strategies for all aspects of reading development. We also view videos and review and discuss instructional strategies during class. For demonstration of the	On their own, each student designs an extended Capstone Reading Lesson that must include all of the stages of the reading process, one phonics/vocabulary strategy, and one reading comprehension strategy. As part of the paper for their Capstone Lessons, each student must show how the lesson

	instructional strategies, students create and present a mini-lesson on a reading strategy with a small group.	demonstrates major concepts presented in the course, including reading theory, brain processing, language development, reading strategies, and student diversity.
ED 214	Students are required to complete a lesson plan pertaining to comprehension, phonics, or vocabulary.	Lesson plan
MA 105	Each student participates in 2 group summaries and 2 assignments that require a demonstration of lesson planning and different approaches to problem solving. MA105 students study and learn how to teach various conceptual models of arithmetic. (Ex: Multiplication as Repeated Addition, Division as Repeated Subtraction, Take Away Model of Subtraction, Set Model of Addition, etc..) MA 105 students study and learn how to teach and perform various algorithms for arithmetic operations. (Ex: Base Ten Blocks, Place Value Cards, Place Value Diagrams, Instructional, Expanded Notation, Scaffold, Standard, etc.)	A "Group Summary" is a review of the objectives covered in a previous class. Each student in the group must explain a problem and plan a creative activity for the class. It is graded with a rubric. (Please see attached.) Two assignments comprising student research and presentation are required. (One involves multi-cultural numeration systems and the other Decimal Algorithms and Scientific Notation. – see attached.)
MA 106	Develop & implement short lesson to review concepts taught in class. CRA approach is modeled in class and expected.	Students are given a presentation score & must write a reflection paper on the experience.
MA 207	Homework expositions Group Projects Team Building Classroom Exercises	Mini-lectures of topics previously covered Linear Regression / Test Your Own Claim Team leader building

SLO #3: Compose and collect artifacts (i.e. papers, projects) for current and future portfolios and participate in activities (i.e. case study experiences, interviews) to demonstrate how students differ in their development and approaches to learning.

Course	How SLO is covered in the course	Assessments used
AR 100	Students must place each representative artwork in historical, technical and other contexts.	Knowledge is gained and assessed through written critiques, multimedia experiences, class discussions and exploration of quality online resources (National Gallery of Art website, Museum of Modern Art Website etc.). Materials (in addition to the textbook) are chosen to promote quality research and to provide future educational resources. For example, organizations like the National Gallery of Art and Weill Music Institute of Carnegie Hall have strong, well-developed educational outreach programs with quality resources for teachers. At the end of the course, students have collection of essays they have written about the 10 representative works and they accumulate resources for further study. In addition to resources, students participate in activities that can be applied in a variety of school settings. For each of the ten representative artworks studied in class, students either participate in an activity or they are provided with information regarding activities that can be performed with elementary or middle school students. Specific examples include: 1. a collage activity based on Picasso and cubism 2. completing word activities (crosswords, word searches, etc.) about famous composers and determining for which age group the activities were written 3. links to Nutcracker crafts and a requirement to summarize the plot 4. making kinetic sculpture using origami and discussing how teaching an origami project is an exercise in clear direction-giving; These discussions and activities are part of their class participation grade. Reflections upon these activities may be included on tests or quizzes.
ED 102	Students complete 10 portfolio assignments including teacher interviews, reflection on prior own learning and experiences, lesson plan development, review of web sites and standards	Development of portfolio entries (10) includes artifact and reflection. Designed to be a "starter" portfolio
ED 102	Lesson plan, presentation, observation reports, class discussion/activities and philosophy	Lesson plan, philosophy of education, portfolio, observation reports and thank you notes

	of education statement	
ED 102	Students create portfolios with the majority of assignments complete throughout the semester	Assessment: essays, article review, interview, portfolio, and then students review each other's portfolios
ED 203	1. Review of case studies including development of teaching strategies and accommodations for individual students 2. Complete service learning project working with student(s) with special needs (15 hours)	1. Written submissions and discussion board forum 2. Paper including journal and reflection
ED/PS 208	Students are required to submit a 7-10 page paper that include research and application to the course concepts that can apply to reading/writing and visual (if any graphs, charts in the research) learning styles. The observations demonstrate kinesthetic learning styles.	A research paper, observations workbook
ED 214	See first item above [case study]. Students could also use their Capstone Lessons in a future portfolio.	See first item above [case study].
ED 214	Students will complete a case study and will write their philosophy of education.	Case study and paper/discussion board
HI 102/201/202	Students must produce a variety of papers, ranging from one page summaries to 8/10 page research papers. Students approach the papers with varying levels of sophistication in critical thinking, research, and writing.	papers
MA 105	MA 105 Notebook	A packet of materials are organized in a notebook for future use in a portfolio.
MA 207	Students see how others approach conceptual understanding through individual and group expositions	Project presentations Group expositions Individual expositions

SLO #4: Develop an initial knowledge base in future teaching content areas by successfully completing coursework in relevant areas.

Course	How SLO is covered in the course	Assessments used
AR 100	This course introduces students to the visual and performing arts including painting, sculpture, music, theater, and dance. Students gain an appreciation for the creative arts and develop an understanding that artistic self-expression is an important aspect of the human experience.	Students are tested on each of the following creative arts: visual arts / music / theater / dance. The exams can include a description and analysis of artworks that were not seen or experienced in the context of the class. Students write three papers based on the Core Learning Outcome: Students completing this course will be able to make informed critical responses to the arts and to the human values expressed in all art forms. The papers are based on the students attending an art exhibition, a live musical performance, and a live theatrical drama performance. A syllabus and the rubric we use to evaluate the papers are attached. The students also work in groups and develop oral presentations given to the class. These involve presenting the four creative arts (visual arts / music / theater / dance) as they were expressed during some historical time frame in western culture. The presentations also include an overview of the same creative arts as expressed in some non-western culture.
AR 100	Students gain a broad understanding of creative arts as well as historical style periods. They experience a level of enlightenment regarding the world around them and reflect upon how their basic knowledge of the arts will be beneficial in the classroom.	Students write essays, participate in discussion, and complete tests based on concepts presented in their textbook as well as ten representative artworks from various genres of art. All tests are cumulative with the goal of the student leaving the course with a retained bank of knowledge about the human experience as expressed through the arts. Assessments, discussions and activities are focused on representative works to promote the quality and retention of learned knowledge. Additionally, students must apply gained knowledge of historical style periods, technical terminology and contextual information to a final project. In this project, students attend an arts event in the community and provide a written critique that includes the aforementioned content areas as well as personal reflection.
CMSP 103, 105, 107	Public speaking, writing, leadership, interviewing, and group interaction.	Assigned speeches based on various styles of delivery; analytical papers, resumes, and formal business correspondence are created; formal informational interviews must be conducted and reported on; small groups accomplish assignments.
ED 102	Students complete a lesson plan	Lesson plan presentation. Portfolio assignment

	assignment and are encouraged to do so in their field of study, which requires research of content area. Students also compare state standards/Common Core standards and are encouraged to select their area of education	on standards.
ED 102	Students explore different teaching methods, learning styles, and complete observation hours in all 3 levels of schools (elem, middle, high)	Assessment: midterm/final exam, teaching demonstration, written reports on their observation hours, and teacher interview
ED 202	Students explore cognitive development of children, teaching methods, grading methods, assessment, and many other aspects of creating learning communities, as well as complete observation hours	Assessment: final exam, written reports on their observation hours, discussion board participation and completion of writing prompts on relevant topics
ED 203	Manipulation of lesson plans in content areas to reflect accommodations	Written lesson plan submission
ED 203	Students explore characteristics of, and teaching methods and strategies relevant to Special Education, and service learning hours	Assessment: case studies, presentation of current events, written reflections on service learning, journal article review, presentation on specific disabilities (characteristics & teaching methods)
ED/PS 208	The student learns the initial knowledge based of a background of human growth and development such as nature via nurture and other issues concerning the course. He/She also is instructed on the importance of the prenatal environment and infancy and toddlerhood. The student also is instructed in the physical, cognitive, and psychosocial development of early childhood, middle childhood, and adolescence.	Exams, research paper, observations workbook
ED 214	All course activities contribute to this objective. In particular, students learn content and skills related to the 3 additional reading courses students must take in order to become certified teachers.	Quizzes, midterm and final exams, Case Study, and final Capstone Lesson.
ED 214	Reading, writing, speaking and listening assessments give students basic information for future use in the classroom.	Case study
EN 231	One of the areas we focus is on is prescriptive (versus) descriptive grammar rules and how they night apply this knowledge as a teacher in a school setting.	Discussion Board and a topic they can choose for the term paper.
HI 202	Students develop a knowledge base by textbook reading, primary source	Students are assessed through four short papers, one long research paper, class participation, a

	reading, and classroom lecture and discussion.	midterm exam and a final exam.
HI 102, 201, 202	History is an integral part of elementary and secondary education.	Content is usually assessed by exam. Papers assess writing and critical thinking.
HI 101, 201, 202	Students must demonstrate mastery of course content, as well as exhibit strong written communication skills. In addition, required material in these classes encourage critical thinking skills.	Tests, papers (whether research based or book reviews), and presentations.
MA 105	The MA 105 course prepares students for a future in teaching elementary school mathematics. Basic Skill Proficiency Test	Various assessments are used for demonstrating knowledge of course objectives. (See attached syllabus.) An initial test of basic arithmetic skills is administered to the MA 105 students the second day of class to establish initial knowledge. These basic skills are revisited throughout the course and 3 retakes are offered for score improvement. (See attached example of Proficiency Test.) An 80% is the required passing score.
MA 207	Projects, quizzes, tests, expositions	Group and Individual exercises
PS 204	Fundamental changes, contexts and psychosocial issues of adolescent development are detailed and discussed	Assessment of student growth is accomplished using a series of essay exams and multiple choice instruments. Students are assessed on at least four separate occasions

Appendix J: Five Year Plan

Frederick Community College Education Program
5 Year Plan – Working Document
Sarah Bigham, Program Manager

YEAR 1 _(2008-2009)_ **Major Goal: Organizing the Program**
FALL

- Plan workshop for education students in the fall – transfer, PRAXIS, spring registration, etc.
  DONE
- Visit 2 area schools to discuss transfer for education students (MSM - Emmitsburg and Hood)
  DONE
- Begin work with Institutional Advancement re: education alum identification
  DONE
- Meet with Recruitment Office re: outreach efforts
  DONE
- Develop and hold advising workshop for education students
  DONE
- Develop and hold PRAXIS workshop for education students
  DONE
- Outreach to FCPS Teaching Academy
  DONE
- Develop FCC presence at MADTECC meetings
  DONE
- Create newsletter to be sent each semester to ED students
  DONE
- Develop transfer information packet specifically for education students
  DONE
- Initiate biweekly emails to AAT students with program updates and reminders
  DONE

SPRING

- Develop online option for ED 203 course – to pilot summer 2009
  DONE
- Develop online option for ED 102 course – to pilot fall 2009
  DONE
- Articulation for Teaching Academy and FCC ED 102
  DONE
- Develop process for sending letters each spring to all ED students with under 2.75 once grades are in
  DONE
- Develop list of school/teacher observation options for students
  DONE
- Develop and offer Careers in Education program in conjunction with Career Center
  DONE
- Develop plan to standardize 45 hour observation requirement for Elem AAT students - implement fall 09   **DONE**
- Work with Jeanni Winston-Muir to create education awards to give out at FCC's honors program
  DONE
- Speak to FCPS counselors about Education program during their professional development program at FCC   **DONE**

- Initiate ED 102 gen ed status correction   via Curriculum Committee
  DONE
- Observe AAT math and science courses to learn more about them (PC 115 and MA 106)
  DONE
- Speak at Advising Days to update advising staff re: education program changes
  DONE

YEAR 2   *(2009-2010)*   **Major**
Goal: Growing the Program
FALL
- Visit area school to discuss transfer for education students (Shepherd)
  DONE
- Develop online option for ED 202 course – to pilot spring 2010
  DONE
- Implement standardized 45 hour observation requirement for Elem AAT students
  DONE
- Arrange for a copy of each ED and ED/PS textbook to be housed at the FCC Library reference desk for student use   **DONE**
- Work with Tutoring Center to investigate PRAXIS tutoring options for education students
  DONE
- Work with Institutional Advancement re: scholarships for education students
  DONE
- Revisit MA 206/207 and other math-related education issues with math department
  DONE

SPRING
- Work with Institutional Research to collect transfer statistics
  DONE
- Work with Transfer Center to plan spring transfer program for education students (speakers from area programs)   **DONE**
- Develop online option for ED 214 course – to pilot summer 2010 (once complete, all ED courses will have online option)   **DONE**
- Work with Marketing Department to publicize education programs in various formats
  DONE
- Speak at Advising Days to update advising staff re: key education program information and changes
  DONE
- Map out conflict matrix for AAT math and science courses; work with department chairs to vary offerings   **DONE**

YEAR 3   *(2010-2011)*   **Major**
Goal: Increasing Diversity
FALL
- Visit area school to discuss transfer for education students (Gettysburg)
  DONE
- Update Education program web pages
  DONE
- Provide on-line resource for those with bachelor's degrees and higher who are interested in teacher certification   **DONE**
- Speak in First Year Seminar courses (2) about diversity issues
  DONE
- Participate as faculty speaker for Adult Services orientation sessions (both semesters)
  DONE

SPRING

- Expand/update transfer information packet for education students
  DONE
- Present program, as part of the Multicultural Student Services series, on diversity issues
  DONE
- Conduct outreach meetings related to increasing diversity of the education program (MSS, SSD, Adult Services, Athletics)   **DONE**
- Conduct focus groups/interviews with AAT program graduates to gather information about their experiences   **DONE**
- Restructure observation hours for ED 102, 202, and 203 to standardize across sections (implement Fall 2011)   **DONE**
- Speak at Advising Days to update advising staff re: key education program information and changes
  DONE

YEAR 4 *(2011-2012)* **Major**

Goal: Raising Achievement

FALL

- Visit area 4-year school to discuss transfer for education students (Mount St. Mary's Frederick campus)
  DONE
- Develop English AAT, confer with English department, submit to MHEC and Curriculum Committee
  DONE
- Update Math and Spanish AATs to mirror new English one/match other community colleges, submit to Curriculum   **DONE**
- Develop plan to standardize 45 hour observation requirement for Secondary AAT students
  DONE
- PR outreach re: PRAXIS prep classes (Con Ed) + promote SAT/prep classes as option
  DONE
- Request FT faculty member for Education program (note: task completed by department chair)
  DONE
- Share study findings re: FCC AAT graduates and their experiences in the program (campus + regional meetings)   **DONE**

SPRING

- English AAT approved by MHEC, included in catalog, available as major for students Fall 2012
  DONE
- Share study findings re: FCC AAT graduates and their experiences in the program (national conference)
  DONE
- Speak at Advising Days to update advising staff re: key education program information and changes
  DONE
- Discuss PRAXIS testing options with new testing center manager
  DONE
- Outline textbook replacement plan structure focused on cost savings for students and keeping materials for 2+ years   **DONE**
- Increase PRAXIS information to AAT majors (emails to students, messages to instructors, bulletin board postings, etc.)   **DONE**

**YEAR 5** *(2012-2013)* **Major**

Goal: Future Planning

FALL

- Develop and organize coverage plan for program manager sabbatical
  DONE

- Visit area 4-year school to discuss transfer for education students (Frostburg @ Hagerstown)
  DONE
- Outline sabbatical project timelines and activities to enhance education program
  DONE
- Plan and organize transfer visit for ED students (Hood College)
  DONE
- Create information sheet of local education program transfer options for AAT students
  DONE
- Update, in conjunction with CAT Center, transfer information packet for ED students
  DONE

SPRING – *Program Manager Sabbatical*

Emergency Management Program
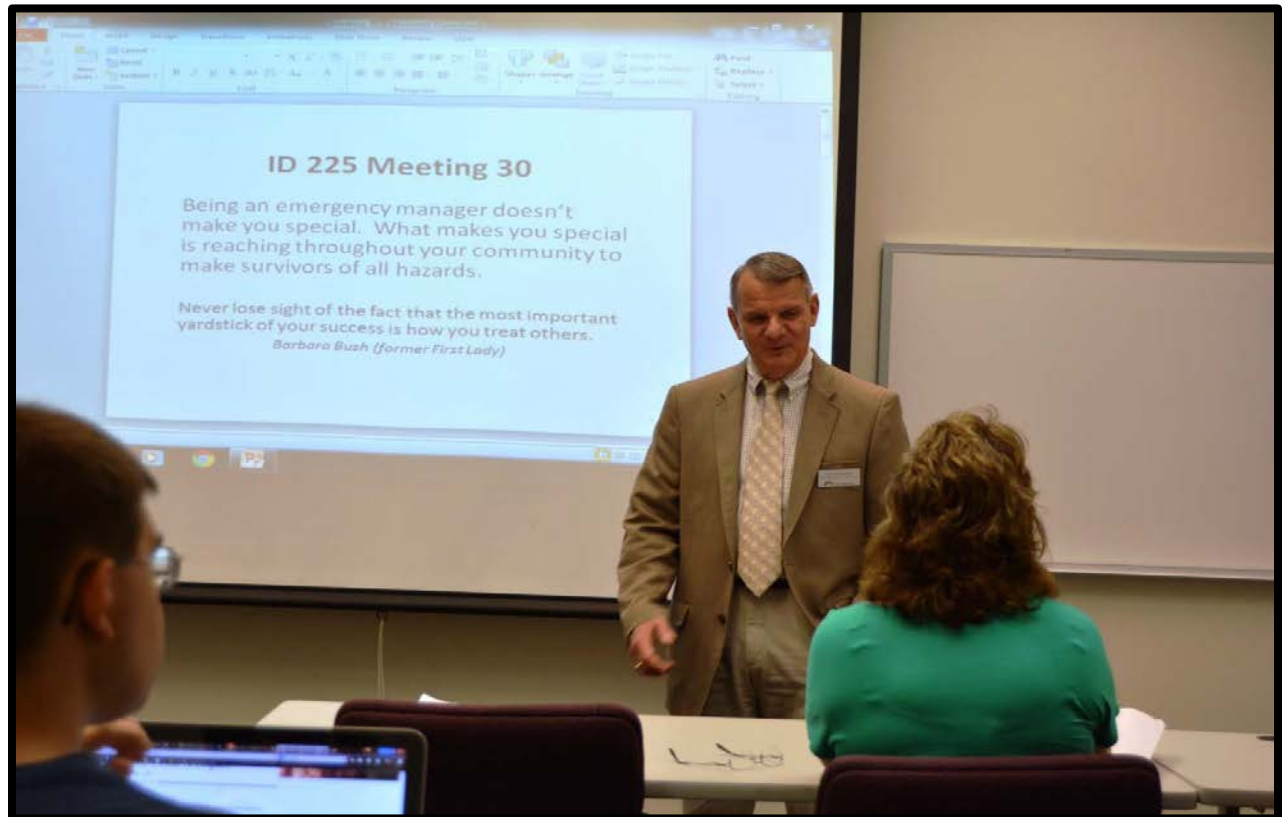
Self-Study Report

Authored by:

Kathy Francis, Director of Emergency Management Programs

Stephen Carter, Adjunct Instructor

Emergency Management Associate of Applied Science (A.A.S.), Certificate, Letter of Recognition, Mid-Atlantic Center for Emergency Management, Continuing Education, Professional Development

June 17, 2014

Marcy Hersl
State of Maryland
443-761-8708

Date: 8/25/14

Kathy Francis
7932 Opossumtown Pike
Frederick, MD 21702
Emergency Management Program Re:

Academic Program Review

Dear Mrs. Francis,

It has been my sincere pleasure reading your Emergency Management Self Study Report. I am thoroughly impressed with the level of academics and overall curriculum that Frederick Community College is able to offer to students concerning Emergency Management. I can relate to your program as an individual who found themselves serving in an Emergency Management role, with very little background in that area. I also pursued education to help enlighten and educate the areas I most struggled in; I wish FCC had been available at that time. The integration of FEMA courses into your curriculum serves well towards pursuing a degree or certificate. My program was separated into two areas of Homeland Security and Emergency Management. I believe they all relate together and will serve your students with a more rounded education when taught in combination with one another.

While reading your Self Study report, I found the Student Demographics Charts most enlightening:
•   Current Profession-can see a large trend in the services field
•   Main Academic Goal-shows there is an obvious need for education in the field
•   FCC Emergency Mgt. Program -shows that your program is affordable and well-rounded in the need for education

Letters of Recognition; overall I believe you have a structured variety of courses that can be applicable to many levels of business. Considerations in the future may include:
•   Mudslides; many incidents have occurred over the last few years from weather changing and homes built in unsafe territory.
•   Feel that a course in Communication may be beneficial; how to lead, communicate with important roles within government, business, schools, community, what tools can be beneficial in communication, etc.
•   An Incident Management program specific for large/small businesses would be beneficial.
Could include a division of psychology/counseling for all large corporations, small business, military environments, etc. Managing and continuing after the incident has occurred.
•   Incident Management for Schools-attention paid to:
o   After hours incident management-before/after care, sports, sports fields and weather o   After the incident occurs, PTSD, recovery, counseling for students, staff, community, etc.
•   Recommend an introductory course in Cyber-Security.
•   ••Spelling error located in the FEM 130 section. Should be •coastal*.••

Subjects within your report were well written and easy to follow. I do however feel that the chart on page 43 is difficult to follow. I wanted to see a list of what courses I would need to complete on campus; I found it difficult following this chart, and turned to the website for more clarification.

In conclusion, believe in Section Six, your areas for improvement could really be considered as goals for future expansion. I think you have an amazing opportunity to combine your curriculum with others in FCC. Pairing with psychology courses may benefit both curriculums by broadening how counseling can be used, and the benefits within society. I also feel that marketing is a crucial piece to a successful program at FCC. The convenience of your online course certifications and affordability will be very attractive to those furthering their education privately or within their business.

Thank you for the opportunity in reading about the successes of the Emergency Management Program. I look forward to hearing how it will expand in the future.

Marcy A. Hersl
State of Maryland

Executive Summary

The Academic Program Review (APR) of the Emergency Management Department of Frederick Community College focuses on both the academic programs and the activities of the Mid-Atlantic Center for Emergency Management (MACEM or Center). The APR focuses on the period of 2008 to 2013. However, the report includes the recent addition of the resident course- based track for the Emergency Management Associate of Applied Science (AAS) Degree.

The format of the APR links the activities of the academic program to those of the Center demonstrating the coordination, support, mutual benefits, and synergy of the two efforts. The report highlights the academic success of the program as well as the public relations, revenue, and visibility generated by the Center.

The Introduction provides a brief history of the academic program which began in 1999 and the Center which was developed in 2010. The growing audience for both the academic program and the Center are identified. Finally the Introduction identifies the physical location of the program on campus and summarizes the physical space utilized.

Section Two overviews the mission, goals, and objectives of the program including the academic mission and the mission of the Center. Both missions and activities support the overall mission of the Academic Department, Continuing Education Department, and the College.

Section Three examines the Program trends both internally and externally. The review examines the continuing growth of job opportunities in both the private and public sectors as well as the continuing growth in higher education related to emergency management. The relationship to the Independent Study Program of the Federal Emergency Management Agency is outlined to provide a basis for understanding the original academic program. Current trends in demographic characteristics of the FCC Emergency Management are reviewed in relation to potential growth and program validity. The mission and interconnectivity of the Center to the academic program is explored along with the contribution of both the academic program and Center to the College. The growing involvement of the FCC Emergency Management faculty in the Federal Emergency Management Agency, Emergency Management Institute's effort to define emergency management as a scientific discipline is noted to support the growing visibility of the program on the national scene.

Section Four, Assessment of Student Outcomes, overviews the Student Learning Objective mapping for both tracks in the Emergency Management A.A.S. program as well as the Certificate and Letter of Recognition efforts. The efforts at program evaluation including student and faculty input are identified. The APR effort identified the need for a more formal approach to program assessment which will be implemented in the next five-year cycle.

Program resources, support, and visibility are reviewed in Section Five. The current faculty and staff are identified along with current assignments. The facilities use is reviewed from the Introduction. In reviewing the visibility the current Emergency Management Advisory Board is identified along with the successful marketing and promotion efforts for both the academic program and for the Center. Recent activities in both the national emergency management arena and the local business community are identified. The need for a current financial plan to reinvest income generated through the program is identified as part of the budgetary needs.

Section Six summarizes the main points of the APR, and more importantly, sets out the overall strategic recommendations for future success and growth of the FCC Emergency Management Program:

☐ There is a need to review the financial statistical data from the program including the revenue trail to develop a strategic plan to reinvest a significant part of the revenue in the growth of the program and staff.

☐ There is a need to establish a budget to allow the department to do mid-range planning and

commitment for programs and staffing; and to establish a reasonable re-investment in the program.

☐ There is a need to develop a focused marketing effort to capitalize on those relationships and opportunities identified in the report for both the academic program and the center. The focus should be on the existing FEMA related academic program as well as the new resident course-based Emergency Management AAS track, and tied to the continued development of the MACEM.

☐ There is a need to increase the depth of individual course evaluation and establish a quality program assessment plan.

☐ Finally, there is a need to develop a long term strategic plan based on the opportunities identified in the report, and the commitment of the College and the department to supporting the program.

Section One: Introduction

History

Academic

The academic component of the Emergency Management Program began in 1999 when the College participated in a subcontract with the Federal Emergency Management Agency (FEMA) to provide college credit for FEMA Independent Study (IS) Courses based on a systematic review of the training content. With the approval of the Maryland Higher Education Commission (MHEC) in October of 2004, the College initiated the Associate of Applied Science in
Emergency Management, the Lower Division Certificate in Emergency Management, and eight Letters of Recognition (LOR) in Emergency Management specializations. The program has continued to develop academically with the EM 120 course, *Homeland Security*, and interdisciplinary education offering ID 225, *Disaster, Crisis, and Emergency Management*. The program recently received approval for the development of a resident course-based, emergency management curriculum to offer a parallel, however, different pathway for both local and national students pursuing a degree in emergency management. In addition five new Letters of Recognition are available to the emergency management student in addition to the existing eight. The new LOR's are Emergency Management Education Planner, Public Information Officer, Community Preparedness Planner, Critical Infrastructure Strategist, and Citizen Preparedness Leader.

Mid-Atlantic Center for Emergency Management

In 2010 the Emergency Management Program and the College developed the Mid-Atlantic Center for Emergency Management (MACEM) to serve the emergency management community both locally, regionally and nationally, as well government agencies, private sector organizations, and the general public. The Center focuses on professional development, continuing education and training related to emergency management, public education related to emergency management, and consulting services for both government and industry in emergency planning, business continuity, and continuity of operations planning.

Program Relation to College Mission

Academic

The Emergency Management academic program solidly addresses the FCC goal of enhancing access, support, and opportunities that meet the needs of diverse and changing populations while focusing on the academic excellence and student success factors. The history of the program clearly shows a commitment to increasing programs and services that anticipate and respond to current and future workplace needs. The focus of the program in the emergency management specialty demonstrates the college mission "prepares an increasingly diverse student body to complete their goals of workplace preparation, transfer, career development, and personal enrichment."

Mid-Atlantic Center for Emergency Management

The MACEM continues the support of the College mission specifically in the areas of expanding opportunities for employee excellence and professional development, utilizing new and emerging technologies that improve learning and business operations, increasing programs and services that anticipate and respond to current and future workplace needs, and identifying and securing additional funding to meet the College's mission. The growth and breadth of the MACEM clearly demonstrates the College's response to local, regional, and global needs. The Center is an outreach function of the College that serves potential students, students, graduates, business, government, and the general public. It promotes the Frederick Community College brand on a global basis particularly in the emergency management and higher education communities.

Audience for the Program

Academic

The original MHEC proposal in 2004 identified opportunities in local, state, federal government along with the private sector in technology, consulting, and in-house crisis management. The FCC audience includes both individuals new to the discipline who are building their qualifications, and individuals currently employed in the discipline who desire the academic credentials for both advancement and personal satisfaction. The partnership with the FEMA training programs provides a continuing group of potential students for the existing Emergency Management A.A.S., Certificate, and Letters of Recognition.

Emergency management knowledge, skills, and abilities are used in emergency management, fire service administration, law enforcement, intelligence, homeland security, public works, public safety, transportation, public health, hospital administration, corporate security, crisis management, and corporate disaster management. The 2014- 2020 Frederick County Workforce Services Occupational Outlook for emergency management related jobs indicates a predicted national growth of 7.5% through 2020 which is more than 50,000 positions. The Maryland growth in emergency management positions at 9.4%. The emergency management related opportunities within Frederick County are predicted to grow by 14.6%.

The academic program link to the Federal Emergency Management Agency training programs allows FCC a national audience for the program. Current practitioners will normally take the FEMA Independent Study training, and the program allows them to utilize that training with appropriate assessment as college credit. There is local interest based on the Occupational Outlook for the recently approved course-based resident track in emergency management, which is focused on the same program outcomes as the current FEMA-related track.

The audience for emergency management is varied and diverse. Many of the current students are working adults employed in the emergency management discipline and seeking academic credentials and advancement. There are federal, state, and local government emergency management personnel as well as crisis management personnel in the private sector. There is a significant contingent of individuals preparing to change occupations, including those retiring from the military and first-responder (fire and police) positions. The remaining student population represents young people preparing for a first career in a discipline, which has been identified by the Bureau of Labor Statistics as one of the seven high-growth areas for the 1998-2018 periods.

Mid-Atlantic Center for Emergency Management

The Mid-Atlantic Center for Emergency Manager enjoys a similar audience base but broadens the focus and spectrum. The Center directly serves the FCC graduates, regional Emergency Managers, along with county, state and federal agencies. MACEM provides continuing education for individuals in emergency management as well as the local business community. The success of the seminar offerings and the contract performance on federal and state projects continue to make the Center a viable representation of FCC's commitment to higher education, practitioner training, and the local community. Currently the Center is currently developing the 2014 Summer Institute for high school teacher Professional Development as part of the contract with the Maryland State Department of Education for the Career and Technology Education - Homeland Security and Emergency Preparedness program; as well as the development of two online training programs for the FEMA Complex Attacks Situational Awareness and Response (CASAR) initiative.

Physical Location/Space Utilized

Academic/MACEM

The Emergency Management program occupies office space in a series of five offices in E-Building which support the academic program as well as the Mid-Atlantic Center for Emergency Management including the current contract activity with state and federal government. There is one office in L-Building which is occupied by the program Instructional and Technical Designer who serves both the academic program and the Center.

The program utilizes classroom space for both ID-225 and EM-120 on an as-scheduled basis each semester. Conference space is utilized on an event basis for MACEM seminars, the statewide FCC Homeland Security and Emergency Management Preparedness Advisory Board, and other related activities.

Both the academic and MACEM activities are supported by the FCC infrastructure including facilities, purchasing, IT, and curriculum development.

Section Two: Mission, Goals and Objectives

Program Mission

The mission of the core academic program, the Associate in Applied Science in Emergency Management Degree, is to provide the students with a broad education in emergency management. The program focuses on preparedness and the skills needed to organize and lead emergency management operations.

The learning outcomes for the program as approved by the MHEC are:

☐   Demonstrate the knowledge needed to work effectively in an emergency management organization;
☐   Demonstrate the oral and written communication ability to work effectively in an emergency management organization;
☐   Demonstrate leadership ability to work effectively in an emergency management organization;
☐   Assist with the design, development, and oversight of emergency management organization;
☐   Provide leadership and direction to volunteers and professionals in an emergency management organization;
☐   Communicate information about emergency management procedures and process to the public.

The new resident course based program utilizes the original program learning outcomes. The Certificate program has a similar mission but is not supported by the comprehensive general education requirements of the degree program. The Letters of Recognition reflect completion specialty sections of the curriculum including Disaster Construction Issues, Radiological/Hazardous Response, Animals in Disaster, State and Local Emergency Management, Continuity of Operations Planning, Mitigation, Incident Management for Schools Emergency Management Professional Development, Emergency Management Education Planner, Public Information Officer, Community Preparedness Planner, Critical Infrastructure Strategist, and Citizen Preparedness Leader.

MACEM

The mission of the Mid-Atlantic Center for Emergency Management includes the core values of honor, education, innovation, and service supported by a vision to be a preferred partner and resource for all entities, public or private, in meeting challenges in all phases of emergency management. The mission is to participate in outreach activities, provide education, training, and development in all phases of emergency management, and engage in professional services to engender effective solutions to real-world challenges.

Continuing Education Department

FCC's Continuing Education Department (CE) exemplifies the college's commitment to student and community-centered education by providing quality, innovative programming that serves the lifelong learning needs Frederick County residents. CE offers a wide range of learning opportunities for career training, licensure and certification, professional development, and personal enrichment through the lifespan. CE seeks to understand the changing needs of our diverse community and responds by creating accessible learning programs that empower both pre and post degree students with the skills, knowledge and critical thinking abilities required for satisfying employment and optimal citizenship in today's complex society. The CE Department goals are:

☐   Provide the continued learning required for individuals to compete intellectually and

technologically in an increasingly demanding workplace

☐ Strengthen the regional community and economy by educating its citizens and the workforce

☐ Enable individuals to improve their quality of life by offering engaging, diverse and accessible learning opportunities

☐ Accommodate the varied personal and professional needs of students whose academic experience ranges from pre-college to post-doctoral level

☐ Serve as an educational incubator and laboratory for new college programming

☐ Employ a spirit of pluralism and collaboration both within the College and in the global community

The Emergency Management program in both the academic effort and the work of the MACEM supports the professional outreach of the Continuing Education Department as well as being a contributing citizen of both the local and global community. The development of both academic program and the MACEM demonstrates the program's ability to develop new opportunities for the College in higher education, continuing education, professional services, and community relations. Both segments of the Emergency Management program are dedicated to the education, training, and professional development of emergency management practitioners.

Frederick Community College (FCC)

The FCC mission statement indicates that with teaching and learning as the primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality innovative lifelong learning. In traditional and alternative learning environments we anticipate and respond to the needs of our local, regional, and global communities.

Supporting the vision of transforming individuals and communities through learning are the FCC values: Learning, Innovation, Diversity, Excellence, Community, and Integrity.

The Emergency Management program commitment to the FCC mission and vision are directly demonstrated through the contribution to the specific strategic goals:

☐ Promote academic excellence in teaching and learning

☐ Increase student success and goal achievement

☐ Enhance access, support and opportunities that meet the needs of diverse and changing populations

☐ Expand opportunities for employee excellence and professional development

☐ Identify and secure additional funding to meet the College's mission

☐ Advance the College's commitment to and success in assessing its effectiveness in achieving the mission and goals

☐ Utilize new and emerging technologies that improve learning and business operations

☐ Increase programs and services that anticipate and respond to current and future workforce needs

Section Three: Program Trends – External and Internal

External Program Trends

Growth within the discipline, both private and public, continues to increase the number of potential students in emergency management. *US News and World Report* (Dec. 2010) identified emergency service related professionals as one of the 50 best job growth areas in
2011. The Bureau of Labor Statistics (BLS) anticipates 22 percent growth in the public sector jobs between 2008 and 2018 with increasing compensation rates.

A similar projection is in the BLS 2010 to 2020 time period for emergency management positions in the private sector. On a local and regional basis, the 2014-2020 Frederick County Workforce Services Occupational Outlook for emergency management related jobs indicates a predicted national growth of 7.5% through 2020 which is more than 50,000 positions. The Maryland growth in emergency management positions at 9.4%. The emergency management related opportunities within Frederick County are predicted to grow by 14.6%.
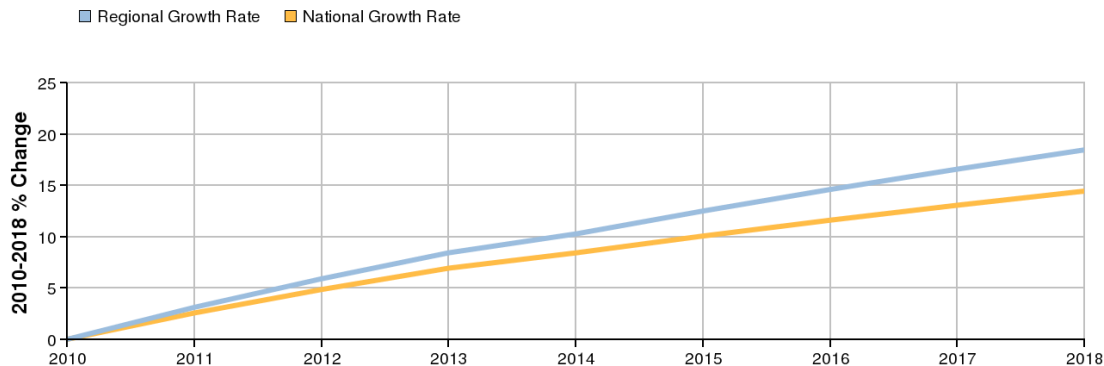
The International Association of Emergency Managers (IAEM) has grown to more than 5,000 members and offers a voluntary certification process for Certified Emergency Manager (CEM) and Associate Emergency Manager. The CEM certification continues to increase the value of higher education in the requirements. Both the growth of the membership in IAEM and the increase in the number of CEM certified individuals are indicators of the increase in the number of emergency management professionals.

Emergency management continues to be a job market in which a significant percentage of those applying for positions are doing so in a second career status. The emergency management discipline recruits retiring public safety personnel from law enforcement and the fire service as well as the military.

The growth of higher education in emergency management and homeland security is an indication of the interest and occupational potential. The emergency management higher education environment continues to see rapid change as well as growth based on the growth of the discipline. Frederick Community College has had the privilege of being involved at the national level and being able to be instrumental in the changes in the discipline's higher education standards.

There have been four important driving forces in the past decade in emergency management higher education:

☐   A growth in the number of academic programs and the numbers of students;
☐   The effort to develop minimal program standards across the nation;
☐   The movement to combine emergency management and homeland security into one curriculum; and,
☐   Growth in the occupational market place for emergency management professionals in both the

public and private sector.

Annually, the Federal Emergency Management Agency, Emergency Management Institute (EMI), Higher Education Program sponsors a research project and presentation entitled *"A Status Report on Higher Education."* The most recent report delivered in the summer of 2012 confirmed the continued growth of emergency management in higher education. Currently, EMI lists more than 35 regionally accredited colleges and universities offering bachelor degrees in emergency management. Additionally, EMI lists more than 10 programs at the doctoral level, more than 50 master's programs, 57 programs at the baccalaureate level and 50 associate degree programs in emergency management. Prior to 2000 there were fewer than 10 academic emergency management programs in the nation. The current EMI contact lists include more than 145 programs, not including certificate and special offerings. Complementing the emergency management programs are more than 75 Homeland Security programs listed by EMI. The Naval Post Graduate School, Center for Homeland Defense and Security, sponsors a "University and Agency Partnership Initiative" with more than 300 academic programs in emergency management and/or Homeland Security. The FCC Emergency Management program has a presence in the partnership.

The recent EMI study indicates that almost 75% of the emergency management academic programs are less than five years old. The increase in the number of available programs on a national basis has not resulted in an increase in the Maryland and District of Columbia area. The only recent growth in the immediate market area has been the addition of an Associate of Science program at Montgomery College in Emergency Preparedness Management. Anne Arundel Community College and the College of Southern Maryland offer Homeland Security Associate of Science degrees. In the University System of Maryland (USM), the University of Maryland University College (UMUC) offers a Bachelor of Science in Public Safety Administration with an Emergency Management minor; and the University of Maryland Baltimore County (UMBC) offers a Bachelor of Emergency Health Services with an Emergency Health Services track. The Washington Adventist University recently developed an Emergency Preparedness & Disaster Response Certificate focused on faith-based Emergency Management. However, there are more than 150 four-year degree programs in emergency management according to the listing by the Emergency Management Institute which provides a significant opportunity for articulation by FCC graduates, both locally and nationally. There are multiple opportunities for graduate work in Emergency Management related fields in the USM system, including UMUC, UMBC, and Towson.

The Emergency Management Institute of the Federal Emergency Management Agency (Department of Homeland Security) has initiated an effort to develop model competencies for emergency management higher education programs. A set of model competencies for the baccalaureate program were released in the summer of 2012. The EMI Working Group is currently developing the associate level model competencies, and will eventually address the graduate level programs. FCC is represented in associate level EMI Working Groups.

The U.S. Department of Homeland Security and the Federal Emergency Management Agency have developed standards for the emergency management community including the Principles of Emergency Management. The National Fire Protection Association developed the voluntary consensus standard NFPA 1600: Standard on Disaster/Emergency Management and Business Continuity Programs, which has been endorsed by the U.S. Department of Homeland Security. The NFPA Standard provides a scope for the emergency management profession both in the public and private sector while providing a standard for the scope and depth of emergency management higher education programs.

The history of the development of higher education in emergency management is paralleled by the development of higher education in homeland security. Both tracks have shown a similar growth since the 9/11 terrorism event. The existence of the two separate tracks is a reflection of the dichotomy in the disciplines that resulted in the federal emphasis on response to terrorism. There is currently an increased federal effort to combine the disciplines including both the training and higher education components, as reflected in the recent article "Dueling Degrees: Emergency Management vs. Homeland Security" by Valerie Lucus-McEwen in *Emergency Management.com*. Additionally the FEMA training efforts for federal personnel are combining materials traditionally from the EMI Executive Development Program with leadership and administrative curriculum

from the Naval Post Graduate School Center for Homeland Security and Defense.

Most academic institutions have either selected emergency management or homeland security as the major theme for their programs. Some have separate programs for emergency management and homeland security. Current trends indicate that as the disciplines blend the higher education programs will reflect that effort as well.

A related trend is the development of public administration, public affairs, and public safety administration programs that offer the student an overall perspective that is applicable to the public safety disciplines. Empire State College (SUNY) and the University of Maryland University College have developed public affairs or public safety degrees with specialty tracks including emergency management, fire science, criminal justice, and political science. Similar programs are being developed in both public and private institutions in the southeast and southwest.

The Emergency Management Institute (FEMA) Higher Education program began a working group process supported by academics from across the national to define Emergency Management as an academic discipline and to set the research agenda for the discipline. This effort, which is supported by both the federal government and academics, demonstrates the growth of the discipline in the last decade. FCC has representation on the working group.

The projected growth in both the public and private sector for individuals with emergency management training and education is supported by the government occupational studies previously cited. The convergence of the four trends including the growth of occupational opportunities indicates the significant opportunity for the FCC Emergency Management academic program and the Mid-Atlantic Center for Emergency Management. The opportunity is not only for growth, but it is also to make a significant impact in the emergency management academic discipline in the local, regional, and national environments.

Frederick Community College has a unique position in emergency management higher education based on the contractual relationship to FEMA to provide a pathway to utilize the FEMA Independent Study courses for college credit. This relationship has continued for 15 years and is a primary marketing effort for the FCC academic programs. The addition of the Mid-Atlantic Center for Emergency Management also provides visibility in the system for FCC.

Internal Program Trends

Academic

Enrollment (5 year history)
The FCC EM (Emergency Management) program currently offers 100% distance education options including an AAS degree, a certificate, and individual college credit. Through an exclusive subcontract with Federal Emergency Management Agency (FEMA) EMI (Emergency Management Institute) Independent Study Program, FCC reviews courses for academic rigor and offers college credit to students who successfully complete prior learning through the FEMA independent study courses. This contract has been in place since 1999. The FCC agreement, managed through a partnership with Jacobs Technology, allowed many students to apply for and earn college credit. Since 1999, 254,442 credits have been awarded to students throughout the country and abroad. Based upon the college credits awarded, FCC is the largest academic EM program in the country.

Currently, the Federal Emergency Management Agency's Independent Study (IS Courses) curriculum has more than 1.9 million completions each year (http://training.fema.gov/IS/crslist.aspx).

These completions include participants who are interested in obtaining college credit for the FEMA IS course work. During the past academic year FCC awarded just under 25,000 credits for students requesting conversion of their prior learning. After receiving course credit students can further advance their academic achievement through the modular FEM that evaluates the learning outcomes of the FEMA courses.
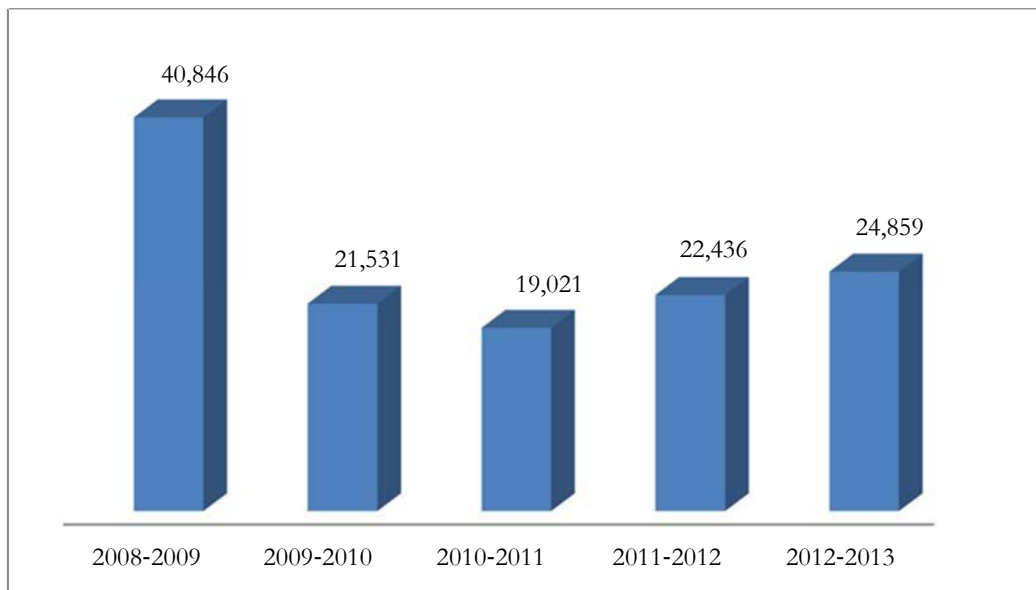
Figure 1 FEMA Credit Conversions

These credit conversions translated in to more than 2,750 students requesting academic credit in the last academic year from the FCC Emergency Management Program.
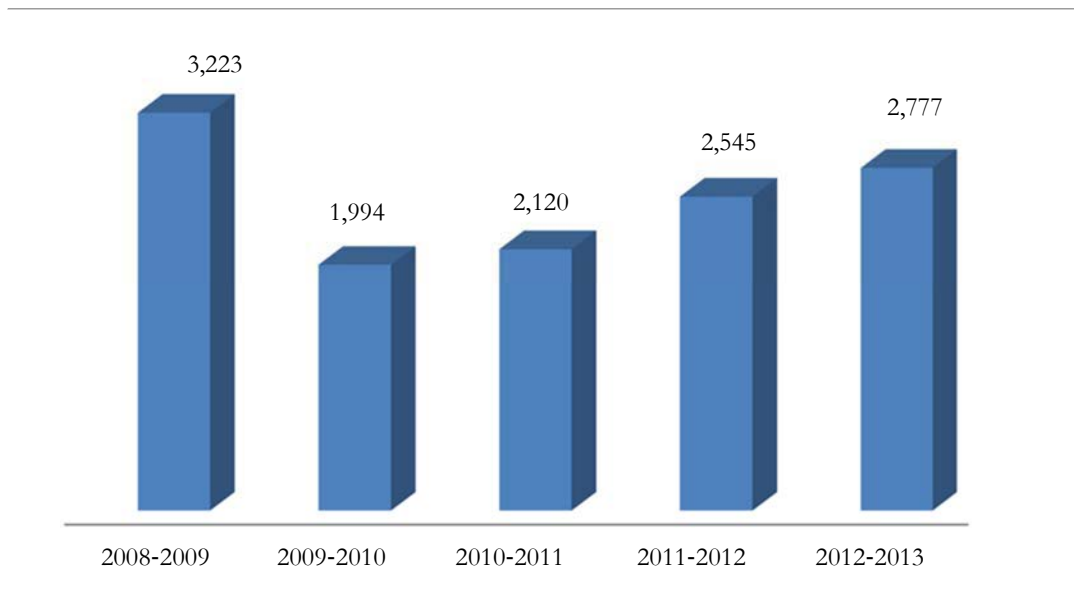
Figure 2 FEMA Students

Many of the FEMA students obtaining credit conversions transfer the credits to other academic institutions and programs in various disciplines. The obvious spike in the 2008 participants in the FEMA Conversions and FCC FEMA Students correlates with a national period of a positive economy and increases in public safety expenditures for training related activities.

However, the credit conversions support a core of students who continue in the FCC Emergency Management Associate and Certificate programs, including the declared majors in emergency management for the Associates and Certificate programs along with the Letters of Recognition programs
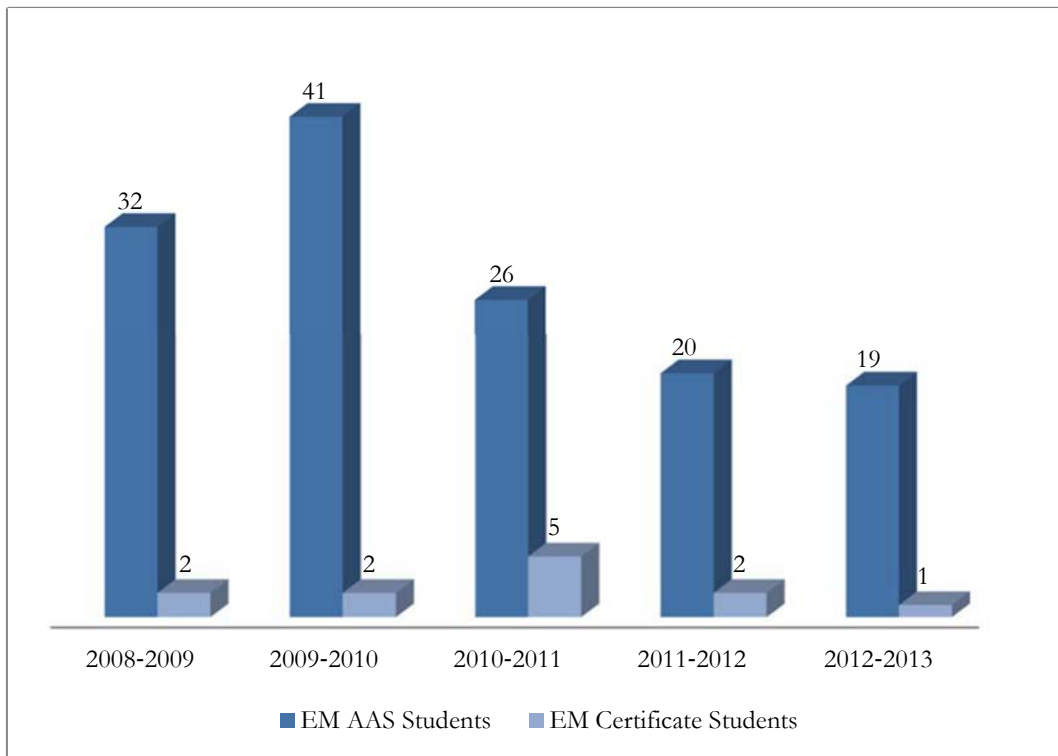
=Figure 3 Declared Emergency Management AAS and Certificate Students

Figure 4 Emergency Management AAS Degrees and Certificates Awarded
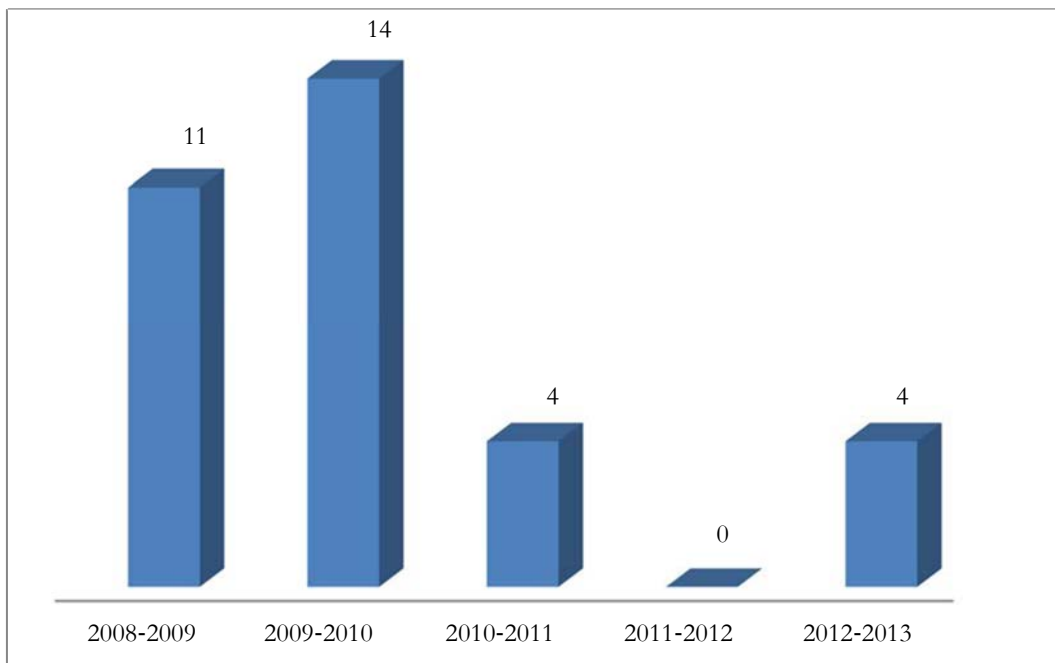
Figure 5 Emergency Management Program Letters of Recognition Awarded

The reduction in academic programs following 2009-2010 corresponds to the reassignment of the Emergency Management program from the academic area to the continuing education area.

The change in focus was orchestrated by senior leadership at FCC in order to better serve the students needing continuing education and professional development.

In addition to the FEM series of modules for the Emergency Management Associate of Applied Science degree, the Emergency Management Department offered a number of resident and online courses during the Academic Review period:

☐   ID255, *Disaster, Crisis, and Emergency Management* (3 credit general education course)
☐   EM 120, *Introduction to Homeland Security* (3 credit emergency management course)
☐   EM 125, *Law and Policy in Emergency Management* (non-credit offering)
☐   EM 126, *Law and Policy in Emergency Management Public Health* (non-credit offering)

Course	Resident	Online	Total Sections	Students
ID 225	13	9	22	309
EM 120	3	0	3	20
EM 125	2	0	2	24
EM 126	1	0	1	5
Totals	18	9	28	358

Student Demographics
In October of 2013 the Emergency Management Department surveyed the students in the discipline concerning background and experience.
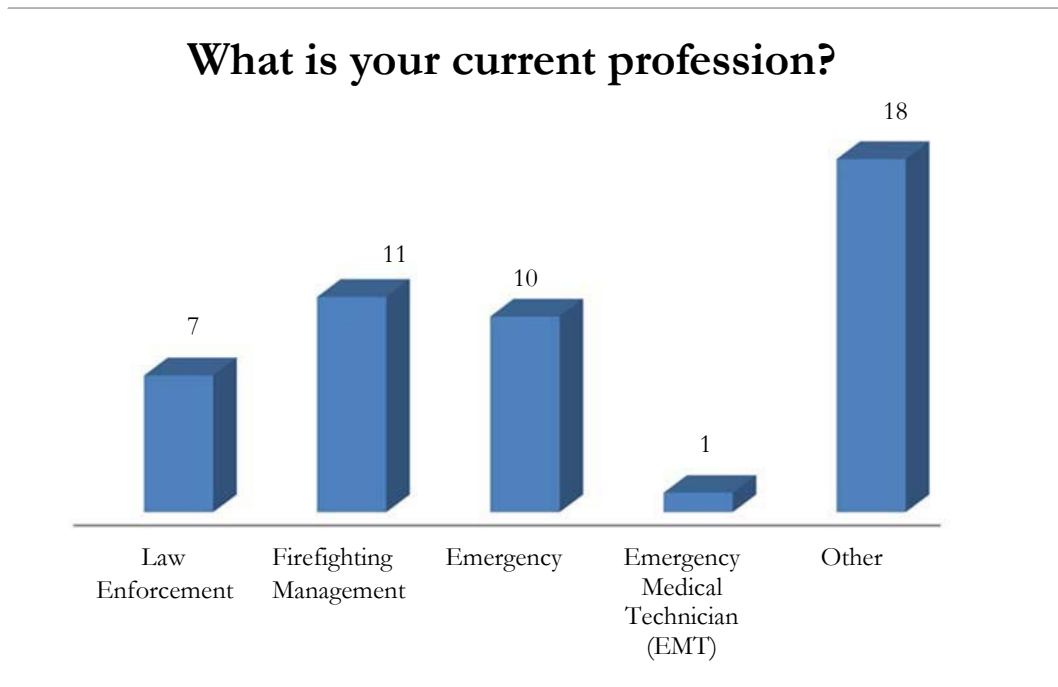
Figure 6 What is your current profession

What is your highest degree attainment?

36	24	24	18	2
High School Diploma or GED	Associate's Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
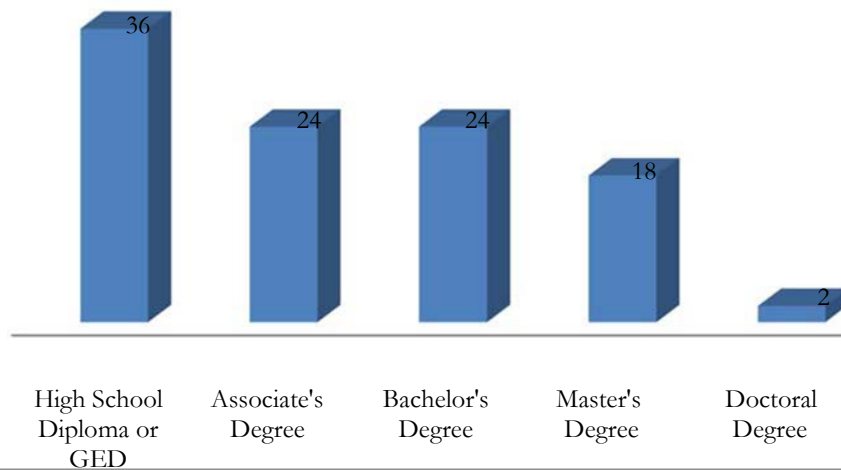
Figure 7 What is your highest degree attainment?

What is your main academic goal?

24	12	2	19
EM AAS	EM Certificate	EM LOR	Increase Current Job Skills

Figure 8 What is your main academic goal?

Figure 9 What are your professional goals?
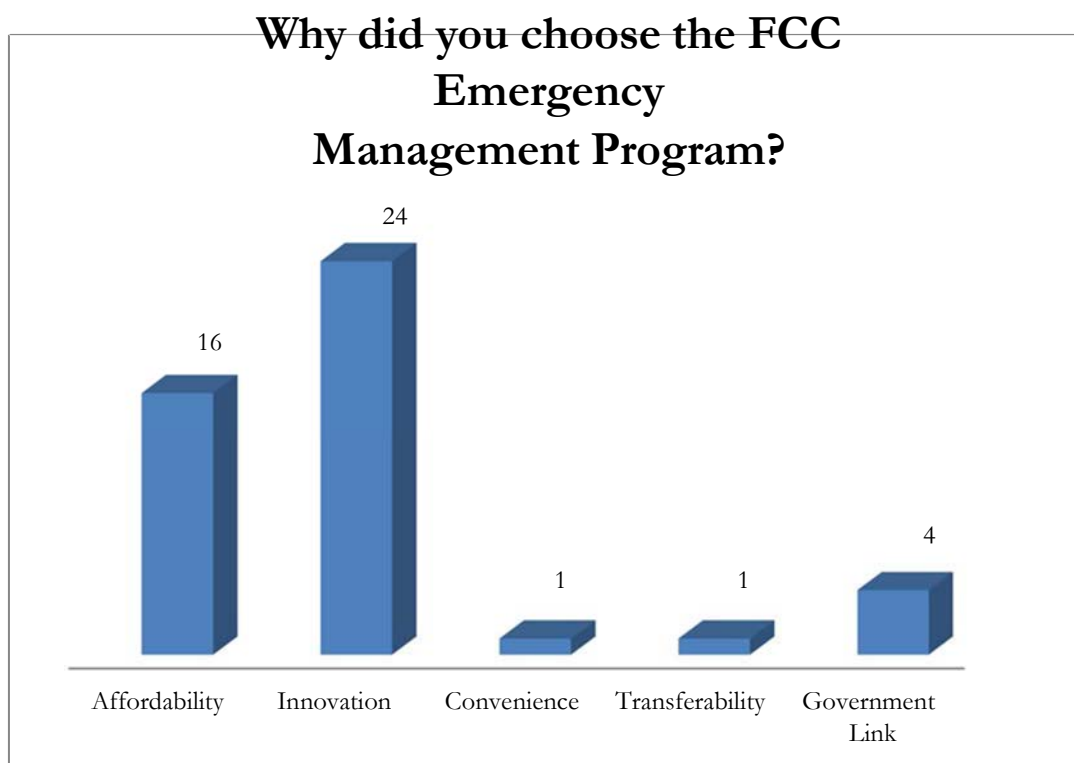
Figure 10 Why did you choose the FCC Emergency Management Program?
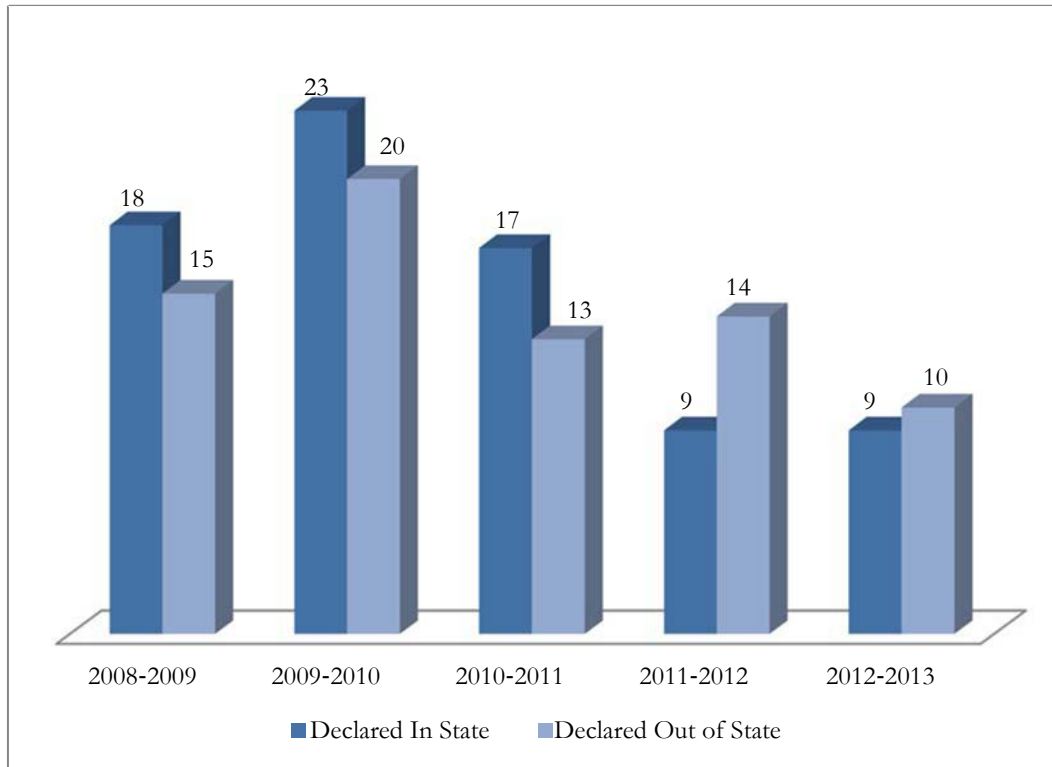
Figure 11 In State v. Out of State
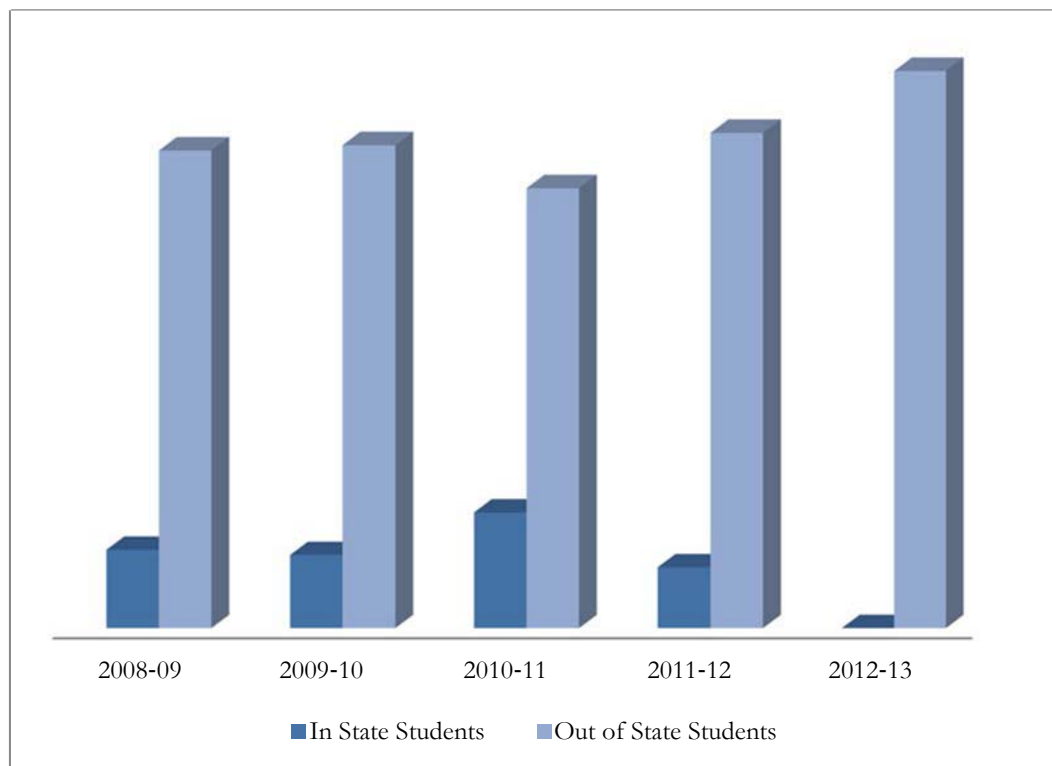
Figure 12 In State v. Out of State Students Completing AAS or Certificate Programs

About a third of our students are currently working in the discipline. More than two-thirds of the students have an academic degree of Associate or above. Just under half are seeking the Associate in Emergency Management degree with an almost equal group seeking professional development. The majority of goals are related to enhancing current job skills or position. While we have an almost equal relationship of declared majors on an in-state versus out-of-state basis, the data indicates a stronger completion of the associates and the certificate by out-of- state student.

The data from the 2013 survey demonstrates the need to develop a survey with more demographic depth and the need to develop an ongoing tracking system that sets out the retention and graduation data with demographic factors.

Student evaluations of program/course

The nature of the online, FEMA course-based environment challenges traditional program and course evaluation methods. However, the Emergency Management progra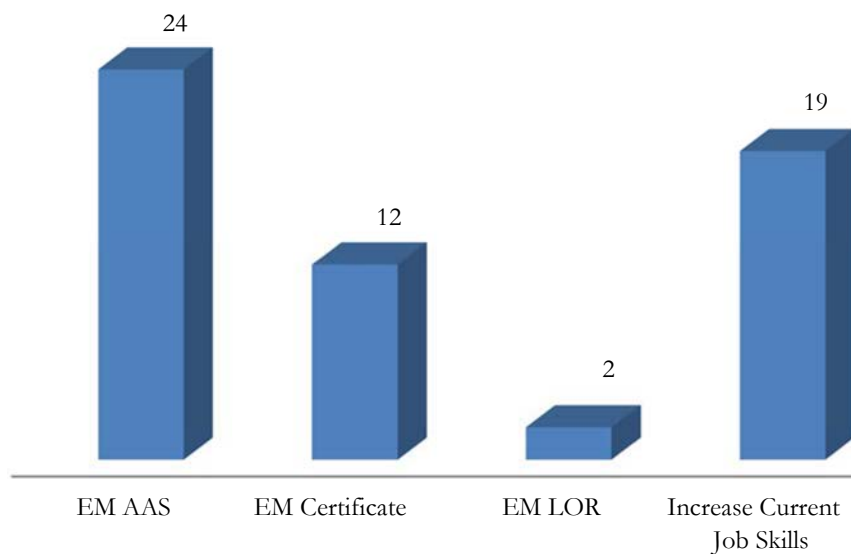m continues to develop and utilize various methods to evaluate the student experience in both the academic and continuing education initiatives.

In October of 2013, as part of the program review process, the Emergency Management Department worked with the Assessment Coordinator to create a survey that would allow them to collect information to evaluate student opinions of their program as well as document student obtainment of student learning outcomes. The sample chosen for the survey consisted of contact information collected by the Emergency Management Department of current and former students; as well as, data pulled from PeopleSoft Queries to report contact information for Emergency Management graduates and declared majors.

Overall, the survey had one-hundred and four responses. Fourteen (13%) were Emergency Management degree or Certificate graduates, thirty-three (32%) were alumni hoping to advance their job skills, fifty-seven (55%) were current emergency management students. Seventy-one students who responded were males, 30 were females, and 1 did not designate a gender.

Eighty-two survey respondents reported they were White, 10 reported they were Black, 4 reported they were Hispanic, 4 reported they were Native American, 2 reported they were multi- race, and 2 did not report a race. Five students who responded to the survey were between the ages of 26-30, 13 were between the ages of 31-35, 15 were between the ages of 36-40, 13 were between the ages of 41-45, 14 were between the ages of 46-50, 42 were 51 years of age or older and 2 students did not report their age. The result of the demographic data is reported above under the Enrollment section.

The data focused on student evaluation of their FCC experience noted the following:

☐   Students were also asked if they planned to continue their undergraduate or graduate degree. Of the students who responded, twenty-five students (19%) responded yes, 22 (81%) responded no.

☐   In response to the question, "Did the FCC Emergency Management program lead you to success in your profession?" 8 students (57%) responded yes, 1 student (7%) responded no, 5 students (36%) felt the question was not applicable.

☐   Students were also asked if the program provided them with the overall knowledge, skills, and abilities (KSA's) to succeed in their profession. Of the students who responded, twenty-six students (79%) responded yes, 1 student (3%) responded no, 6 students (18%) responded that the question was not applicable.

☐   In response to the question, "Did the FCC Emergency Management program help you find success on a academy placement, promotional boards, job placement, or other credentialing?", 2 students (14%) responded yes, 6 students (43%) responded no, and 6 students (43%) responded not applicable. Of those students who responded other, none gave a detailed response describing the credentialing they received in a follow up question.

☐   Students were also asked if they sought learning support inside or outside of the program, such as career counseling, library information, or use of the writing center at FCC. One student (7%) responded yes to the question, 13 students (93%) said no.

☐   In response to the question, "Did your academic experience at FCC lead you to other professional

achievements, such as community service projects, research, publications, awards and recognitions, or promotion?", thirteen (39%) of students said yes, 12 students (36%) said no, and eight (24%) marked the question as not applicable.

A review of the Open Ended Responses to the evaluation focused questions reveals primarily a positive perspective of FCC by the students involved in the academic program. However, there are issues in the responses to the questions that are being reviewed and addressed. The responses to the question concerning student support inside and outside of the program indicate that more effort needs to be made to identify to the student the existing resources, and to identify additional support efforts within existing resources.

The Emergency Management program recently initiated forwarding an email to students in the academic program eliciting comments from current students completing individual course work:

Dear Emergency Management Student:

We are striving to improve our Emergency Management academic program at Frederick Community College, and we interested in learning more about your experiences with our academic offerings. In particular, we would like to gather input from our students on regarding the question presented below:

Please take a few minutes of your time to share with us how this program directly benefitted you in your current work, added responsibilities within your job, or benefitted you as you sought promotion or a new job.

Feel free reply back to this message or email your responses/comments to EmergMgt@frederick.edu. You can choose to keep your responses anonymous if you wish.

Thank you very much for sharing your insights and experiences with us! If you have any questions, please let me know.

The responses are beginning to occur and are being reviewed by the Program Director.

The Emergency Management Program also reviews the FCC traditional classroom evaluations which are elicited from students using an online survey in the LMS companion site classroom. The evaluations focus on instructor performance, course content, and provide the opportunity
for student self-evaluations. The individual course evaluations are processed by the FCC Center for Distributed Learning, and provided to the individual course instructor to improve instructor delivery and course content. Additionally the individual class results are provided to the Emergency Management Director for review and to assist in program assessment.

The continuing education and seminar activities of the MACEM utilize a brief single-page evaluation and suggestion format that is utilized to improve specific offerings and to consider future offerings, as well as identify future partnership possibilities.

The Emergency Management Department will continue to utilize the student evaluation resource of FCC and those Department level activities that provide the student a voice in improving the quality and effectiveness of the programs. The academic environment will focus on both student support and success as key components in a positive student experience.

Current program initiatives
☐ Quality Matters – as the Emergency Management program develops new syllabi to support the course-based Emergency Management track for the Associate Degree, the Quality Matters Standards are being utilized to design and evaluate current courses and modules as well as the new courses.
☐ Emergency Management Higher Education initiatives – faculty of the FCC Emergency Management department and the Mid-Atlantic Center for Emergency Management continue to contribute to the

development of the FEMA Emergency Management Higher Education Program by participating in:

o   The Associate Degree Recommended Outcomes working group;

o   The Training and Education Focus Group;

o   The Disciplinary Purview Focus Group;

o   Providing presentations for the on-going virtual symposium of the EMI Higher Education Program;

o   Providing multiple presentations and workshops at the annual EMI Higher Education Program Symposium in Emmitsburg, MD.

This interaction with the activities of the EMI Higher Education Program allows the FCC faculty and staff the opportunity to be on the cutting edge of growth within the discipline while being able to affect the direction of the discipline.

Mid Atlantic Center for Emergency Management (MACEM)

The Mid-Atlantic Center for Emergency Management remains at a critical point in its organizational development. Support provided for the Center in 2010 helped establish a foundation for continued growth. To provide direction for further growth, vision and mission statements have been developed, core values have been stated, and goals have been shaped. Each of these components plays a crucial role in the Center's growth. Together they comprise a strategic framework within which the Center can evolve and play a vital role within our community. The Mid-Atlantic Center for Emergency Management is proud to support those it serves through best practices in emergency management.

The MACEM vision is *to be a preferred partner and resource for all entities, public or private, in meeting challenges in all phases of emergency management.*

The vision is supported by a robust mission:

The Mid-Atlantic Center for Emergency Management participates in outreach activities, provides education, training and development in all phases of emergency management, and engages in professional services to engender effective solutions to real-world challenges:

o   Outreach**:** The Mid-Atlantic Center for Emergency Management engages in outreach designed to foster a positive, collaborative environment within and outside the emergency management community.

o   Education, Training & Development: The Mid-Atlantic Center for Emergency Management, by affiliation with Frederick Community College, through its partners and a variety of agreements, provides continuing and higher education in emergency management. Business consortium training and related business research is conducted by highly qualified personnel.

o   Professional Services: The Mid-Atlantic Center for Emergency Management provides a broad range of professional services for first responders, safety and security personnel, emergency managers, public administrators, and others working in government at all levels, academia, intelligence, homeland security, and health care. The experts at the Mid-Atlantic Center for Emergency Management develop solutions through strategic planning and development, research, and management of operations to achieve goals and objectives.

The core values of the Center are Honor, Education, Innovation, and Service. In fulfilling

the mission the Center has:

☐　　　　Implemented a website to support outreach, education, training, development, and professional development;

☐　　　　Provided educational programs for the professionals in the discipline and the general public;

☐　　　　Fostered research into the emergency management scientific discipline;

☐　　　　Developed contractual revenue generating efforts which include:

o　　　　　　Jacobs Technology, Inc. - assessment of FEMA IS courses for college level rigor and course content; administer a college credit program for FEMA IS courses; and maintain the Associate level degree offering based on the FEMA IS course curriculum;

o　　　　　　U.S. Department of Homeland Security/Federal Emergency Management Agency/National Training and Education Division – development of two specialty online training programs in emergency management to include *Complex Attacks Situational Awareness and Response* and *Situation Assessment for Complex Attacks*;

o　　　　　　Maryland State Department of Education - Career and Technology Education - Homeland Security and Emergency Preparedness Program of Study– review existing statewide curriculum for the Homeland Security Sciences Pathway, update the statewide lesson plans in relation to quality and currency, provide professional development for high school teachers assigned to the program including a week-long summer institute; coordinate a statewide homeland security and emergency preparedness academic advisory committee; and

o　　　　　　Frederick Community College Office of Risk Management – development of a Comprehensive All-Hazard Emergency Operations Plan, and a FCC Continuity of Operations Plan.

☐　　　　Provided services to:

o　　　　　　The Johns Hopkins University Public Safety Leadership Program in the development of the Emergency Preparedness curriculum for the Baltimore City School System;

o　　　　　　FCC in providing on-going training sessions for emergency planning;

o　　　　　　The Maryland Emergency Management Agency in providing a presentation on social media and emergency management;

o　　　　　　The National Museum of Civil War Medicine in a joint effort to utilize historic events to identify the importance of emergency management principles to today's students.

☐　　　　In addition to maintaining the current contacts the Center anticipates increasing activities in the future to include:

o　　　　　　Developing a Center for the Study and Advancement of Emergency Management.

o　　　　　　Offering business cohort and consortium training.

o　　　　　　Offering grant writing and research services to both public and private organizations.

o　　　　　　Developing a speaker's bureau to serve the public and private sector.

o　　　　　　Exploring the development of a competency-based badging process supported by a student e-portfolio system.

FCC Trends

It is important to note the enrollment reports from FCC's Institutional Effectiveness Department indicate a general reduction in academic enrollment which corresponds to that occurring in the academic offerings of the Emergency Management Program. This reduction in enrollment has been estimated at more than 10% in Maryland community colleges, and as high as 20% nationally. The U.S. Department of Education has indicated that the number of high school graduation aged individuals is declining across the nation. This indicates a need for the Emergency Management Department to evaluate recruiting efforts, including

increasing ties to the Federal Emergency Management Agency training effort, and increasing the emphasis on professional development and continuing education programs as well as academic programs.

Internal and External Evaluation of the Academic Program Review

☐   The internal review was accomplished by the full-time faculty and staff as well as representatives of Emergency Management Advisory Committee. The internal review comments have been taken into consideration in the final submission.

☐   The external review of the Emergency Management Program, and the Academic Program Review, is being done by Marcy Maxwell, City of Baltimore; Col. Evan Evans (retired), Howard County Public Schools; and Rich Helfrich, Montgomery County Health Department (retired). Their reports will be provided in the appendices upon completion.

Section Four: Assessment of Student Learning Outcomes

The purpose of the assessment of student learning outcomes is multi-level in terms of ensuring that the evaluation of individual student learning is in line with both course and program outcomes and in the evaluation of the program in universally meeting the program outcomes. The ultimate goal is to enable greater student and institutional success. The process has five steps:

☐　　　Identification of Learning Outcomes;

☐　　　Alignment of the curriculum to the Learning Outcomes;

☐　　　Identification and development of appropriate assessment methods;

☐　　　Evaluation of assessment results

☐　　　Implementing improvement based on the evaluation of the assessment results

Associate of Applied Science

The Associate of Applied Science in Emergency Management, both the program based in FEMA courses and the new resident course-based program, are dedicated to the following program outcomes:

☐　　　Demonstrate the knowledge needed to work effectively in an Emergency Management organization.

☐　　　Demonstrate the oral and written communication ability to work effectively in an Emergency Management organization.

☐　　　Demonstrate leadership ability to work effectively in an Emergency Management organization.

☐　　　Assist with the design, development, and oversight of Emergency Management exercises.

☐　　　Provide leadership and direction to volunteers and professionals in an Emergency Management organization.

☐　　　Communicate information about Emergency Management procedures and process to the public.

In the FEMA course-based program the initial course outcomes are established in the FEMA curriculum. The program is delivered in a series of 4-credit modules based on related FEMA courses. Modules One through Four are a required core offering:

Module One	PRINCIPLES OF EMERGENCY MANAGEMENT	
FEM 113	Emergency Manager: An Orientation to the Position IS-1.a	1
FEM 131	Principles of Emergency Management: IS-230.c	1
FEM 128	State Disaster Management IS-208.a	1

FEM 161	Emergency Operations Center (EOC): IS-775	1
Module Two	**LEADERSHIP AND MANAGEMENT**	
FEM 132	Leadership and Influence: IS-240.a	1
FEM 133	Decision Making and Problem solving: IS-241.a	1
FEM 134	Effective Communications: IS-242.a	1
FEM 135	Developing & Managing Volunteers: IS-244.b	1
Module Three	**FEDERAL EMERGENCY MANAGEMENT**	
FEM 150	Introduction to the Incident Command System: IS-100.b Incident Command for the Single Resources and Initial Action Incidents: IS-200.b	1
FEM 151	Introduction to the National Incident Management System (NIMS): IS-700.a The NIMS Public Information Systems: IS-702.a NIMS Resource Management: IS – 703.a	1
FEM 159	Introduction to the National Response Framework: (IS-250, IS-800.b, IS-801, IS-802, IS-803, IS-804, IS-806, IS-807, IS-808, IS-809, IS-810, IS-811, IS-812,IS813, IS-1900) National Response Framework	1
FEM 173	Continuity of Operations Awareness: IS-546.a Introduction to Continuity of Operations: IS- 547.a Continuity of Operations (COOP) Program Manager: IS-548	1
Module Four	**INTEGRATED EMERGENCY MANAGEMENT**	
FEM 140	Emergency Planning: IS-235.b	1
FEM 141	Exercise Design: IS -139	1
FEM 157	Introduction to Hazard Mitigation: IS-393.a	1
FEM 174	Disaster Response Operations IS-26, IS-102.b, IS-293, and IS-634	1

The student then completes eight credits (individual FEMA Courses) from the remaining FEMA IS courses, as well at the Internship-Emergency Management Capstone.

FEM Electives	Select eight credits from FEM Courses not listed above	8
INTR 103	Internship – Emergency Management Capstone	3

The remaining credit requirement is based in the general education requirements that support the learning:

English	English Composition (Gen Ed course list) (EN 101 English Composition)	3
Mathematics	Mathematics (GenEd course list) (MA 206 Elementary Statistics recommended)	3 or 4
Social & Behavioral Sciences	‡ Social Science (GenEd course list) (PI 104 or HS 102 recommended)	3
Arts & Humanities	Communications (GenEd course list) (CMSP 105 or CMSP 107 recommended)	3
Biological & Physical Sciences	Science (GenEd course list) (PC 103, PC 105, CH 100 or BI 202 recommended	3 or 4
GenEd Electives	‡ GenEd Electives – Must be listed as a General Education course	6

Other Requirements Physical Education or Health Technical Writing	Open Elective Courses not to include FEM courses (at least one credit of a Physical Education or Health course is required) recommend EN 115	12 to 14

Certificate

The Modules also form the basis for the Emergency Management Certificate and consists of the same requirements for the FEM courses, but with only the English Composition/Communication general education course requirement education requirements.

Sub/Cat #	Course Title or General Discipline (if specific course is not applicable)
	English Composition Gen Ed Course (EN 101) or Communications Gen Ed Course (CMSP107 Career Communications recommended)
Module One	**PRINCIPLES OF EMERGENCY MANAGEMENT**
FEM 113	Emergency Manager: An Orientation to the Position IS-1.a
FEM 131	Principles of Emergency Management: IS-230.c
FEM 128	State Disaster Management IS-208.a
FEM 161	Emergency Operations Center (EOC): IS-775
Module Two	**LEADERSHIP AND MANAGEMENT**
FEM 132	Leadership and Influence: IS-240.a
FEM 133	Decision Making and Problem solving: IS-241.a
FEM 134	Effective Communications: IS-242.a
FEM 135	Developing & Managing Volunteers: IS-244.b
Module Three	**FEDERAL EMERGENCY MANAGEMENT**
FEM 150	Introduction to the Incident Command System: IS-100.b Incident Command for the Single Resources and Initial Action Incidents: IS-200.b
FEM 151	Introduction to the National Incident Management System (NIMS): IS -700.a The NIMS Public Information Systems: IS-702.a NIMS Resource Management: IS-703.a
FEM 159	Introduction to the National Response Framework: (IS-250, IS-800.b, IS-801, IS-802, IS-803 , IS-804, IS-806, IS-807, IS-808, IS-809, IS-810, IS-811, IS-812, IS-813, IS-1900) National Response Framework
FEM 173	Continuity of Operations Awareness: IS- 546.a Introduction to Continuity of Operations: IS- 547.a Continuity of Operations (COOP) Program Manager: IS -548
Module Four	**INTEGRATED EMERGENCY MANAGEMENT**
FEM 140	Emergency Planning: IS-235.b
FEM 141	Exercise Design: IS-139
FEM 157	Introduction to Hazard Mitigation: IS-393.a
FEM 174	Disaster Response Operations IS-26, IS-102.b, IS-293, and IS-634
FEM Electives	**Select eight credits from FEM Courses not listed above**

The Letters of Recognition are in an individual Module format with the requirement of completing FEM 113 and FEM 131 (each one credit) and the four discipline related courses of the Module.

Letters of Recognition

Provides students with a broad education in emergency management. Focuses on preparedness skills needed to organize and lead specialty emergency management areas.

FEM 113 Comprehensive Emergency Management (IS-1.a)   1 credit

FEM 131 Principles of Emergency Management (IS-230.c)   1 credit

Plus a selected specialty Letter of Recognition below.

Disaster Construction Issues Letter of Recognition

Provides students with knowledge concerning construction issues that occur prior to and during recovery from a disaster. Includes basic structure and non-structural hazard mitigation methods.

Sub/Cat #	Course Title	Credit
Module Five	**DISASTER CONSTRUCTION ISSUES**	
FEM 104	Building for Earthquakes of Tomorrow: Complying with Executive Order - 12699: IS-8.a	1
FEM 105	Engineering Principles and Practices for Retrofitting Flood Prone Structures: IS-279	1
FEM 130	Introduction to Residential Costal Construction: IS-386	1
FEM 144	Coordinating Environmental and Historic Preservation Compliance: IS -253.a	1
	Total Credit Hours for this Letter Of Recognition	**6**
After completing FEM Module courses indicated above students must pass a comprehensive exam on that module. Contact Frederick Community College Emergency Management Program Manager to arrange an exam.		

Radiologic/Hazardous Response Letter of Recognition

Provides students with a focused knowledge for responding to emergencies concerning radiologic and hazardous materials. Emphasizes preparedness and the skills needed to organize and lead radiological operations.

Sub/Cat #	Course Title	Credit
Module Six	**RADIOLOGIC/HAZARDOUS RESPONSE**	
FEM 102	Radiological Emergency Response: IS-301	1

Sub/Cat #	Course Title	Credit
FEM 115	Radiological Emergency Management: IS-3	1
FEM 116	Introduction to Hazardous Materials IS-5.a	1
FEM 146	Introduction to Radiological Preparedness (REP) Exercise Evaluation: IS-331	1
	Total Credit Hours for this Letter Of Recognition	**6**
After completing FEM Module courses indicated above students must pass a comprehensive exam on that module. Contact Frederick Community College Emergency Management Program Manager to arrange an exam.		

Animals in Disasters Letter of Recognition

Designed to provide students with the knowledge needed to prepare for a disaster that affects a large number of animals. Course includes methods of mitigating damage to livestock by proper planning.

Sub/Cat #	Course Title	Credit
Module Seven	**ANIMALS IN DISASTERS**	
FEM 109	Animals in Disaster: Module A, Awareness and Preparedness: IS-10.a	1
FEM 110	Animals in Disaster: Module B, Community Planning: IS-11.a	1
FEM 138	Livestock in Disasters: IS-111.a	1
FEM 128	State Disaster Management IS-208.a	1
	Total Credit Hours	**6**
After completing FEM Module courses indicated above students must pass a comprehensive exam on that module. Contact Frederick Community College Emergency Management Program Manager to arrange an exam.		

State and Local Emergency Management Letter of Recognition

Provides students with knowledge about the state and local response to disaster. Emphasizes the response and coordination from the local and state perspective including community exercise and the role of the Emergency Operation center.

Sub/Cat #	Course Title	Credit
Module Eight	**STATE EMERGENCY MANAGEMENT**	
FEM 103	Orientation to Community Disaster Exercises: IS-120.a and IS-130	1

Sub/Cat #	Course Title	Credit
FEM 119	The Role of Volunteer Agencies in Emergency Management: IS-288	1
FEM 128	State Disaster Management: IS-208.a	1
FEM 161	Emergency Operations Center IS-775	1
	Total Credit Hours for this Letter Of Recognition	**6**
After completing FEM Module courses indicated above students must pass a comprehensive exam on that module. Contact Frederick Community College Emergency Management Program Manager to arrange an exam.		

Continuity of Operations Planning (COOP) Letter of Recognition

Provides students with knowledge concerning Continuity of Operations Planning.

Sub/Cat #	Course Title	Credit
Module Nine	**COOP**	
FEM 141	Exercise Design IS-139	1
FEM 150	Incident Command System IS-100.a and IS-200.b	1
FEM 173	Continuity of Operations Planning IS-546.a, IS-547.a, and IS-548	1
FEM 176	COOP Pandemic IS-520 and IS-522	1
	Total Credit Hours for this Letter Of Recognition	**6**
After completing FEM Module courses indicated above students must pass a comprehensive exam on that module. Contact Frederick Community College Emergency Management Program Manager to arrange an exam.		

Mitigation Letter of Recognition

Provides students with knowledge concerning Mitigation issues that occur prior to and during recovery from a disaster including basic mitigation principles and practice.

Sub/Cat #	Course Title	Credit
Module Ten	**MITIGATION**	
FEM 104	Building for Earthquakes of Tomorrow: Complying with Executive Order - 12699: IS-8.a	1
FEM 122	Community Hurricane Preparedness (Version 1.0): IS-324.a	1

Sub/Cat #	Course Title	Credit
FEM 127	Anticipating Hazardous Weather & Community Risk: IS-271.a	1
FEM 157	Introduction to Hazard Mitigation: IS-393. a	1
	Total Credit Hours for this Letter Of Recognition	**6**
After completing FEM Module courses indicated above students must pass a comprehensive exam on that module. Contact Frederick Community College Emergency Management Program Manager to arrange an exam.		

Incident Management for Schools Letter of Recognition

Provides students with an introduction to the planning and management of incidents in the school setting. Includes potential risk assessment, application of emergency planning, the Incident Command System (ICS), and the development and testing of an Emergency Operations Plan.

Sub/Cat #	Course Title	Credit
Module Eleven	**INCIDENT MANAGEMENT FOR SCHOOLS**	
FEM 127	Anticipating Hazardous Weather & Community Risk: IS-271.a	1
FEM 150	Introduction to the Incident Command System (ICS) and ICS for the Single Resources and Initial Action Incident: IS-100.a & 200.b	1
FEM 156	Multi Hazard Planning for Schools: IS-362.a	1
FEM 141	Exercise Design: IS-139	1
	Total Credit Hours for this Letter Of Recognition	**6**
After completing FEM Module courses indicated above students must pass a comprehensive exam on that module. Contact Frederick Community College Emergency Management Program Manager to arrange an exam.		

Emergency Management Professional Development Letter of Recognition

The Professional Development Letter of Recognition(LOR) includes all of the FEMA Emergency Management Institutes Professional Development Series providing a well-rounded set of fundamentals for those in the emergency management profession. The courses outlined in the LOR provide students
with the basic principles of emergency management

Sub/Cat #	Course Title	Credit
Module Twelve		
FEM 141	Exercise Design: IS-139	1
FEM 140	Emergency Planning: IS-235.b	1
Module Two	**LEADERSHIP AND MANAGEMENT**	
FEM 132	Leadership and Influence: IS-240.a	1
FEM 133	Decision Making and Problem solving: IS-241.a	1
FEM 134	Effective Communications: IS-242.a	1
FEM 135	Developing & Managing Volunteers: IS-244.b	1
	Total Credit Hours	**8**
After completing FEM courses indicated above students must pass a comprehensive exam on that module. Contact Frederick Community College Emergency Management Program Manager to arrange an exam.		

In each FEM Module there are course outcomes developed from the original FEMA Independent Study course objectives. The student reviews the original learning based on the FEMA objectives and synthesizes the learning to meet the Module Course Outcomes. In the online classroom the student must submit an essay, participate in three discussion board exchanges, and successfully pass a final examination.

Student Outcomes Map

The Emergency Management Program has developed a Student Outcomes Map for the FEMA AAS program which tracks the Module/Course student outcomes to the program outcomes. A review of the initial mapping indicates a valid distribution of the Module/Course student outcomes within the program outcomes with the exception of Program Outcome Two which focuses on written and oral communications. This situation is offset by the need for communications in order to be successful in either the traditional face-to-face classroom or in

the online classroom environment. The course deliverables (assignments, projects, reports, etc.) support this program outcome. The Department will review the need to increase communication in the course student outcomes as it analyzes the relationship of the course deliverables to both the course and program outcomes. This is part of the Program Assessment plan.

The current Student Outcome Map for the FEMA based program is:

FEMA Track EM AAS

Program Outcomes	Mod One	Mod Two	Mod Three	Mod Four	INTR 103 Internship Capstone
1. Demonstrate the knowledge needed to work effectively in an Emergency Management organization.	CL01, CL02, CL06	CL01, CL02	CL01, CL02, CL03,		CLO2, CLO3
2. Demonstrate the oral and written communication ability to work effectively in an Emergency Management organization.		CL05			
3.Demonstrate leadership ability to work effectively in an Emergency Management organization.	CL07	CL03, CL04	CL04, CL05, CL06	CL02, CL03	CLO1, CLO4, CLO5, CLO6
4.Assist with the design, development, and oversight of Emergency Management exercises.			CL07	CL01, CL04, Cl07	
5. Provide leadership and direction to volunteers and professionals in an Emergency Management organization.		CL06, CL07		CL05	
6. Communicate information about Emergency Management procedures and process to the public.				CL06	
Note: All courses have written deliverables that support Program Outcome 2					

Student Outcomes Map

FEMA Track EM AAS (Supplemental)

Program Outcome	Mod Five	Mod Six	Mod Seven	Mod Eight	Mod Nine	Mod Ten	Mod Eleven	Mod Twelve
1. Demonstrate the knowledge needed to work effectively in an Emergency Management organization.	CL01, CL02, CL03, CL04, CL05, CL06, CL07, CL08	CL01, CL03, CL05, CL06, CL07	CL01, CL02, CL03, CL04, CL05		CLO1, CL02, CLO3, CLO8	CLO1, CL03, CL04	CL01, CL02, CLO3, CLO4,	
2. Demonstrate the oral and written communication ability to work effectively in an Emergency Management organization.		CL08						
3. Demonstrate leadership ability to work effectively in an Emergency Management organization.		CL02	CL06, CL07	CL05, CL06, CL07	CLO4, CL07	CL02, CL05, CL06	CL05, CLO6	CLO3, CL04
4. Assist with the design, development, and oversight of Emergency Management exercises.		CL04		CL02, CL04	CL05, CL06		CLO7	CLO1, CLO2,
5. Provide leadership and direction to volunteers and professionals in an Emergency Management organization.				CL01, CL03				CL06
6. Communicate information about Emergency Management procedures and process to the public.								CL05

Note: All courses have written deliverables that support Program Outcome 2				

Program Outcome	Mod Thirteen	Mod Fourteen	Mod Fifteen	Mod Sixteen	Mod Seventeen
1. Demonstrate the knowledge needed to work effectively in an Emergency Management organization.	CLO1, CLO2, CLO3. CL04	CLO4, CLO5	CLO7	CLO1, CLO2	CLO1, CLO6,
2. Demonstrate the oral and written communication ability to work effectively in an Emergency Management organization.					
3. Demonstrate leadership ability to work effectively in an Emergency Management organization.				CLO3, CLO4, CLO5	CLO5, CLO7
4. Assist with the design, development, and oversight of Emergency Management exercises.	CLO5, CLO6, CLO7		CLO1, CLO2, CLO3, CLO4	CLO6	
5. Provide leadership and direction to volunteers and professionals in an Emergency Management organization.					
6. Communicate information about Emergency Management procedures and process to the public.		CLO1, CLO2, CLO3, CLO6	CLO5, CLO6 CLO8	CLO7	CLO2, CLO3, CLO4
Note: All courses have written deliverables that support Program Outcome 2					

Resident Track EM A.A.S

For the resident course-based track the course outcomes have been identified and approved. The course outcomes are mapped to the program outcomes. The program assessment for this track will utilize composite student performance on selected student assessments in identified courses that are directly mapped to course outcomes; with the course outcome mapped to the program outcomes. The development of realizable data will require multiple course offerings over a multi-year time frame to develop a valid program assessment.

A review of the initial mapping indicates a valid distribution of the Module/Course student outcomes within the program outcomes. Again, as in the FEMA track, the lightest support is in the communications outcome which is offset by the need for communications skills in order to be successful in either the traditional face-to-face classroom or in the online classroom environment. The course deliverables (assignments, projects, reports, etc.) support the program outcomes. The Department will need to analysis the relationship of the course deliverables to both the course and program outcomes. This is part of the Emergency Management Program Assessment Plan.

Emergency Management AAS (In Residency Pathway)

ID 225	Disaster, Crisis, and Emergency Management
EM 102	Emergency Management Planning
EM 104	Disaster Response and Recovery
EM 106	Mitigation and Hazard Management
EM 110	Federal Emergency Management
EM 120	Homeland Security
EM 130	Integrated Emergency Management
EM 201	Research and Technology in Emergency Management
EM 203	Social Impacts of Disaster
EM 205	Emergency Management Leadership
EM 210	Emergency Management Capstone

EM 104**

EM 106**

EM 110 *

ID 225

EM 102*

EM 130**

EM 205***

EM 210 ****

EM 120*

EM 201**

***Prerequisites ID 225, EM 102, EM 104, EM106, EM 201

****Prerequisites EN 101 and 12 hours of EM

*Prerequisite ID 225,

EM 203**

**Prerequisite

EM 102,

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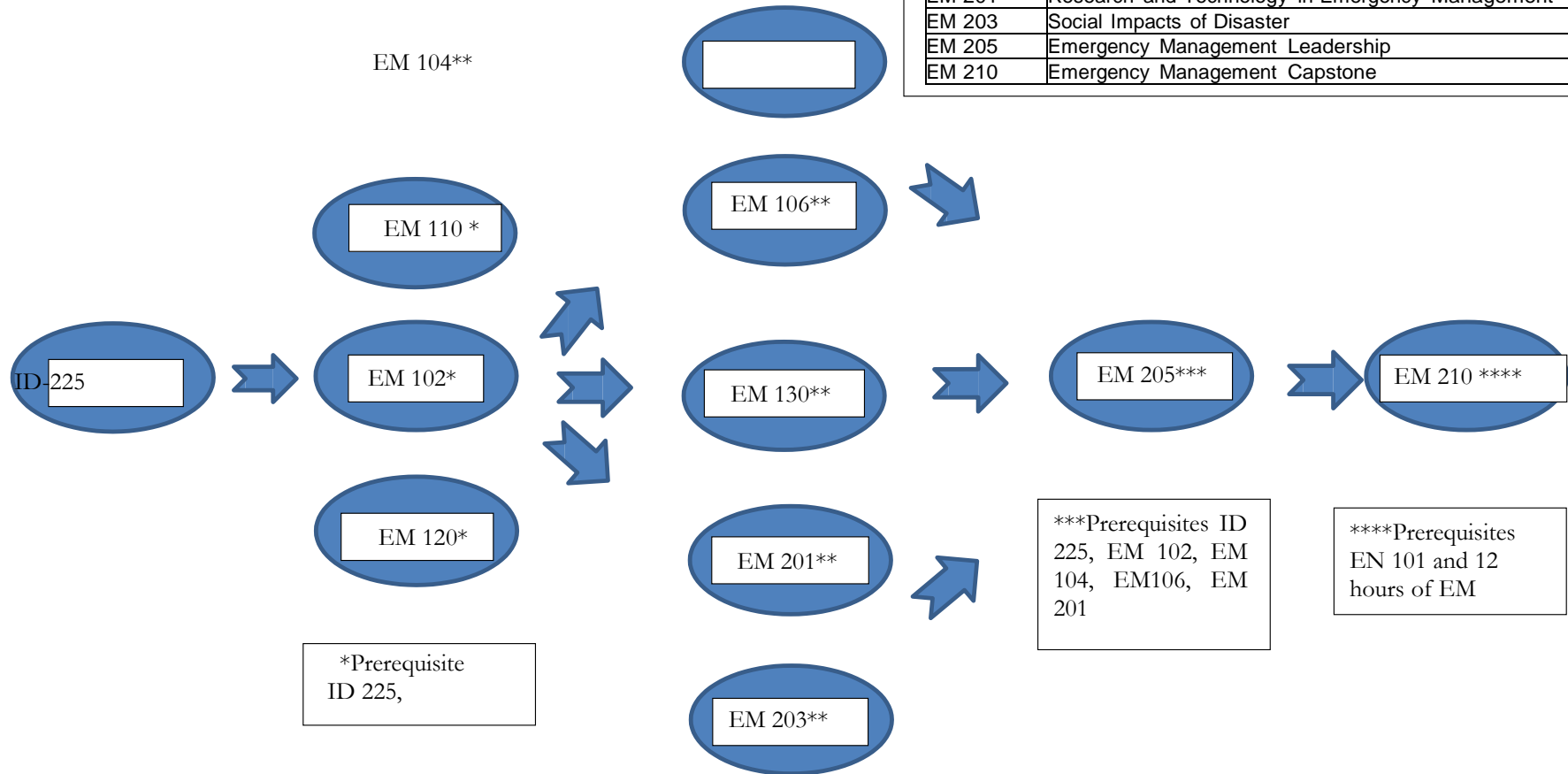
Program Outcome	ID 225	EM 102	EM 104	EM 106	EM 110	EM 120	EM130	EM 201	EM203	EM205	EM210
1. Demonstrate the knowledge needed to work effectively in an Emergency Management organization.	G3	CLO2, CLO3	CLO1, CLO2, CLO5, CLO7	CLO1, CLO3, CLO4, CLO7	CLO1, CLO2, CLO7,	CLO1, CLO2, CLO3, CLO6, CLO8, CLO9	CLO1, CLO3, CLO7		CL02, CL07	CL01, CL02, CL04, CL05	CL02
2. Demonstrate the oral and written communication ability to work effectively in an Emergency Management organization.	G1					CLO12		CL01,			CL01, CL03, CL04
3. Demonstrate leadership ability to work effectively in an Emergency Management organization.	G2	CLO1, CLO6, CLO7, CLO8	CLO4, CLO8	CLO2	CLO4, CLO5, CLO6,	CLO4, CLO7, CLO11, CLO13	CLO2, CLO5	CL03, CL04, CL05, CL06		CL03, CL06	
4.Assist with the design, development, and oversight of Emergency Management exercises.	G5	CLO5					CLO4				
5. Provide leadership and direction to volunteers and professionals in an Emergency Management organization.	G4	CLO4,	CLO3, CLO6	CLO6		CLO10	CLO6				
6. Communicate information about Emergency Management procedures and process to the public.	G2			CLO5	CLO3, CLO8			CL02,	CL01, CLO3, CL04, CL05, CL06,		

Note: All courses have written deliverables that support Program Outcome 2

The Emergency Management Department has in place an "Academic Rigor Rubric" which is utilized along with the Quality Matters Rubric to insure the quality of individual courses as well as a clear path from course learning outcomes to program learning outcomes. Additionally, the Department is utilizing applicable sections of the FCC 2013 Learning Tactical Plan to insure the quality of individual student learning outcomes.

There will be a Program Assessment Plan developed for the two academic tracks including the Certificate and the Letter of Recognition programs.

The student learning outcomes in the continuing education and seminar programs provided by the Mid-Atlantic Center for Emergency Management are less formal. Learning outcomes are routinely evaluated by student comment on the individual programs. The Emergency Management Program will continue to utilize student learning outcomes as both the process and the evaluation for educational activities.

Section Five: Program Resources, Support, and Visibility

Faculty and Staff

☐   Full-Time Faculty and Staff

o   Kathy Francis, Director of Emergency Management Programs and the Mid- Atlantic Center for Emergency Management
o   Diane Banner, Instructional and Technical Designer
o   Sam Lombardo, Instructional Coordinator
o Doug McDaniel, Instructional Coordinator
o Valerie Schmidt, Administrative Associate
o Brenda Steele, Special Projects Manager
o   Kristi Waters, Administrative Associate
☐   Adjunct Faculty and Staff
o   Allen Beard, Adjunct Staff
o   Mike Boyd, Adjunct Faculty
o   Stephen Carter, Adjunct Faculty
o   Dan Cornwell, Adjunct Faculty
o   Julie Hoyle, Administrative Associate
o   James McAuliffe, Adjunct Faculty

Facilities

As noted in the Introduction, the Emergency Management program occupies office space in a series of five offices in E-Building which support the academic program as well as the outreach program of the Mid-Atlantic Center for Emergency Management including the current contract activity with state and federal government. There is one office in L-Building which is occupied by the program Instructional and Technical Designer who serves both the academic program and the Center.

The program utilizes classroom space for both ID-225 and EM-120 on an as scheduled basis each semester. Conference space is utilized on an event bases for the MACEM seminars, the statewide FCC Homeland Security and Emergency Management Preparedness Advisory Board, and other related activities.

Both the academic and outreach activities are supported by the FCC infrastructure including facilities, purchasing, IT, and curriculum development.

Frederick Community College Support of the Academic Program

The Emergency Management Program recognizes the support of the FCC Library, the Writing Center, Student Counseling & Advising, and all departments that support student success in the Emergency Management Program.

The Emergency Management Program also appreciates the support of the Continuing Education and Customized Training Department, the Center for Teaching and Learning, the Institutional Effectiveness Department, and all the FCC team for their support of the program.

Visibility of the Program

The relationship of the current academic program with the Federal Emergency Management Agency is one of the most significant visibility factors for the FCC Emergency Management Program. With more than 1.9 million FEMA Independent Study courses completed annually, and the FEMA referral to FCC for earning college credit (http://em-study.com/emsfema/), this relationship makes FCC visible, both on a national and international basis. Additionally, faculty of the FCC EM Program have industry experience and remain active in the annual FEMA Emergency Management Higher Education Symposium, the EMI Virtual Symposium Series, and on numerous working groups focused on emergency management higher education.

The Emergency Management Program and the Mid-Atlantic Center for Emergency Management share an advisory committee composed of academics and practitioners in Emergency Management as well as representatives from the private sector and general public:

Title	Name	Organization
Assistant Administrator, Intelligence and Counter Terrorism Branch, Central Office	Allen Beard	U.S. Dept. of Justice, Federal Bureau of Prisons
Adjunct Faculty, FCC Emergency Management and Computing and Business Technology	Michael Boyd	Frederick Community College

Title	Name	Organization
Mayor's Office of Emergency Management	Lieutenant Scott Brillman	City of Baltimore
Program Manager, Emergency Management	Stephen Carter	University of Maryland
Field Coordinator	Dan Cornwell	Aveshka Discover
Interim Vice President for Learning	David Croghan	Frederick Community College
Director, Franklin County Dept. of Emergency Services	Dave Donohue	Franklin County Government
Director of Emergency Services	John Eline	Adams County Government
Principal, Applied and Research Lab	Colonel Edmund Evans, USMC (Ret.)	Howard County Public School System
Emergency Management Program Manager	Kathy Francis (ad hoc)	Frederick Community College
Vice President and Chief Security Officer, Corporate and Information Security Services	Ed Goetz	Exelon Corporation
EMI-IS Program Manager	LeighAnn Green	Tech Team
Associate Dean, Division of Public Safety Leadership	Dr. Sheldon Greenberg	The Johns Hopkins University
Assistant Commander, Technical Services Branch	Capt. Charles Guddemi	United States Park Police
Emergency Management Student Representative	Holly Hahn	Frederick Community College
Deputy Health Officer	Richard Helfrich	Montgomery County Department of Health and Human Services
Deputy Director, Center for Integrated Emergency Preparedness	Paul Hewett	Argonne National Laboratory -- Decision and Information Sciences Division
School Resource Officers Unit	Sergeant Mark Landahl	Frederick County Sheriff's Office

Chief of Police	Chief Tom Ledwell	City of Frederick
Instructional Coordinator	Sam Lombardo (ad hoc)	Frederick Community College
Instructional Coordinator	Douglas McDaniel (ad hoc)	Frederick Community College
Director Department of Emergency Preparedness	Seamus Mooney	Frederick County Division of Emergency Management
Regional Program Manager	Erica Mowbray	Maryland Emergency

Title	Name	Organization
		Management Agency
Emergency Management Director	Joe Nadzady	Waynesboro Hospital
Director/Fire Chief	Chief Denise Pouget	Frederick County Division of Fire and Rescue Services
Distance Learning Section Chief	Matthew Prager (ad hoc)	Emergency Management Institute
Retired Chief	Chief Dennis Rubin	Washington D.C. Fire and Rescue
Homeland Security Coordinator	Russ Sharpe	State of MD Dept. of Public Safety and Correctional Services
Director of Corporate Security & Contingency Planning	G. Robert Turano	Sandy Springs Bank
Director of Risk Management and Public Services	Walt Smith	Frederick Community College

The depth of expertise of the individuals on the advisory committee not only support the academic and practitioner excellence of the program, but also add significantly to the visibility of the program.

There is a significant synergy of the academic program and the MACEM efforts that contributes to the visibility and recognition of the program. As MACEM provides continuing education, public information, and professional services, there is an increasing awareness of the academic opportunities at FCC in Emergency Management; and the reverse is true in that as we graduate more students with knowledge of MACEM, there is an increase in awareness of the continuing education and professional services available through the Center. The program publishes the *FCC Emergency Management Preparer,* which highlights the activities of the Center and the academic program.

The program's visibility is reflected in the development of articulation agreements with the University of Maryland University College (UMUC), Northwestern University of Louisiana, American Public University (APR), National Labor College, and Charter Oaks State College. Armed with the FCC A.A.S. in Emergency Management, students continue their Emergency Management education without losing credit in the transfer to these four-year colleges.

The Emergency Management Program and the Center have advertised in the following media:

o   U.S.A. Today Homeland Security Special Edition, 2014.

o   Fire House Magazine

o   WFRE Frederick Radio Talk Show

o   E-mail blasts and post cards to current and former students

o   Frederick County Chamber of Commerce Public Safety Awards

o   Maryland Emergency Management Conference

o   New Jersey Emergency Management Conference

o   Virginia Emergency Management Conference

The professional activities of the staff contribute to the reputation and integrity of the program. The Director currently is:

o   an active member of the Maryland Chapter of the Public Risk Management Association,

o   an active member of the Anti-Terrorism Task Force of Maryland operated by the U. S. Attorney's Office National Security Section,

o   an active member of the Frederick County Citizen Corp Council along with Instructional Coordinator Doug McDaniel (This group serves to coordinate emergency preparedness outreach and training within the county it serves.),

o   a member of the Council on Adult and Experiential Learning,

o   received the League Award of Excellence in 2013

o   leads the EMI Associates Outcomes Task Force,

o   a Certified Emergency Manager through the International Emergency Management Association

☐   a recognized author in the FireHouse Magazine for "*Education Promotes Effective Emergency Management*" in April 2011.

The program has received recognition by:

o   The FCC Governmental Partner of the Year - initiated by the MACEM and awarded to the DHS/FEMA National Training and Education Division in 2013.

o   Partnership agreement secured with Witt O'Brien

o   Partnership agreement secured with Project 216,

o   Partnership agreement pending with Regal Decision Systems, Inc.

o   Partnership agreement secured with the National Museum of Civil War Medicine and the Letterman Institute:

MACEM Professional Services continue to be both a funding source as well as contributing to the visibility:

☐   The Maryland State Department of Education for the Career and Technology Education - Homeland Security and Emergency Preparedness Program of Study contract which includes the Summer Institute for high school teachers

☐   The FEMA Complex Attacks Situational Awareness and Response (CASAR) initiative for the development of two online training programs.

Budgetary Needs

The Mid-Atlantic Center for Emergency Management in support of the College's goal to identify and secure

additional funding to meet the College's mission actively seeks funding sources, both short term and multi-year. In doing so, MACEM drives the highest revenue producing program at the college. The MACEM currently is operating with seven revenue streams earned through contract awards. Five of these areas encompass multi-year projects earned through a competitive bid process.

The program has realized increased revenue during the past two fiscal years and is on target achieve the highest revenue for the program during fiscal 2014. Further, it is anticipated that the fiscal 2014 revenue will be exceeded during fiscal 2015 .
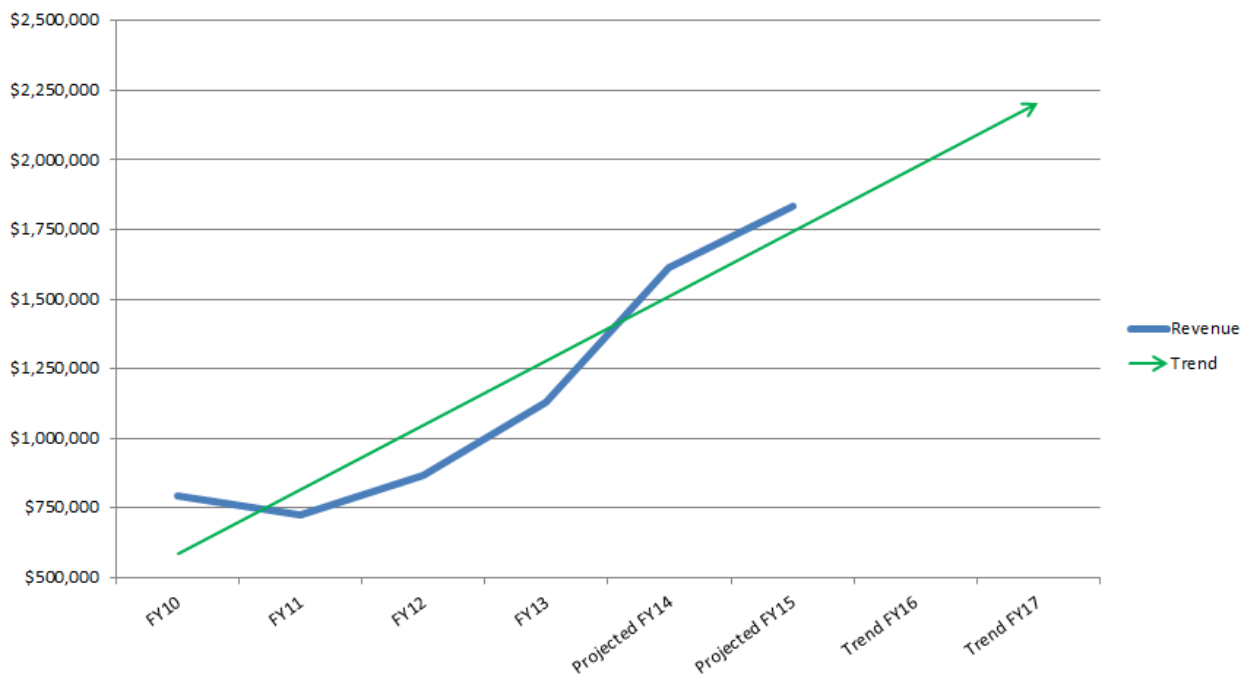
The academic program is supported by a small departmental budget and the staffing plan, which includes full- and part-time staff as well as hourly adjunct faculty. This small staff is supplemented by grant funded positions.

During the FY13 and 14, FCC has taken steps to reinvest in the Emergency Management program - both in staffing and allocated departmental budget. This is greatly appreciated. A growing concern is that data reveals that program investment produces increased revenue for the college, but lack of investment in the program produces a negative result as well. The budget for the program has not kept pace with the revenue being generated. During FY15, FCC allocated the requested special initiative funding, but kept the departmental budget static. This is a problem that will need to be addressed. The base budget allocated to the department is used to cover costs for all academic initiatives not covered by a separate grant. This is important for several reasons: Firstly historical data has shown that the ability to generate revenue falls when departmental budget allocation decreases. Secondly, costs associated with supporting the additional revenue, e.g. expendable items increase. The current funding level for the department budget will not enable the department to both sustain the increased number of required expendable expenses, or reinvest in the program and produce additional revenue. The program must cover departmental expenses, therefore, any reinvestment in the program or production of additional revenue at current funding levels is not feasible.

When reflecting upon the revenue produced by this program, it is important to note that the College benefits from

the support of this staff and contract revenue in ways that are not reflected in dollars and cents. Contract funds totally support four full-time and three part-time highly experienced employees. This not only increases the visibility and credibility of the MACEM and College, but also provides a level of subject matter expertise that is shared during consultation and professional development time at FCC. Strictly controlled, limited professional development and consultation (within the grant parameters) has been allowed to support FCC on the College's reaccreditation effort, Lumens training, search teams, instructional design software reviews, and participation on employee appeal hearing panels. Although requests are strictly controlled and documented through time sheets, staff have all been allowed professional development time and support mandatory college events, such as learning retreats, commencement and convocations, routine college meetings, etc. Members of the Emergency Management Program have become important contributors to the College at large.

The Academic Program Review recommendations will include a review of proprietary financial statistical data in order to plan for the reinvestment of revenue into the emergency management program and staff in order to continue to grow the program and increase the return to the college.

FCC differentiated from other programs.

o   The key factors that differentiate the Frederick Community College Emergency Management Program from similar community college efforts include the FEMA EMI relationship identified above, the functions and activities of the Mid-Atlantic Center for Emergency Management, and the experience of the full-time and adjunct faculty and staff.

o   The potential for students through the FEMA Independent Student program offers a recruitment opportunity to FCC that is not available to other community college programs.

o   The income from the professional services activities of the MACEM provides support to the academic program which is not developed or available in other disciplines.

Section Six: Summary of Key Findings and Recommendations

In the past several years, the Emergency Management Program has grown from a staff of 1 to a staff of 13 full and part-time staff members. The Mid-Atlantic Center for Emergency
Management was created to position FCC as a leader in the Emergency Management educational arena.

Program strengths

☐   15-year positive relationship with the Federal Emergency Management Independent
Study program and the FEMA Emergency Management Institute.

☐   Synergy between the two department activities; the academic program and the Mid- Atlantic Center for Emergency Management

☐   The growth of the original FEMA college credit program into the Associate of Applied Science in Emergency Management program based on IS courses in 2006; and now the new resident course-based Emergency Management track for the AAS.

☐   The commitment of faculty and staff along with the Advisory Committee to the growth and continued improvement of the program.

☐   The income stream generated by the professional services opportunities of the MACEM.

☐   The depth of industry (field) expertise of the staff across numerous emergency management disciplines leading to an enriched academic program and required expertise for revenue generating activities.

Areas for Improvement

o   Develop ongoing process for both course evaluation and program assessment.

o   Increase the marketing of both academic program opportunities and revenue-generating programs of the Center

o   Examine cross-curricular opportunities that would enhance the FCC offerings.

o   Develop staffing levels to support the response to opportunities in the Emergency Management discipline.

o   Continue professional develop opportunities for full and adjunct faculty and staff such as the Certificate for Online Teaching program.

Program Vision

The intended process of the Emergency Management program is to develop the core academic programs and the Mid-Atlantic Center for Emergency Management into a synergistic effort to improve Emergency Management locally, regionally and nationally, while supporting Frederick Community College and contributing to the growth and improvement of both the program and the College.

The mission of the core academic program, the Associate in Applied Science in Emergency Management Degree, is to provide the students with a broad education in emergency management. The program focuses on preparedness and the skills needed to organize and lead emergency management operations.

The mission of the Mid-Atlantic Center for Emergency Management includes the core values of honor, education, innovation, and service supported by a vision to be a preferred partner and resource for all entities, public or private, in meeting challenges in all phases of emergency management. The mission continue to be to participate in outreach activities, provide education, training, and development in all phases of emergency management, and engage in professional services to engender effective solutions to real-world challenges.

The vision is the growth of these two mutually supportive programs which will provide academic contributions to the discipline of Emergency Management, competent graduates in the field of Emergency Management, quality training to the discipline, and income and visibility to the College.

Current Program Change Implementation

☐   Implementation of the resident course-based track of the Emergency Management AAS program;

☐   Managed growth in the enrollments in the academic programs;

☐   Implementation of the course evaluation and program assessment efforts;

☐   Development of a marketing plan to focus on FEMA IS students and the Maryland Emergency Management Community

☐   Development of a marketing plan to focus on Resident AAS students.

☐   Identification and implementation of cross curricular efforts;

☐   Continued development of the outreach and professional development activities of the Mid-Atlantic Center for Emergency Management;

☐   Continued increase in the revenue generation by the Center;

☐   Implementation of a financial plan to support the growth of the academic program and the Center.

Future of the program

☐   With focused marketing there will be enrollment growth in both the FEMA based and resident course-

based academic programs over the next five years.

☐ The Center, with continued support of the College, should grow in both continuing education and professional development along with doubling revenue generation within five years.

☐ There is a reluctance to project ten years into the future because the discipline of Emergency Management is an evolving concept and focus changes in time. The anticipation is that the academic program and the Center will adapt to the changes in the discipline based on the relationships with FEMA and professionals in the discipline.

Recommendations

The findings of the Academic Program Review lead to the following recommendations:

o Review class learning outcomes and adjust, as necessary, to ensure that all program outcomes are met. Review program outcomes for continued relevancy based on changes in the discipline.

o There is a need to review the financial statistical data from the program including the revenue trail to develop a strategic plan to reinvest a significant part of the revenue in the growth of the program and staff.

o There is a need to establish a budget to allow the department to do mid-range planning and commitment for programs and staffing; and to establish a reasonable re-investment in the program.

o There is a need to develop a focused marketing effort to capitalize on those relationships and opportunities identified in the report for both the academic program and the center. The focus should be on the existing FEMA related academic program as well as the new resident course-based Emergency Management AAS track, and tied to the continued development of the MACEM.

o There is a need to increase the depth of individual course evaluation, and to establish a quality program assessment plan.

o Finally, there is a need to develop a long term strategic plan based on the opportunities identified in the report and the commitment of the College and the department to supporting the program.

Closing/Summary

The preparation of this Academic Program Review allowed the faculty and staff of the Emergency Management Department to review the history of the emergency management program, insure the alignment of the mission of the academic program and the Mid-Atlantic Center for Emergency Management efforts, to review the relationship of the department to the college, identify the current opportunities and potential opportunities in the future, and to identify the areas for improvement in the programs. While these efforts occur in the daily activities of the department, the Academic Program Review offers a unique opportunity to do these efforts simultaneously and to look at the overall program.

The faculty and staff of the Emergency Management Program acknowledge the continued to support of the College to the program and the students. The goal that the activities of the department will continue to support and improve the College.

Appendix

o   External Reviews
o   Catalog Material
o   EMI Higher Ed Report

Frederick Community College

Academic Program Review 2011-2016

2014

# General Studies Program Review: General Studies, A.A. & the General Education Curriculum

Self-Study Report

Introduction

Frederick Community College's the General Education Program is comprised of both the General Studies A.A. degree and the General Education Core Curriculum. The goals of the General Studies degree and General Education Core Curriculum focus on ten competencies. These competency areas include oral and written communication, critical thinking, social and behavioral science, mathematics, biological and physical science, technology, social and educational values, arts and humanities, wellness, and cultural competence. Within each competency area, specific student learning outcomes have been developed that all students should obtain via the general education curricula and the general education program (see Appendix 1).

Focusing on the mission, goals, and objectives of the General Education Program is vital, given the central role the program plays at Frederick Community College. Not only are a requisite number of general education courses required of all degrees, the General Studies degree is the largest program at the college in terms of declared majors and graduates. General Studies major designations include: General Studies Undecided, General Studies, and General Studies Open Campus. In Fall 2011, these General Studies major designations were three of the top five declared majors. General Studies Undecided was first with 1,214 declared students, General Studies was third with 657 declared students, and General Studies Open Campus was fifth with 294 declared students (see the following chart). These majors were joined in the top five by Business Administration and Nursing.

Fall 2011 Programs with More Than 100 (102-1214) Declared Majors (Represents 66% of all Declared Majors)
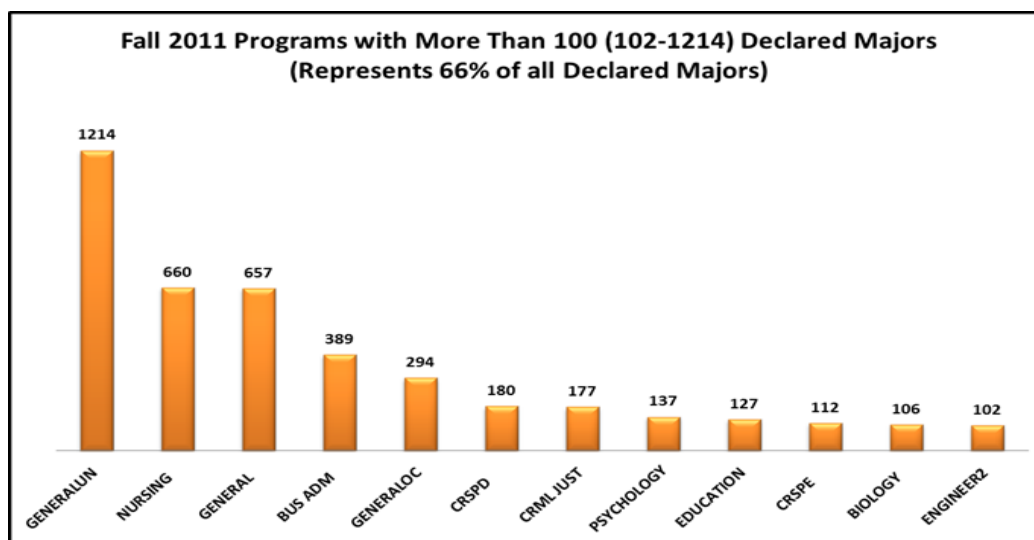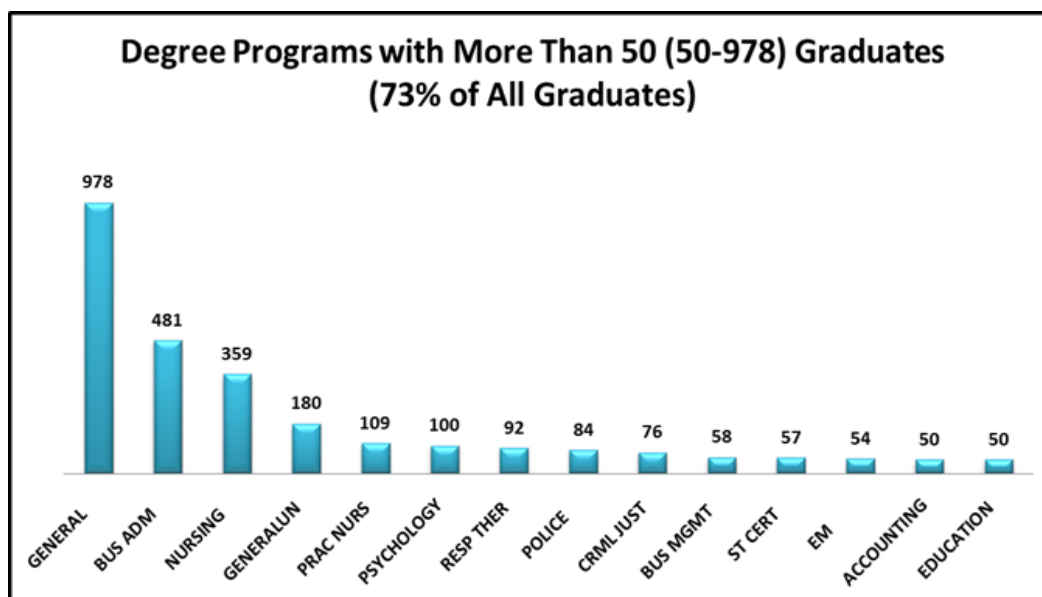
As demonstrated in the table below, the number of General Studies (978) graduates was more than double the number of graduates in Business Administration (481). In comparison to the other degrees obtained by FCC

graduates, the total number of graduates (1158) in General Studies (978) and General Studies Undecided (180) indicates that A.A. degree is the primary transfer degree and terminal degree of FCC graduates. A five-year analysis (2007-2011) of graduates of the college reveals General Studies and General Studies Undecided comprised 30% of those who graduated with A.A. degrees.

The General Education Program—including the General Studies degree and the general education curriculum— is inextricably linked to Frederick Community College's mission:

> With teaching and learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional and global communities. (FCC Strategic Plan 2013-2105)

Degree Programs with More Than 50 (50-978) Graduates (73% of All Graduates)

Program	Graduates
GENERAL	978
BUS ADM	481
NURSING	359
GENERALUN	180
PRAC NURS	109
PSYCHOLOGY	100
RESP THER	92
POLICE	84
CRML JUST	76
BUS MGMT	58
ST CERT	57
EM	54
ACCOUNTING	50
EDUCATION	50

The prominence of general education courses in all A.A. degrees coupled with the popularity of the General Studies major indicates that the program is extremely viable. Hence, a careful review of the curriculum and degree assures that the teaching and learning throughout the General Education Program support students' educational goals.

Program Oversight

The Dean of Academic and Professional Studies/Associate Vice President of Learning oversees the entire General Education Program and reports to the College's Chief Academic Officer, the Vice President of Learning. The Curriculum Committee, a standing committee of the Senate, is responsible for recommending the approval of individual courses, changes to the general education curriculum, and/or changes to the General Studies degree to the Vice President of Learning. Courses designated as part of the general education curriculum must to specific General Education Criteria set forth by Curriculum Committee and approved by the Senate these criteria reflect MHEC requirements for general education. All changes to both the General Studies degree and the general education curriculum must undergo review by the Committee as well.

The General Education Committee, a standing Committee of the Senate, serves as an advisory body to the Senate and performs other duties as assigned by the Chair of the Senate (FCC Senate Constitution). The Committee is comprised of the Chair who sits on Senate, eight (8) elected voting members from Learning, including one faculty representative from each academic department and one representative from the Center for Teaching, and one elected member from Learning Support. Although not stipulated in the Senate Constitution, one or two members from Institutional Effectiveness generally attend the meeting as guest advisors. The General Education Committee's focus is curriculum and not specifically the oversight of the General Studies degree. While the Committee is not directly responsible for approving general education courses, it reviews the policies and procedures involved with general education courses and curriculum, advises the Curriculum Committee and Senate in regards to current and best practices in general education, and recommends changes accordingly. Maintaining the currency and assessment of general education courses is relegated to the seven academic departments, department chairs, discipline-specific program managers and faculty.

General Education Faculty Qualifications

All full-time and adjunct faculty teaching general education courses hold a minimum of a Master's Degree in the course discipline or a closely related field. A majority of the 100+ full-time faculty teaching loads includes some, if not all, general education courses. Full-time faculty are required to maintain currency in their field throughout their careers and engage in yearly, probationary and promotion evaluations to assure their ongoing professional

development. To assure that adjunct faculty are providing college-level student learning experiences, they are observed on a regular basis, have the opportunity to work with a faculty mentor, and are provided with professional development opportunities through the Center for Teaching and Learning and within their academic departments.

Program Resources

Budget. The general education program does not have a separate budget. Funding is disbursed through academic departments and the Dean of Academic and Professional Studies/Associate Vice President of Learning. Every year since 2008, between $7,500 and $10,000 has been allotted for FCC's General Education Institute, a summer fellowship program focused on general education reform and renewal. Financial support for course-level general education revision is available through the Faculty Summer Grant Program. Although not designated as general education funding, professional development funding is available for faculty: Full-time faculty are encouraged to participate in continuing education through graduate credit tuition reimbursement, professional development funding for conference attendance, involvement in professional association, and myriad on-campus professional development opportunities offered through the Center for Teaching and Learning and within their academic departments.

Program Space and Equipment. General education courses are scheduled throughout the campus in general classrooms, computer classrooms, art studios, lecture halls, and laboratories based on disciplinary teaching and learning needs. Growth in enrollment has resulted in a struggle to schedule certain general education courses during high-demand times due to space constraints and competition for classroom usage among credit, non-credit and continuing education courses. General education areas affected include but are not limited to science and math classrooms and laboratories, spaces for wellness courses including physical education classes required for graduation, and technology-based courses such as English composition and computer courses. Recent renovations to F-building have alleviated space issues for arts and humanities courses, while plans for expanding C-building and renovating B-building will open up space for science and math courses within approximately three years.

To assure that the teaching and learning environment uses 21st century technology and laboratory equipment, equipment updates are on-going. Renovations of buildings B, C and F include funds to replace and update technology, arts and laboratory equipment. Details are outlined in each building's capital improvement plan. Access to

technology is plentiful across campus and funds have recently been allotted to support the transition to iPad use in math and several other general education courses across campus.

Academic Support for General Education Students/Courses. Several areas within Learning and other parts of the College support the general education development of students. For example, the Math Lab, housed in the Math department provides individual and group tutoring for general and non-general education math courses. Within the Center for Teaching the Writing Center supports writing, reading, and critical thinking development; the Library teaches information literacy and research skills that develop critical thinking and technological competence; Tutoring Services provides one-on-one and group tutoring for multiple general education courses; and the Center for Distributed Learning supports faculty technological competence, all general education online courses, and online course companion site. The Student Help Desk offers basic technology skills development and orientation to students. The Center for Student Engagement partners with faculty to offer co-curricular and service learning opportunities directly connected to cross-disciplinary general education goals. Counseling and Advising provides advising support for all General Studies majors and incoming freshman selecting their initial courses, which often include general education courses.

Program Mission, Goals and Objectives

The General Education Program has both a curricular mission and a degree description but not a precisely defined, all-encompassing mission statement.

As a curriculum, general education is the foundation of higher education curriculum providing a coherent intellectual experience for all students. The general education core is designed to introduce undergraduates to the fundamental knowledge, skills and values which are essential to the study of academic disciplines, to the pursuit of life-long learning, and to the development of educated members of the community and the world (FCC 2013-2014 Catalog). Through their combined general education courses, students will attain ten competencies. These ten goals state that students will:

1. demonstrate college-level **communications** skills.

2. demonstrate **critical thinking** skills.

3. analyze and interpret ways in which **individuals, groups, institutions, or societies** behave, function, and influence one another. *

4. demonstrate **quantitative problem solving**.

5. apply **scientific reasoning**.

6. demonstrate an understanding of **technology** and its uses.*

7. demonstrate an understanding of and be able to interpret **social and educational values.***

8. be able to make informed critical responses to the **arts and to the human values** expressed in all art forms.*

9. evaluate personal **wellness** to make critically informed lifestyle choices reflecting an understanding of wellness.

10. demonstrate **cultural competence**.

*The General Education Committee with the approval of academic departments has recommended changes to the wording of four general education goals. These changes are noted in Appendix 1 and will be enacted upon completion of program review.

As required by MHEC, students seeking an A.A., A.S., A.A.T or A.A.S. degree must complete a requisite number of general education courses in the Arts, Humanities, Communications, English, Interdisciplinary & Emerging Issues, Mathematics, Biological and Physical Sciences, and Social and Behavioral Sciences as part of their degree requirements. Generally, students seeking a degree take approximately 36 credits worth of general education classes for their degree programs. One of these courses must be designated a cultural competence course. The chart below reflects the general education core requirements.

General Education Core Requirements for Degree-seeking Students		
English Composition 101	1 course	3 credits
Arts, Humanities & Communications	3 courses: one from each group	9 credits
Social & Behavioral Sciences	2 courses from different disciplines	6 credits
Biological & Physical Sciences	2 courses including one lab science	7-8 credits
Mathematics	1 course	3-4 credits

Interdisciplinary & Emerging Issues	2 courses	6 credits

As a degree, according to FCC's 2013-2104 Catalog, an A.A. in General Studies is designed to provide students with a broad educational experience and an opportunity to explore academic and occupational interests. It allows maximum flexibility in choice of courses to help students achieve their educational goals. Students who are exploring various academic and career options or who are undecided about their educational goals should begin their educational experience with this program. Many students who are pursuing their bachelor's degree take their general education credits at FCC and then transfer to a four-year school.

Students specifically seeking an A.A. degree in General Studies complete the general education core curriculum requirements and multiple elective credits. FCC recommends that all students who select this program consult an academic advisor for transfer information and/or career guidance. Courses may be taken in any sequence as long as course prerequisites are met. However, it is suggested that all students in the complete English 101 and their mathematics requirement as early as possible in their educational experience (FCC 2013-2014 Catalog).

General Studies A. A. Degree Requirements*

English: EN 101 English Composition   **3**

Mathematics: Mathematics Elective (GenEd course list)   **3/4**

Social & Behavioral Sciences (Electives must be from two disciplines)   **6**

Arts & Humanities   **9**
       Arts Elective (GenEd course list): 3
       Humanities Elective (GenEd course list): 3
       Communications Elective (GenEd course list): 3

Biological & Physical Sciences   **7/8**
       Elective Lab course (GenEd course list): 4
       Elective (GenEd course list):   3/4

Interdisciplinary & Emerging Issues   **6**
       Choose from 2 categories:
- Computer Literacy Elective (GenEd course list)
- Interdisciplinary Issues Elective (GenEd course list)
- Multicultural Issues & Perspectives (GenEd course list)
- Wellness Elective (GenEd course list)

PE/Health Elective (A Wellness course will satisfy this requirement)   1/3

Other Requirements: Electives   26/27

     Cultural Competency Course: All degree-seeking students must complete a Cultural Competency course in order to graduate. This course may satisfy another requirement in the program.

Total Credits   60/65

* According to the catalog: Students are able to meet all course requirements for this degree from the college's selection of online courses.

Reforms Overview: Gen Ed Program Review and Curriculum Renewal, 2003-present

The last formal review of the General Education Program occurred in 2003. The recommendations of that review, fueled by current research and the Learning College philosophy, resulted in the following changes to the curriculum since the last review.

General Education Curriculum Changes 2003 – 2013. In May 2003, FCC's general education curriculum consisted of 129 courses distributed over the MHEC-approved categories of Arts and Humanities, English Composition, Interdisciplinary and Emerging Issues, Math, Science, and Social and Behavioral Sciences ("Status of General Education Courses"). At that time, each course's core learning outcomes (CLOs) were mapped to 10 general education goals and 33 corresponding objectives to assure that students were taking courses that developed their skills and abilities across the general education curriculum. Subsequent analysis of course goals, enrollments, and the general education program resulted in the removal of 8 general education courses and the removal of the 33 general education objectives. The sum effects were a total of 121 general education courses and a simplified 10-goal general education structure. Since 2003, general education has grown to a total of 150 course offerings. See the General Education Curriculum Map in the appendices for the distribution of these courses across content areas.

Implementation of Course-level Outcomes Assessment. Beginning in 2005, FCC implemented course-level outcomes assessment of high-enrollment general education courses. The analysis of these assessments has resulted in course-level changes to assure that students meet CLOs with a higher level of success. Critical thinking and cultural competence rubrics have been developed to support course-level outcomes assessments and others are in development. While course-level outcomes assessment is a robust, on-going process, assessment projects tend to focus on one CLO at a time; hence, the general education goals as a group have not been studied. As indicated in the introduction a comprehensive study of all general education goals began in summer 2012.

Addition of a Statement of Expectations for General Education Courses. To reflect best practices across the curriculum in communication, critical thinking, interdisciplinary thinking and active learning, Senate approved the "Statement of Expectations for General Education Courses" in 2008.

According to these criteria, general education courses will:

1. Include either
    a. 1500 words of evaluated writing
    b. At least two graded assignments in oral communication
    c. Some combination of the two
2. Use the common language of critical thinking in assignments
3. Employ strategies that promote student engagement such as
    a. Original research projects
    b. Co-curricular experiences
    c. Integrate theory with practice
    d. Employ active learning pedagogies
4. Promote interdisciplinary thinking
5. Focus on perspective-taking and introduce multiple perspectives

All new courses seeking general education approval must demonstrate meeting these criteria. To date, the implementation of these changes has not been reviewed via formal analysis.

Change in Goal X: Cultural Competence. Beyond the addition of general education courses and minor course changes in content and core learning outcome explanations, general education courses' core learning outcomes have remained the same, with the exception of general education Goal X. In 2008, FCC changed students' graduation requirements to include a cultural competence course. As a result, FCC has changed the wording of goal X from "Students will appreciate a multicultural society," to "Students will demonstrate cultural competence." Targeted general education courses underwent a certification process to be deemed a cultural competence course. Newly developed courses seeking cultural competence certification are required to meet specific criteria in order to be certified as a cultural competence course.

Support of General Education Renewal: General Education Institute. Beginning in 2008, the General Education Committee, with the support of the office of the Vice President of Learning, has sponsored the FCC General Education Institute over the summer. With an overall purpose to support the on-going growth, renewal and assessment of general education, the Institute is designed to build an intellectual community of faculty participants

who inspire curricular change. Participants, a.k.a. Gen Ed Fellows, earn a stipend for their participation. *Unlike summer grants, which tend to be course-specific, fellowships focus on analyzing and improving the broader general education curriculum.* Over the course of the summer, they meet several times and work both collaboratively and independently to

- Enhance their knowledge of the Institute's thematic focus,
- Exchange information and ideas, and
- Complete a general education curriculum project using the knowledge they've gathered.

While the Institute is structured around these three goals, it is driven primarily by the curiosity, motivation, and goals of the Gen Ed Fellows. Initial seminars explore the thematic focus on institutional, curricular, discipline, and perhaps even individual levels. Subsequent meetings focus on developing the fellows' curriculum projects and supporting peer fellows during this process. Final meetings involve sharing completed project(s) and creating a presentation for the Convocation Learning Luncheon. In exchange for participating in the Institute, fellows agree to share their projects and knowledge with other faculty during the Convocation, as well as other professional development sessions such as the Faculty Retreat and Lunch Bunches, and work with colleagues who wish to implement curriculum changes.

During its initial year, the *2008 FCC Gen Ed Institute on Critical Thinking* focused on implementing common language and critical thinking best practices. Six faculty fellows collaborated to develop a cross-curricular understanding of critical thinking and integrate FCC's Common Critical Thinking Language into their discipline-specific general education course activities and assessments. The *2009 and 2010 FCC Gen Ed Institutes on Cultural Competence* supported the College's efforts to develop culturally competent students. Beginning in fall 2009, students are required to take one 3-credit course that is cultural-competence certified. These Institutes focused on enhancing and transforming courses that are cultural-competence certified and developing cultural competence content and concepts in non-certified courses in an effort to further integrate the concepts of cultural competence across the curriculum.

The *2011 and 2012 Gen Ed Institutes on Mapping Gen Ed Goals within/across Disciplines* supported the completion initiative and the ongoing improvement of general education**.** Faculty fellows, with the support of the Institutional Effectiveness Assessment Coordinator, collaborated to survey general education reform throughout the state and nation, map FCC's general education goals across all general education courses, and draft recommendations for

general education reform, including student learning outcomes for each goal (see Appendix 1). During fall 2012 and spring 2013, the General Education Committee reviewed the recommendations that emerged from the 2012 General Education Institute. These recommendations included updates to the goals of the general education curriculum and student learning outcomes (SLOs) for each general education goal. All seven academic departments approved these goals and SLOs during academic year 2012-2013. As a precursor to comprehensive program review of general education, the process of reviewing FCC's general education goals revealed three areas in need of renewal:

- Revising the program's mission to encompass the curriculum and the degree;
- Building consensus about the purpose of the program across all departments and the campus; and
- Clarifying and revising the General Studies degree's purpose and structure.

The 2013 Gen Ed Institute on General Education Program Review served as the springboard for formally launching program review. Building on the work of previous General Education Institutes and the General Education Committee recommendations, a small group of interdisciplinary faculty with the support of the Institutional Effectiveness Assessment Coordinator analyzed internal and external data, and drafted the framework for assessing the general education curriculum and general studies degree.

Program Trends: Internal Data

To assure a thorough review of general education, a combination of internal and external data were analyzed for current trends in general education within and beyond FCC. This section begins with an overview of internal data including general education curriculum map, course offerings, online courses, major analysis, enrollment and graduation rates, demographics, retention, full-time/part-time faculty ratio, student success and time to completion of degree, and general-education related data.

General Education Curriculum Map

The general education curriculum is comprised of 150 courses. The distribution of general education courses in the content areas is displayed in Curriculum Table 1.

Curriculum Table 1. *Distribution of General Education Courses across Content Areas*

Content Areas	Number of General Education Courses
1. Arts, Humanities & Communication • Arts: 16 (1 can be double-counted) • Humanities: 23 (1 can be double-counted) • Languages: 24 • Communication: 4	67
2. English Composition	1
3. Interdisciplinary & Emerging Issues • Computer Literacy: 2 • Wellness: 4 • Interdisciplinary: 8 • Multicultural: 8 (3 can be double-counted)	22
4. Mathematics	16
5. Science	30
6. Social & Behavioral Sciences	19
A total of 5 courses can be double-counted, leaving a sum total of 150 general education courses.	

A curriculum map of all general education courses (Appendix 2) reflects a robust set of course offerings. Each course is mapped for prerequisites and the general education goals that are reflected in its core learning outcomes. Additional information includes the original approval date of each course, the last time each course was offered, and needed curriculum updates. The curriculum map indicates that all but eleven (11) general education courses have developmental English, English as a Second Language, developmental mathematics and/or credit-level pre-requisite. Credit-level pre-requisites are required for some general education mathematics, science, English, arts, and humanities courses, indicating that they are intentionally sequenced; however, a vast majority of general education courses, including over thirty (30) two hundred-level designated courses, do not have credit-level prerequisites, suggesting that most general education courses are introductory in nature.

Given the introductory nature of most general education courses, identifying a sequence wherein individual general education goals are introduced, reinforced, and subsequently mastered is guesswork. Exceptions exist, including discipline-specific series such as Calculus I, II, and III, science sequences, and foreign language sequences.

Identifying general education goal progression towards mastery and differentiating between 100 and 200 level courses have not been undertaken as part of general education program review but rather emerge as areas in need of future discussion and reform.

According to the curriculum map data, approximately two-thirds of general education course syllabi need to be updated to reflect currently approved general education goals, language, and pre-requisites, and several courses have not been offered for over three years.

Course Offerings and Enrollment

The chart below shows the number of courses offered and the number of sections offered during the fall semester over the past 4 years.

General Education: Number of Courses & Sections Offered				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Courses Offered	117	119	121	126
Sections Offered	521	550	570	583

The data show that both the number of general education courses and the number of sections offered have grown over the 4-year period. This along with the enrollment and graduation data (see page 21) shows steady growth of the general education curriculum and General Studies degree.

As reflected in the table below, several courses have extremely high enrollment each semester. Enrollment in these courses is reflective of degree requirements. For example, all degree-seeking students must complete EN 101: English Composition. High enrollment in other course, such as PS 101: General Psychology reflects course requirements for high-enrolled degree programs and/or prominent transfer courses.

Gen Ed Course Enrollments Past Five Years						
	2008	2009	2010	2011	2012	5-YearTotal
EN 101	1525	1644	1787	1797	1675	8428
PS 101	1117	1271	1275	1249	1205	6117
CIS 101	1200	1110	1101	1029	979	5419
SO 101	853	915	985	926	859	4538
MA 206	696	788	860	915	968	4227
EN 102	680	750	738	811	773	3752
CMSP 103	584	654	702	698	685	3323
MA 103	463	548	605	618	568	2802
CMSP 105	386	428	549	594	694	2651
HS 102	377	406	525	600	634	2542

General education courses with consistently low enrollment may indicate the need for review. Some courses are new and in the process of building enrollment; others may be in need of curricular updating.

Gen Ed Course Enrollments Past Five Years						
	2008	2009	2010	2011	2012	5-YearTotal
PY 202	3	10	9	14	9	45
EN 201	0	13	0	13	17	43
LI 102	7	11	8	7	10	43
LG 102	5	5	11	11	10	42
PH 207	0	0	12	17	7	36
LL 102	0	7	9	9	10	35
EN 202	17	0	17	0	0	34
EN 227	0	0	0	15	14	29
EN 214	12	16	0	0	0	28
EN 227	9	0	11	0	0	20
LF 201	9	6	4	0	0	19
LL 201	0	6	2	5	6	19
ID 200H	0	0	0	9	9	18
MU 105	14	0	0	0	0	14
EN 230	0	0	14	0	0	14
LL 202	0	6	1	1	4	12
MA 131	0	0	0	0	7	7
LF 202	5	0	0	0	0	5
DR 229	0	0	0	0	0	0
EN 229	0	0	0	0	0	0
MU 108	0	0	0	0	0	0
MU 109	0	0	0	0	0	0
EN 215	0	0	0	0	0	0
LI 201	0	0	0	0	0	0
PI 220	0	0	0	0	0	0
GG 201	0	0	0	0	0	0
MA 115	0	0	0	0	0	0
ED 208	0	0	0	0	0	0
PS 208	0	0	0	0	0	0
GG 201	0	0	0	0	0	0
PI 105	0	0	0	0	0	0

Other general education courses, such CH 101: General Chemistry, have not demonstrated growth despite being filled to capacity. These courses, primarily in the sciences, are limited in the capacity to grow by space (see the Program Space and Resources section for more information).

Online Courses

According to the course catalog, students should be able to attain their General Studies degree online. The chart below reflects the percentage of general education courses taught online over a 5-year period.

	FALL 13	FALL 12	FALL 11	FALL 10	FALL 09	FALL 08
% PROGRAM CLASSES TAUGHT ONLINE or HYBRID						
	NA	12%	13%	10%	9%	14%

Two data points reflect areas that need to be addressed. The percentage of general education classes taught online in Fall 2012 was 12%. In contrast, the total number of general education courses taught online in Fall 2008, was 14%. This slight decrease potentially reflects a lack of expansion of general education offerings online compared to non-general education offerings and suggests that students may not be able to complete an A.A. in General Studies online. A comprehensive plan to offer a General Studies degree provides an opportunity for enrollment growth and may alleviate classroom scheduling and space constraints.

General Studies Major Analysis

As reflected in the chart below, there are currently three areas of general education in which a student can major.

General Studies Degree Programs- Hegis Codes			
GENERAL	General Studies - AA	ASSOC	GENERAL STUDIES TRANSFER
GENERALOC	Gen Studies Open Campus	CRS	GENERAL STUDIES TRANSFER
GENERALUN	General Studies - AA	ASSOC	GENERAL STUDIES TRANSFER

Two of the majors are listed in PeopleSoft as options for students to select. The first is coded in the college's PeopleSoft system as General (General) and represents students who formally declare General Studies as their major. The second is listed as General Undecided (GeneralUN) and also codes students into the General Studies area. These two codes are self-selected by students during the registration process. As for General Open Campus (GeneralOC), students are registered in this category if they attend FCC while still in high school. Students who attend as a General Open Campus major and then attend the college later after high school graduation are recoded into their major of choice when they complete the admissions process. Incidentally, this is why the graduation rate for General Open Campus is always 0%.

In order to provide the complete picture of General Studies degree enrollment , all of the data collected for this review uses the three-pronged coding system as the basis for differentiating among declared majors and graduates.

General Studies Advising and Transfer

Advising. Currently, there are no targeted marketing materials produced for Advising that promote the General Studies major. New incoming freshmen attend the First Year Focus orientation program where they meet with an academic advisor, who, when appropriate, introduces them to the option of declaring General Studies as a major. During this initial meeting, students are introduced to the computer resource I-Cap, as a mapping tool to plan future courses per semester. Beyond the initial meeting, students have the flexibility to self-register without irect input from an advisor. There is no tracking mechanism to indicate which students are utilizing the option of self-advising, nor are there any prompts within the registration system that prohibit a student from enrolling in courses which are not indicated in their mapping trajectory established during their initial advisor meeting. Students are mandated to complete English and Math by the completion of 24 credits and are encouraged to complete one general education elective within their first year of matriculation.

Transfer. According to FCC's Transfer Services Counselor, the process for transferring general education courses to Maryland Public 4-year colleges has been fairly smooth given the MHEC policies related to general education and the development of the ARTSYS (Articulation System) system. In past years, there have been some challenges when individual four-year schools differed in their interpretation of the policies. With time, most of those issues have been resolved. There are still a few differences in the general education requirements among schools. For instance, some do not have the Interdisciplinary & Emerging Issues course designation area. Some require a Wellness course, but most do not. More are requiring some type of Diversity and/or Global Issues course(s). And one state school, in particular, requires a foreign language. However, the general feedback from students and other transfer counselors has been positive regarding transfer of general education course work. Of course, the MHEC policies don't apply to private or out-of-state schools, so our general education courses will not automatically fulfill requirements at those schools. They employ a "course matching" method to assign transfer credit.

Enrollment and Graduation

Internal data collected by the Assessment and Research Department show two significant trends that should be considered during the review. First, the General Studies degree has the largest number of majors and greatest

number of graduates. The number of General Studies declared majors has increased 33% between FY 2008 and FY 2013 and the number of graduates has increased 59% during the same time period (see the chart below).

PROGRAM EVALUATION: General Education						
	FY 2013	FY 2012	FY2011	FY2010	FY2009	FY 2008
GENERAL	1024	1244	1306	1232	1075	1014
GENERALUN	1250	1061	966	995	916	787
GENERALOC	1253	1155	1145	1133	992	859
TOTAL DECLARED PROGRAM MAJORS	3527	3460	3417	3360	2983	2660
GENERAL	NA	325	278	166	165	176
GENERALUN	NA	0	10	80	50	28
GENERALOC	NA	0	0	0	0	0
TOTAL PROGRAM GRADUATES	NA	325	288	246	215	204

Second, the launching of the Dual Enrollment Program with Frederick County Public Schools will spurn additional demand for general education courses. At the center of the program are transferable, introductory general education college-level courses. As the program expands, a spike in general education courses offering and enrollments is expected, along with the demand for qualified high school teachers and professional development for them. Combined, these two trends indicate that the General Education Program will need additional resources to support the growth of course enrollment and majors.

Demographics

General Studies majors are mostly traditionally-aged students. The median age for students enrolled the degree majors is approximately 20 for General Studies, 19 for General Studies Undecided, and 17 for General Studies Open Campus. The program is comprised of approximately 50% female and 50% male. While there is some variation from semester to semester, this ratio is comparable with the college's total enrollment. Furthermore, the distribution of minority students in the General Studies degree aligns with the college's overall distribution of minority students.

Retention

The program also retains a high number of its students. In Fall 2012, 45% of students in the General Studies program returned to FCC; 49% of the General Studies Undecided students returned to FCC; and 19% of the General Studies Open Campus students returned to campus. The difference in age and decline in retention for the General Studies Open Campus students can be explained by the structure of the open campus opportunity which allows high school students to attend FCC during their senior and junior years.

	FALL 13	FALL 12	FALL 11	FALL 10	FALL 09	FALL 08
% STUDENTS RETAINED IN PROGRAM						
GENERAL	NA	45%	58%	55%	60%	55%
GENERALUN	NA	49%	50%	56%	50%	55%
GENERALOC	NA	19%	15%	16%	10%	11%

The retention totals of the program are in line with other programs of study at FCC. Data from two of the college's other high enrollment majors are presented for comparison. The Nursing program, which is second in enrollments, retained 44% of its students in Fall 2010. The Business Administration program, which is fourth in enrollments, retained 59% of its students during the same Fall 2010 term. During the same semester, General Studies retained 55% of its enrollments. Overall, the college's average retention from fall to fall is around 49%. These data demonstrate that the program retains its students at a comparable rate to other programs at the college.

Transfer

Average Credits of General Education Students who Transfer			
	Fall 2012	Spring 2011	Fall 2011
General	45.48	48.43	47.35
GeneralUN	26.66	22.06	25.06
GeneralOC	8.32	14.27	9.20

During an average semester, around 30% of the college's transfers attend out-of-state institutions, while the other 70% transfer to in-state institutions. Students most frequently transfer to the following four-year in state institutions: Hood College, University of Maryland-College Park, Towson, University of Maryland-University College, and Mt. St. Mary's. While these statistics represent the overall college transfer population, they are also consistent with general education transfer trends as well. The data above show the average number of credits that FCC General Studies students take with them upon transfer.

FT/PT Faculty Ratio

Since 2008, the college has focused on improving the full-time to part-time faculty ratio. As reflected in the chart below, the general education program has seen a steady increase in this ratio over the past five years.

Ratio of FT/PT Faculty Who Teach General Education Courses

	FALL 13	FALL 12	FALL 11	FALL 10	FALL 09	FALL 08
% OF FT FACULTY/PT FACULTY						
	NA	40%	38%	33%	32%	31%

In Fall 2008, full-time professors taught 31% of general education courses. In Fall 2012, that ratio improved to 40%. In comparing this ratio to other high enrollment programs, Nursing had a full-time to part-time ratio around 70%, while the Business Administration program has a full-time to part-time ratio of approximately 30%. Despite the improvement of the ratio of full-time to part-time general education faculty, the college is continuing to pursue a balanced ratio, especially as the program continues to grow and graduate more students.

Student Success

Overall the students are successfully engaging in the general education curriculum. The chart below shows student success in 100-level courses and 200-level courses in the general education areas. Student success fluctuates between 78-80 percent in these areas. This is consistent with the college as a whole and what would be expected.

PROGRAM EVALUATION: General Education (Student Success: 100 and 200 Level Courses)						
	AY 2013	AY 2012	AY2011	AY2010	AY 2009	AY 2008
Grades: 100 Level Courses	NA					
Successful	NA	12646	13413	13155	11749	10591
Failed	NA	1653	1628	1634	1489	1308
Withdrew	NA	1970	1870	1838	1478	1379
% of 100 Level Grades -Successful	NA	78%	79%	79%	80%	80%
Grades: 200 Level Courses	NA					
Successful	NA	4108	4377	4329	4057	3605
Failed	NA	473	433	464	457	420
Withdrew	NA	609	546	571	502	444
% of 200 Level Grades -Successful	NA	79%	82%	81%	81%	81%
% of ALL Program Grades- Successful	NA	78%	80%	80%	80%	80%

Time to Degree Completion

The program is also beneficial in that the time to degree for the 2010-2011 graduating class in the general education area was 62.2 credits for General Studies Undecided students and 66.1 for General Studies students. These numbers show that students are able to complete the program near the 60-credit benchmark that is currently the ideal number of credits for an associate's degree in the state of Maryland.

CCSSE

In 2010, Frederick Community College took part in the Community College Survey of Student Engagement (CCSSE) process as part of a state initiative. Data from the survey provide FCC with information about students' overall perceptions of their education experience. More specifically, the tool is designed to assess institutional practices and student behaviors that are highly correlated with student learning and student retention. The data in CSSSE Table 1 represents results from the student survey compared to other Maryland institutions, the national average, and FCC faculty perceptions.

CSSSE Table 1. *FCC Student Responses Compared to MD, National, and FCC Faculty*

FCC students responded that they...	Compared to MD	Compared to National	Compared to FCC Faculty
Work hard to meet expectations	(-0.09)	-(0.01)	-(0.19)
Analyze basic elements of ideas, experiences, theories	+(0.01)	+(0.09)	-(0.22)
Synthesize ideas, experiences, information in new ways	+(0.01)	+(0.09)	-(0.31)
Make judgments about value of information	+(0.06)	+(0.12)	-(0.16)
Applying Theory/Concepts to Practical/New Situations	+(0.05)	+(0.13)	-(0.29)
Use Information heard/read to perform a new skill	+(0.02)	+(0.04)	+(0.06)
Number of assigned textbooks, manuals, books, or other course reading	-(0.01)	-(0.02)	+(1.14)
Number of written papers of any length	+(0.10)	+(0.19)	+(0.64)
Have challenging exams	-(0.07)	-(0.01)	-(0.53)
Have a college/instructors that encourage studying	-(0.08)	-(0.01)	+(0.17)
****Academic Challenge Overall Average****	(-0.02)	+(2.80)	+(0.28)
Ask questions in class	+(0.09)	+(0.13)	-(0.32)
Make class presentations	+(0.09)	+(0.19)	-(0.13)
Work with other students on in-class projects	+(0.08)	+(0.03)	-(0.39)
Work outside of class on projects/assignments	+(0.08)	+(0.06)	-(0.33)
Tutored or taught other students (paid or voluntary)	=	-(0.04)	-(0.71)
Participated in a community-based project outside of class	+(0.03)	+(0.04)	-(0.15)
Discussed ideas/readings outside of class	+(0.05)	+(0.06)	+(0.43)
****Active and Collaborative Learning Overall Average****	+(2.50)	+(3.60)	-(1.63)
Turned in multiple drafts of paper/assignments	-(0.09)	-(0.07)	+(0.52)
Integrate information from various sources	=	+(0.15)	+(0.06)
Come to class without completing assignments	+(0.01)	+(0.03)	-(0.39)
Read books outside of class for enjoyment	-(0.02)	+(0.02)	N/A
Spend hours preparing for class	-(0.06)	-(0.02)	+(0.25)
Use peer or other tutoring	-(0.06)	-(0.06)	-(0.72)
Use skill labs	-(0.14)	-(0.10)	-(0.43)
Use FCC computer labs	(-0.19)	-(0.15)	+(0.16)
****Student Effort Overall Average****	-(4.30)	-(1.80)	+(1.54)
Used email to communicate with instructor	=	+(0.24)	-(0.21)
Discussed grades or assignments with instructor	-(0.06)	=	-(0.39)
Talked career plans with instructor or advisor	-(0.01)	+(0.01)	-(0.24)
Discussed class ideas outside of class w/instructor	+(0.02)	+(0.05)	-(0.41)
Received prompt feedback from instructors	-(0.06)	=	-(0.79)
Worked with instructors on non-class activities	-(0.03)	-(0.03)	-(0.25)
****Student Faculty Interaction Overall Average****	-(1.40)	+(2.20)	-(2.31)
Thought that FCC helps to support student success	+(0.01)	+(0.8)	-(0.53)
Thought that FCC encourages contact w/students of different backgrounds	+(0.05)	+(0.10)	-(0.45)
Thought that FCC helps students cope with non-academic responsibilities	-(0.05)	-(0.06)	-(0.83)
Thought that FCC supports students socially	-(0.06)	-(0.07)	-(0.62)
Thought that FCC provides students with adequate financial support	-(0.17)	-(0.18)	-(0.74)
Used academic advising/planning	-(0.06)	-(0.04)	-(1.16)
Used career counseling	+(0.06)	+(0.03)	-(1.05)
****Support for Learners Overall Average****	-(1.70)	-(1.10)	-(5.41)

Areas in the chart that are shaded red indicate needed improvements; areas shaded blue indicate strengths. The boldness of the color also signifies the extent to which a factor is a problem or strength. The most prominent area of weakness was the amount of time hat FCC students reported using the FCC computer labs. The areas of strength included using email to communicate with faculty and making class presentations.

The survey also asked students additional questions. These data from these questions provide indirect indicators related to several core general education goals including critical thinking, communication, and cultural competence. The first area of interest to general education at Frederick Community College was how often students' coursework emphasized analyzing basic elements of an idea, experience, or theory. The data for student responses are included in CSSSE Table 2. Data indicate that students were exposed to analyzing basic elements of an idea, experience, or theory in their time at FCC.

CSSSE Table 2. *How often did your coursework emphasize analyzing basic elements of an idea, experience, or theory?*

Rating	Gender		Enrollment Status	
	Male	**Female**	**FT**	**PT**
Never	4%	2%	3%	4%
Sometimes	27%	25%	23%	28%
Often	53%	39%	43%	44%
Very Often	17%	33%	32%	25%

The second set of questions asked students, "How much has your coursework emphasized synthesis organizing ideas, information or experiences in new ways?" Responses to this question are listed in CSSSE Table 3. The data show that students tended to be exposed to this type of thinking at some point during their time at FCC.

CSSSE Table 3. *How much has your coursework emphasized synthesis organizing ideas, information or experiences in new ways?"*

Rating	Gender		Enrollment Status	
	Male	**Female**	**FT**	**PT**
Never	5%	6%	5%	6%
Sometimes	39%	27%	28%	33%
Often	37%	40%	41%	38%
Very Often	19%	27%	27%	23%

The next question asked students how much their coursework had emphasized judgment about value or soundness of information, argument, or methods. The data in CSSSE Table 4 show that overall students were exposed to this type of thought during their time at FCC. Ninety-two percent of male students and ninety-one percent of female students responded they had at least been challenged to use this type of thinking at some point.

CSSSE Table 4. *How much did your coursework emphasize judgment about value or soundness of information, argument, or methods?*

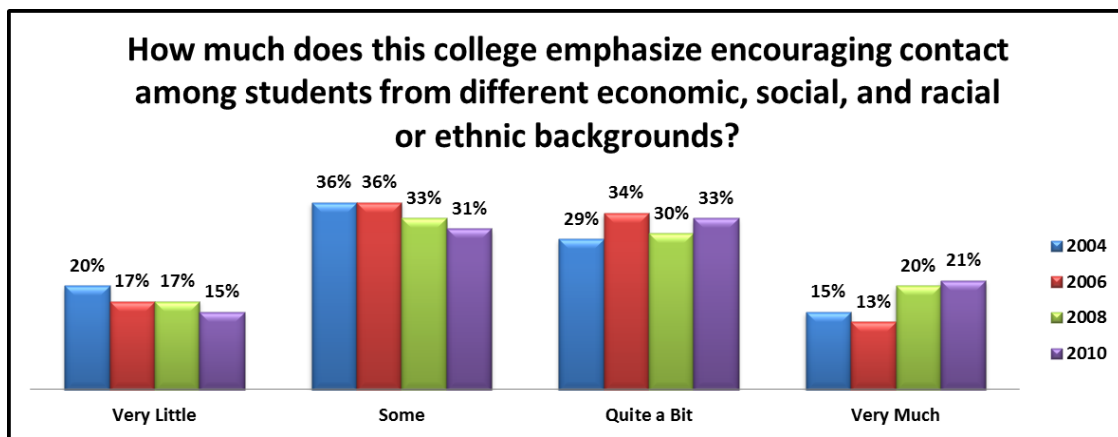| Rating	Gender		Enrollment Status	
	Male	**Female**	**FT**	**PT**
Never	8%	9%	5%	11%
Sometimes	37%	34%	33%	36%
Often	38%	35%	38%	35%
Very Often	17%	22%	24%	19%

Three other questions were asked that included information about how often students' coursework emphasized applying theories or concepts to practical problems or in a new situation, how much their coursework emphasized using information they have read or heard to perform a new skill, and the one listed in CSSSE Table 5, which asks approximately how many papers or reports of any length students were required to complete.

CSSSE Table 5. *How many papers or reports of any length were students required to complete?*

Rating	Gender		Enrollment Status	
	Male	**Female**	**FT**	**PT**
None	5%	8%	2%	10%
Between 1 and 4	26%	26%	15%	33%
Between 5 and 10	35%	34%	34%	34%
Between 11 and 20	23%	20%	30%	15%
More than 20	11%	12%	19%	7%

Finally, the survey also asked students how much FCC emphasizes encouraging contact among students from different economic, social, and racial or ethnic backgrounds. The results of the survey are listed in CSSSE Table 6. A majority of students (64%) stated that they felt the college emphasized this area some or quite a bit.

CSSSE Table 6. *How much does this college emphasize encouraging contact among students from different economic, social and racial or ethnic backgrounds?*

How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds?

	Very Little	Some	Quite a Bit	Very Much
2004	20%	36%	29%	15%
2006	17%	36%	34%	13%
2008	17%	33%	30%	20%
2010	15%	31%	33%	21%

Collectively, students' self-reported CCSSE data suggest that a majority of them perceive that FCC helps them to think critically, use written communication in their coursework, and provides opportunities to interact with individuals from other economic, social, racial, or ethnic backgrounds.

Program Trends: External Data

Legislation and 4-year and 2-year General Education Reform

College Readiness and Completion Act of 2103. Maryland State Legislature has passed legislation affecting general education effective July 1, 2013 (SB 740). One impact is the passing of SB 740, a bill mandating collaboration of K-16, which may include undertaking dual enrollment programs that support earning substantive college credit during the junior and senior years of secondary education. In support of the completion agenda, this legislation also impacts the maximum number of credits permitted in an A.A. degree, limiting the credits to 60. The legislation also supports intentional block scheduling and course sequencing, including mandating a development-to-credit course sequencing and benchmarking progress upon the completion of 24 credits. Finally the bill requires statewide discussion to assure seamless transfer of general education core courses among two-year and four-year institutions. Since the turn of the century, seamless transfer of general education core courses has been Maryland law.

Four-Year General Education Reform. Recent general education reform at four-year programs coupled with SB 740 suggests that a renewed conversation about transfer is pending. A look at two top transfer schools for FCC students, Towson University and University of Maryland, indicates that general education reform has taken place.

Towson University has undergone complete general education renewal, requiring that general education courses undergo recertification in order to maintain general education designation. The curriculum, known as the University Core, aligns with a traditional general education areas, but has reorganized the curriculum into 14 core areas divided into four categories: fundamentals, ways of knowing, writing in a chosen field, and perspectives. **Fundamentals** include 12 credits of courses that "emphasize writing, mathematics, and creativity, and include the new Towson Seminar designed to introduce students to college-level liberal learning." **Ways of Knowing** courses "emphasize critical analysis and reasoning" –13-14 credits of Arts and Humanities, Social and Behavioral Sciences and two Biological and Physical Sciences including one with a laboratory. **Writing in a Chosen Field** is an upper-level 3-credit course emphasizing "the importance of writing across disciplines." Finally, students are required to complete 15 credits of **Perspectives** courses, which "expose students to a wide variety of settings, including the metropolis, the United States, and the global setting. Courses will also cultivate in students the ability to examine and articulate differences of conviction and perception through open exchange and civil discourse."

University of Maryland has revised its general education requirements as well. Students are required to complete at total of 40-46 credits: 15 credits in fundamental studies that include English, oral communication, analytical reasoning, professional writing, and mathematics; 25 credits in the distributive studies areas of Humanities, Natural Sciences, History and Social Sciences, and Scholarship in Practice. Six credits of this work must satisfy the diversity requirements. Primary changes to the requirements include: **a course in oral communication, a course in analytical reasoning, two courses in scholarship in practice (research-focused courses), and two that are designated University of Maryland signature "I-Series" courses**. The "I-Series," according to University of Maryland's website, are a central to general education:

> As the centerpiece of the University's new General Education program, I-Series courses will become the intellectual and pedagogical marker for which the University of Maryland is known: broad, analytical thinking about significant issues. In branding the University's General Education curriculum, the signature courses begin the process of defining what is unique about education at the University of Maryland. Through these courses, students will be challenged from their first moments on campus to master the intellectual tools needed to wrestle with matters of great weight and consequence, the so-called Big Questions.

The revised general education curriculum at these institutions indicates a rethinking of traditional disciplinary boundaries and an investment in skills that transcend academic environments and reflect global workplace demands.

Two-Year General Education Programs: Differences in Curricula and Degrees. Several differences in general education emerge when comparing our general education curriculum and General Studies degree to our sister institutions in Maryland – Harford, Howard and Southern Maryland. First, Harford and Southern Maryland provide recommended course sequencing for the General Studies degree and all of their degrees. Second, whereas our General Studies degree includes the basic general education core and 26-27 credits of electives, all three institutions provide more detailed guidance about the selection of electives in their literature. Harford requires a 12-credit concentration plus 14-17 elective credits; Howard requires 18 credits of additional social science and humanities coursework and 12 elective credits; and Southern Maryland offers six areas of General Studies degree concentrations. Harford and Howard require two English courses: a basic English Composition course and a subsequent course. Southern Maryland requires a course in technology, while Harford requires one in speech communications. Harford has fewer designated general education courses, while Howard and College of Southern Maryland have significantly more offerings.

Two-Year General Education Curriculum and Degree Management. As part of the review process, the Assessment Coordinator at the college reached out to the members of the Maryland Community College Learning Assessment Groups to try to determine how other Maryland community colleges were managing their general education curriculum and program. The chart below describes the results of the data collected. Representatives from eight of the sixteen Maryland Community Colleges responded (50% response rate).

Other MD CC Responses		
	Program Management	General Eduation
Allegany	Unsure	Gen Ed Committee
Carroll	Program has not been reviewed but Gen Ed courses are reviewed as part of the departments other program reviews.	Gen Ed Committee
Baltimore County	Dean of Instruction for Curriculum and Assessment	General Education Review Board
Howard	VP of Academic Affairs	Curriculum and Insturction Committee
Chesapeake	Dean of Liberal Arts	Faculty Committee
Prince Georges	Dean of Liberal Arts	Gerneral Educaton Committee
College of Southern Maryland	Unsure	Unsure
Montgomery	Lead Dean	NA

The middle column reports how each college currently manages the General Studies degree. The two colleges listed as unsure responded to the questions posed to the Maryland Community College Learning Assessment Group saying that they had not considered how they would manage their program and program review and were interested in the information Frederick Community College was able to collect. The final column of the chart reports how each institution currently manages their general education curriculum. This information was beneficial in helping us to better understand how general education is managed at FCC's peer institutions.

The following review of literature provides an overview of discourses and shifts influencing general education reform and student learning.

Disciplinary and Interdisciplinary Thinking. Boix-Mansilla and Gardner (2008) advocate for rethinking the conventional mastery of subject matter through an alternative perspective, which emphasizes teaching disciplinary thinking. Disciplinary thinking weighs competing accounts through multiple considerations. Cognitive psychologists report that students have little trouble committing information to memory; however, they display great difficulty in applying knowledge and skills to new situations. According to Boix-Mansilla and Gardner, four criteria mark the emergence of disciplinary thinking. First, students need to understand that disciplines inform the context in which students live. Second, a disciplined thinker understands that an essential knowledge base embodies concepts and relations central to the discipline and applicable to multiple contexts. Third, disciplinary knowledge considers rigorous forms of evidence, inclusive of criteria for validation. Finally, the development of a disciplined mind includes teaching students to communicate with the symbol systems and genres of a particular discipline. Educators can foster the disciplined mind in several ways by identifying several focused topics within the discipline, spending considerable time investigating these few topics through multiple discipline-based approaches, and developing intentional activities that assess student performances of disciplinary understanding.

Beyond the disciplines, Sternberg (2008) posits that interdisciplinary problem-solving provides students with a more practical approach to real-world problem-solving than the singular disciplinary approach. He advocates for substantive changes in liberal arts majors and minors and the adoption of cross-disciplinary team-teaching and curricular structures.

Visual Literacy. According to Little, Felten, and Berry (2010) the prolific pace of image production has increased students' access to visuals, but not the students' ability to make meaning from them. Students tend to "look" rather than "see"--to be active readers, to search for embedded meanings, and to examine the rhetorical aspects and choices of image creation. Visual literacy is often subsumed by educational theorists as "informational" or "media" literacy. However it is defined, visual literacy is seen as an iterative process (consuming, interpreting, and producing images) that requires instruction and practice. Visual literacy is marginalized in educational discourse, yet it is a critical skill for 21st-century students in both disciplinary and general education coursework.

Technological Competencies in 21st Century General Education. The fast pace in the evolution of digital technologies and the ubiquitous access to information via the Internet with most mobile devices present significant challenges to institutions of higher education, particularly in providing the contents and core learning outcomes of general education to students who appear to be savvy in these technologies. This apparent knowledge of digital technologies does not necessarily indicate proficiency or competency, but a set of general skills and familiarity with software and hardware used in daily communication, image capture and transmission, navigation, basic searches, and Internet browsing (Gunn & Miree, 2012).

To prepare students with a solid base in general education, more than just basic technological skills are necessary: a well-defined set of technological competencies that evolve in pace with technological developments, is necessary in higher education. This was expressed clearly as early as 1991 in the What Work Requires of Schools: SCANS Report for America 2000 (U. S. Dept. of Labor, 1991), where one of the five workplace competencies is technology, as follows:

(An educated individual…) **Works with a variety of technologies**:

A. *Selects Technology*--chooses procedures, tools or equipment including computers and related technologies

B. *Applies Technology to Task*--Understands overall intent and proper procedures for setup and operation of equipment

C. *Maintains and Troubleshoots Equipment*--Prevents, identifies, or solves problems with equipment, including computers and other technologies.

See Appendix 3 for details on the Workplace Know How and the Five Competencies.

Although the original document addresses the needs for the workforce and the workplace as envisioned at the end of the 20th Century, the basic competencies and workplace "know how" may be considered now essential to be successful in the learning environments of higher education. Note that current technological competencies, although related to the technology itself, have to do more with critical thinking skills, reading abilities, habits of mind, and attitudes towards learning. Recent findings support the well-aged SCANS Report progression of skills to competencies while comparing the perceptions of youth skills from the point of view of employers and education providers in terms of competence and importance (Mourshred, Farrel, & Barton, 2012; see Appendix 4).

Information literacy is an essential competence, identified in the SCANS report as "Information" only, closely dependent on technological competence. The ability to successfully identify, search, sort, select, and interpret information from databases, learning object repositories, primary sources such as scientific articles, ebooks, and other electronic media sources depends on technological skills and competencies acquired through purposeful practices. A student whose academic goals are not clearly defined needs early, structured guidance towards enhancing his/hers technological skills and developing the competencies that would allow him/her to master digital technologies as he/she "moves along the progression of technology adoption, from posting material to curate content, to interact and modify it, to build it" (Dadgar et al, 2013).

Requiring basic computer skills doesn't guarantee that students and faculty will be proficient with them and achieve competence in using these technologies in teaching and learning. However, several community colleges require these skills from their students: one example is Illinois Valley Community College (IVCC) with its "Basic Computer Skills for College Success." See the Appendices for additional information.

To acquire and enhance technological competencies, the general education curriculum and the General Studies degree may incorporate the following outcomes, beyond just enabling the acquisition of computer skills:

- Understanding clearly the terminology and language of digital technology;

- Leveraging existing skills used in social networking and informal communication (texting, tweeting, browsing, etc.) towards developing writing competencies;

- Applying critical thinking in the use of search engines and content finds;

- Effectively accessing and using ebooks, Open Educational Resources, and MOOCs in the learning process;

- Enhancing global awareness, sense of place and time, through the use of geolocation and mapping (Google Earth, Google Maps, GPS, GIS apps, etc.) technologies;

- Practicing effective file management, document storage and cataloguing, retrieval strategies, and secure storage;

- Enhancing effective communication in writing and speech through the use of blogs, wikis, video, webminars, and telepresence technologies;

- Understanding the availability of digital tools and resources for creativity and innovation in most disciplines;

- Learning to use virtual environments, simulations, and gaming to develop competencies by participating risk-free virtual activities.

A significant divide still exists in technology competencies between generations: faculty who learned to use digital technologies late in life; and the Millennial and post-Millennial generations, who grew up with them and acquired the basic skills necessary as consumers of these technologies. There is the need to develop the technological competencies among these faculty that will empower them to incorporate them effectively in their teaching and learning practices and, in turn, transfer them to their students.

Ethics. Carey (1990) in his article, "America, The Incompetent," quotes Pulitzer prize-winning historian Barbara Techman says, "It does seem that the knowledge of the difference between right and wrong is absent in our society….So remote is the concept that even to speak of right and wrong marks one to the younger generation as old-fashioned, reactionary, and out of touch" (p. 11). Carey argues that ethical values education should be integrated throughout the curriculum in order to make sure that students have the competencies necessary to work in an ethical way once they enter the "real world." This is even more poignant in the wake of insider trading, savings and loan mismanagement, B-2 cost overruns and other scandals in the workforce. Our society needs future employees to have an understanding of ethics and there is mounting pressure on professors to focus on ethical concerns relevant to their discipline.

Preparing Students for a Global Economy. According to Bucher (2005) a glaring gap exists between the cultural intelligence (CQ) of students and the global, rapidly changing cultural landscape that is increasingly more prevalent in the workplace. Employers have established a skill set that they regard as a necessity, regardless of major, which highlights a student's "cultural intelligence." In order to develop a student's cultural skill set, it's important to target all students in all fields of study. Infusing CQ skills across the curriculum is a first start. Offering service learning, cultural immersion programs and recruiting culturally diverse faculty and staff are other ways to promote cultural intelligence. Strong institutional commitment and leadership, beyond surface attempts, are pivotal to the success of building diverse and inclusive college communities

Deep Learning. Dailey (2011) reflects on teaching practices that engage students in "deep learning" to create lasting educational experiences. A Deep Approach to Learning requires students to relate new ideas and knowledge to previous knowledge and experience, to look for patterns, to be an active learner, to have learning goals, to be mindful, to seek meaning, and to enjoy their learning. Learning should use experience, balance, connection, reflection, processing, emotion, and memory. By processing information, linking and connecting it, embracing, and focusing, learners can achieve a deeper understanding of material. General Education programs need to ensure that courses have clearly stated outcomes, purposeful integration of relevant content, and alignment of course structure with the goals. Regarding assessment, learners should be required to be "presenters" and "performers" of their learning through peer and self-assessment. "Story" is a fundamental way to engage and learning, since most of our experiences, thinking, and knowledge are organized as stories (in our memory). Using mind maps is an effective method for learning. Critical discourse is important. Reflection is a key aspect, which affords students an opportunity to learn to learn.

Reading across the Curriculum. Won Park (2013) argues that using Web 2.0-based tools, general education courses can better serve students by engaging them in a variety of real-world learning experiences, allow them to become reflective members of group work, and offer them depth of knowledge rather than just breadth. The author cites studies that show a large number (2/3) of college students rarely complete assigned readings for their classes. Many of the students who do complete "outside" readings tend to engage in a "shallow" level of reading (skim) rather than engaging with abstract and deeper levels of information processing. Using Self-Determination Theory (SDT), the author explains how intrinsic and extrinsic motivation toward an academic task affects performance. SDT asserts that the greater the autonomous motivation the more likely a student is to complete the task successfully.

The author recommends several Web 2.0 technologies that can engage students in academic tasks: social networking sites, wikis, video-sharing websites, and academically-oriented websites, Students can learn in these often collaborative environments. There is room to create, engage, and reflect. Web 2.0 tools also allow for immediacy and relevancy in the lesson. Other technologies discussed are Google Docs, blogs, Twitter, and Facebook.

First-Year Learning, Completion, and Addressing the Achievement Gap. Research indicates that students who successfully complete 20 credits of college courses are likely to persist toward degree completion (Adelman, 2006). Adelman's data-driven report calls out five factors for improving student completion. Structured

sequencing of courses that support successful completion, meaningful advising and support services are key factors, and offering more high demand course during the summer, and college readiness that begins in high school are key in supporting completion and have been shown to address the minority achievement gap. An FCC cross-divisional first-year focus team has employed Adelman's research as a guide for developing a system to support student retention and persistence.

Academic/Workforce Skills Gaps. The recently released, data-driven report, "Education to Employment: Designing a System that Works" (Mourshed, Farrell, & Barton, 2012) focuses on the skills central to general education and the workplace: critical thinking, research, writing, culturally competence, communication and problem-solving skills are mandatory in today's workplace. What employers terms "soft skills" forms a foundation for discussing the different perceptions held by youth, higher education institutions and employers. They recommend that academics and employers bridge the youth skill gaps and align their perceptions by collaborating on education-to-employment transitions that support employee success in the global workplace.

Assessment. Leskes (2005) reinforces the benefits of and methods for assessing general education meaningfully. Tools such as portfolios, capstone experiences, common assignments, secondary readings, and other embedded assessments, classroom assessment techniques, local tests, commercial tests, and using course management programs provide data for meaningful inquiry, analysis and improvement. Creating a multi-faceted approach is key.

Learning Portfolios/E-Portfolios. For more than a decade discussions have resonated around creating evidence of students' learning in college in the form of learning portfolios. While a common practice in specific disciplines such as writing, art, and education, the creation of a broader learning portfolio has not taken form at FCC. Zubizarrata (2008) indicates that documentation of students' learning beyond the transcript is becoming more widely adopted for the purposes of demonstrating workplace skills and attainment of academic outcomes for the purposes of transfer. A sound learning portfolio should include a reflective yet concise narrative of intellectual growth and development and selected supporting evidence of learning. The salient focus of the portfolio experience is the opportunity for the student to utilize the power of critical reflection of their learning and communicate that understanding as a coherent unified developmental process. This systematic inquiry is best facilitated by utilizing the advantages of collaboration and mentoring with the student. The actual product can take many formats including traditional written forms, multimedia, web-based, and other creative media. Portfolios can vary in focus from those

developed for a single course to those that reflect the content from first-year experiences and those that are completed as part of a capstone seminar assessment.

From the internal and external data analyzed in this program review emerges a series of recommendations that are outlined in the Summary of Key Finding and Recommendations Section of this review.

Summary of Preliminary Key Findings and Recommendations

General Education Program Review Proposal

During FCC's Summer 2013 General Education Institute, the chair of the General Education Committee, two faculty fellows, and the coordinator of outcomes assessment reviewed General Studies, FCC's largest degree program, and the general education curriculum. Results of the review suggest that the program is thriving, offering thousands of students a diverse general education curriculum, pathways to degree completion, and successful transfer. An analysis of internal and external data, however, suggests that program reform is needed to assure the currency of the degree and curriculum, and the efficacy of program oversight and student advising. The twenty-one recommendations outlined below provide a five-year action plan to address areas in need of reform. Details about the origin of each recommendation are available in the full General Education Program Review report.

Mission Statement and General Education Leadership	Years to Complete			On-going
	1	3	5	
1. Create a mission statement that reconciles the disjuncture between the general studies degree program and the general education curriculum.	X			
2. Review the administrative oversight of general studies and the general education curriculum to assure that the degree program is more formally and actively managed. a. Implement a management solution for overseeing the general studies program. b. Review and revise, as appropriate, the roles and responsibilities of the General Education Committee.	X	X X		X
3. Designate administrative and faculty leadership to engage actively in statewide leadership and general education reform conversations occurring across Maryland 2-year and 4-year institutions.	X			X

Curriculum Revision and Degree Changes	Years to Complete			On-going
	1	3	5	
4. Upon completion of program review and adoption of any general education language changes, update **all general education courses and syllabi** (and descriptions, if needed) to reflect the current general education goals. a. Review courses to assure that appropriate pre-requisites are listed. b. For clarity and continuity, explicitly list general education goals as part of the course CLOs. c. Update the general education goal wording according General Education Committee Recommendations (see Appendix 1).	X	X X X		
5. Increase the number of general education courses supporting the technological competence goal. a. Update all Math and Science general education syllabi to include the technological competence goal according General Education Committee Recommendations (see Appendix 1). b. Review other general education courses for appropriate inclusion of the technological competence goal.	X	X X		
6. Review all courses that have not been successfully offered for three years or persist with low enrollment. Remove or revise as appropriate in accordance with general education curriculum reflected at transfer institutions.	X			
7. Expand online offerings to address space limitations and assure that students can complete their general education degree online.	X			
8. Reinforce interdisciplinary connections among general education courses. a. Engage faculty in conversations about general education goals that are cross-curricular including technological competence and ethics. b. Continued to support and expand co-curricular events. c. Evolve interdisciplinary course offerings and cross-curricular connections.	X	X		X X
9. Differentiate between 100- and 200-level courses as a means of identifying intentional course content and skill sequencing.		X		
10. Revisit the emerging issues categories, which include wellness and technology. Consult MHEC guidelines and engage in cross-disciplinary conversations about the meaning of this category.			X	

	1	3	5	On-going
11. Create a concentration option for students that further define the 26-27 credits of electives in an effort to provide a more focused general education concentration that is marketable and/or transferrable.		X		
12. Consider additional course-sequencing options or demonstrations of learning that reflect progression of general education goal development. Options may include the creation and requirement of a capstone course; the creation of learning portfolios; completion of a requisite number of 200-level courses. *Assure transferability by consulting Learning Support.			X	

Learning Support/Advising	Years to Complete			On-going
	1	3	5	
13. Support the consolidation of general education coding for majors and degrees, while assuring that additional coding for Open-Campus students is only applied to this group.	X			
14. Collaborate to enact initial course sequencing that reflects the 20-credit benchmark standards adopted by the College and the 24-credit benchmark required of current MHEC regulations.		X		
15. Engage in cross-functional conversation and training between advising and faculty about general education degree advising and curriculum.	X			X
a. Request a presentation to the General Education Committee and LLC on the general studies advising model.	X			
b. Engage in conversations with advising to clarify the type of data collected for general education majors and the advising.	X			
c. Discussion possibilities for prompting degree updates, or intrusive online or direct advising.				

General Education Resources: Funding and Professional Development Support	Years to Complete			On-going
	1	3	5	

	1	3	5	On-going

16. To assure faculty-led general education reform,
   a. Continue funding the General Education Institute and Summer Grant Program.
   b. Support funding of faculty professional development directly related to reform efforts.
				X

17. Fund on-campus faculty professional development focused on general education. Included in this professional development should be the internal and external data trends, as well as the best practices delineated in the literature review.				X
18. Implement funding for the General Studies degree to include but not be limited to marketing, cross-divisional training and professional development, and oversight.		X		X

Assessing the General Education Program	Years to Complete			On-going
	1	3	5	
19. Create a survey to measure student perceptions of the program, specifically targeting General Studies graduates and current declared majors.	X			
20. Organize focus groups that will allow for a better understanding for student perceptions of their experiences in the General Studies program.	X			

21. Create a cyclic plan for ongoing general education program and curriculum assessment.
   a. Enact the program review's recommendation to focus on general education goals that have not been assessed comprehensively.
   b. Integrate assessment into the OAC and program review processes currently underway.
		X
		X
				X

Proposal for Assessing General Studies Degree and General Education Student Learning Outcomes

Because the general education program consists of a degree and a curriculum, the proposal for assessing the program's student learning outcomes is divided into two parts. Part one is an analysis of major and degree satisfaction. Given that a degree satisfaction survey of General Studies majors and graduates has not been conducted, this phase will be given priority. This phase of assessment will be conducted over the next year. Part two is the analysis of general education goal achievement. Given the multiple program reviews and outcomes assessment projects conducted across Learning, this phase will be conducted over a five-year period. During this time, the implementation of the assessment should be integrated with ongoing review and assessment cycles to avoid redundancy and faculty workload duress.

Part I: Analysis of General Studies Degree

To analyze the viability of the major and degree, conduct a survey of a random sample of current General Studies majors and program graduates over the past five years. Include questions that pertain to general education student learning outcomes, degree transfer and/or workforce placement, advising, and satisfaction. Below is a list of suggestions.

- Ask questions related to learning for each goal.
- Ask where they wished they'd had more coursework/learning.
- Ask if they chose electives that reflect a concentration and if so in what area
- Ask how well prepared they were for transfer and/or workforce.
- Ask how they chose courses.
- Ask if they received adequate advising with regards to their major, transfer, and/or career.

Part II: Analysis of General Education Goals and Student Learning Outcomes

Since 2005, course-level outcomes assessment in high enrollment general education courses has resulted in the ongoing evaluation of five of the ten general education goals:

Goal 1. Communication: demonstrate college-level communication skills.

    a. Produce effective and appropriate oral, written and visual information for a specific subject, discipline, purpose, audience, and context.
    b. Interpret and synthesize information from oral, written and visual texts.
    c. Apply active listening skills.

Goal 2. Critical Thinking: demonstrate critical thinking.

   a. Differentiate among facts, opinions, and inferences.
   b. Analyze information from various sources.
   c. Recognize and develop alternative perspectives or solutions.
   d. Evaluate alternatives to make sound judgments.

Goal 4. Mathematics: demonstrate quantitative problem solving.

   a. Interpret and analyze verbal, graphical, numerical, and symbolic representations of mathematics.
   b. Work collaboratively or individually to solve problems effectively and efficiently using mathematical tools that appropriately model the situation.
   c. Generate alternative representations of numerical data and analytical concepts.

Goal 5. Biological & Physical Sciences: apply scientific reasoning.

   a. Articulate central themes of science.
   b. Apply science as a process both collaboratively and as an individual.
   c. Demonstrate scientific inquiry.
   d. Analyze the roles of science in society.

Goal 6. Technology: demonstrate **technological competence.**

   a. Demonstrate effective and appropriate uses of technology in academic, professional and personal contexts.
   b. Use technology appropriate for a specific discipline or program of study.
   c. Analyze the roles of technology in society.

The focus on these goals has been driven by MHEC mandated reporting requirements. As of summer 2012, multiple high-enrollment general education courses have engaged in three-year outcomes assessment projects focused on the specific general education goals delineated in the following chart:

Course Level Assessment Cycle Projects Fall 2006-Spring 2012						
	First Cycle (2006-2009)			Second Cycle		
	Course	Competency 1	Competency 2	Course	Competency 1	Competency 2
AHW	HE 204	Critical Thinking		NU 101 & 211	Critical Thinking	Quantitative Reasoning
CBT	CIS 101	Computer Literacy		AR 100, DR 101, MU 103, & AR 106	Critical Thinking	Communication (written/oral)
CHA	CMSP 103	Critical Thinking		CIS 101	Critical Thinking	Computer Literacy
ENG	EN 101	Communication (written/oral)	Critical Thinking	EN 52	Critical Thinking	Communication (written/oral)
MA	MA 111	Quanitative Reasoning	Critical Thinking	MA 103	Critical Thinking	Quantitative Reasoning
SCI	BI 100	Scientific Reasoning	Critical Thinking	BI 103	Critical Thinking	Scientific Reasoning
SOCSCI	PS 101	Critical Thinking		HI 201	Critical Thinking	Communication (written/oral)

The collective results of these assessment projects have resulted in substantive course changes to enhance student achievement of written and oral communication, critical thinking, and scientific and quantitative reasoning. The exception to this is the comprehensive, cross-curricular assessment of technological competence, which to date has been focused on only one course. An archive and summary of these assessment projects and course reforms are available on the Institutional Effectiveness and Research Intranet site.

Given the data available on students' achievement in four of the ten general education goals –written and oral communication, critical thinking, and scientific and quantitative reasoning, the assessment of general education goals achievement will focus on the other six general education goals:

Goal 3. Social & Behavioral Sciences: **demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate.**

    a. Demonstrate knowledge of fundamental concepts and ideas in specific disciplines.
    b. Analyze topics in their contexts using the major discipline methods and paradigms.

Goal 6. Technology: demonstrate **technological competence.**

    a. Demonstrate effective and appropriate uses of technology in academic, professional and personal contexts.
    b. Use technology appropriate for a specific discipline or program of study.
    c. Analyze the roles of technology in society.

Goal 7. Ethics: **interpret and apply academic, professional, and civic ethics.**

    a. Recognize the historical, ideological, cultural and contextual influences on academic, professional, and civic ethics.
    b. Define and analyze ethical issues within specific academic, professional and personal contexts.
    c. Identify and follow commonly accepted ethical standards in academic, professional and civic contexts.

Goal 8. Arts & Humanities: make informed, critical responses to **the visual, performing and literary** arts and to the human values expressed in all art forms.

    a. Demonstrate an awareness of the arts as both a record and a reflection of culture.
    b. Recognize art as a space for exploring cultural difference.
    c. Interpret and analyze various art forms.
    d. Explore the arts as an opportunity for self-expression and personal growth.

Goal 9. Wellness: evaluate personal wellness to make critically informed lifestyle choices reflecting an understanding of wellness.

    a. Demonstrate knowledge of health and wellness concepts.
    b. Analyze and improve health through wellness activities.

Goal 10. Cultural Competence: demonstrate cultural competence.

    a. Demonstrate knowledge of multiple points of view and relationships among cultural products, practices, and perspectives.
    b. Explain how cultures develop and perpetuate values, beliefs, and traditions.
    c. Analyze how culture shapes and affects the way individuals, groups or segments of society behave, function, and influence one another through social constructs such as race, class, gender, ethnicity, and other dimensions of difference.

d. Demonstrate cultural intelligence by effectively interacting and communicating with people from a plurality of cultures.

To assess the student learning outcomes for each general education goal, an assignment from a discipline-appropriate, high-enrollment general education course will be assessed using a rubric that corresponds to the general education goal and its student learning outcomes. High-enrollment courses and corresponding general education goal(s) could include, for example:

- EN 102 or PH 101: Ethics
- HS 102, SO 101, HI 101 or HI 201: Social Sciences
- CH 101 and MA 111: Technology
- AR 100, AR 101, AR 106 or LS 101: Arts and Humanities
- HE 201, 204 or PE 154: Wellness
- CMSP 105 and HS 102: Cultural Competence

Model rubrics are readily available for most of the general education goals delineated above; for those that need development, a team of qualified faculty will need to lead the charge in developing these tools.

Beyond assessment of students' achievement of these general education goals within the classroom, an analysis of co-curricular and college-wide student practice should be undertaken as a means of measuring student experiences outside the classroom that support the achievement of general education goals, such as ethics and technological competence.

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Appendix 1: General Education Student Learning Outcomes and Recommendations

Approved and adopted by the General Education Committee on 5/14/13

1. Communication: demonstrate college-level communication skills.
   a. Produce effective and appropriate oral, written and visual information for a specific subject, discipline, purpose, audience, and context.
   b. Interpret and synthesize information from oral, written and visual texts.
   c. Apply active listening skills.

2. Critical Thinking: demonstrate critical thinking.
   a. Differentiate among facts, opinions, and inferences.
   b. Analyze information from various sources.
   c. Recognize and develop alternative perspectives or solutions.
   d. Evaluate alternatives to make sound judgments.

3. Social & Behavioral Sciences: **demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate.**
   a. Demonstrate knowledge of fundamental concepts and ideas in specific disciplines.
   b. Analyze topics in their contexts using the major discipline methods and paradigms.

4. Mathematics: demonstrate quantitative problem solving.
   a. Interpret and analyze verbal, graphical, numerical, and symbolic representations of mathematics.
   b. Work collaboratively or individually to solve problems effectively and efficiently using mathematical tools that appropriately model the situation.
   c. Generate alternative representations of numerical data and analytical concepts.

5. Biological & Physical Sciences: apply scientific reasoning.

   a. Articulate central themes of science.
   b. Apply science as a process both collaboratively and as an individual.
   c. Demonstrate scientific inquiry.
   d. Analyze the roles of science in society.

6. Technology: demonstrate **technological competence.**
   a. Demonstrate effective and appropriate uses of technology in academic, professional and personal contexts.
   b. Use technology appropriate for a specific discipline or program of study.
   c. Analyze the roles of technology in society.

7. Social & Educational Values: **interpret and apply academic, professional, and civic ethics.**

   a. Recognize the historical, ideological, cultural and contextual influences on academic, professional, and civic ethics.
   b. Define and analyze ethical issues within specific academic, professional and personal contexts.
   c. Identify and follow commonly accepted ethical standards in academic, professional and civic contexts.

8. Arts & Humanities: make informed, critical responses to **the visual, performing and literary** arts and to the human values expressed in all art forms.
    a. Demonstrate an awareness of the arts as both a record and a reflection of culture.
    b. Recognize art as a space for exploring cultural difference.
    c. Interpret and analyze various art forms.
    d. Explore the arts as an opportunity for self-expression and personal growth.

9. Wellness: evaluate personal wellness to make critically informed lifestyle choices reflecting an understanding of wellness. ✓
    a. Demonstrate knowledge of health and wellness concepts.
    b. Analyze and improve health through wellness activities.

10. Cultural Competence: demonstrate cultural competence. ✓
    a. Demonstrate knowledge of multiple points of view and relationships among cultural products, practices, and perspectives.
    b. Explain how cultures develop and perpetuate values, beliefs, and traditions.
    c. Analyze how culture shapes and affects the way individuals, groups or segments of society behave, function, and influence one another through social constructs such as race, class, gender, ethnicity, and other dimensions of difference.
    d. Demonstrate cultural intelligence by effectively interacting and communicating with people from a plurality of cultures.

General Education Recommendations and Progress on Those Recommendations as of 7/24/13

Approved and adopted by the General Education Committee on 5/14/13

A. Reword general educations goals . **[adopt post-program review]**

> Goal 3: Social & Behavioral Sciences: **demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate.**

> Goal 6: Technology: demonstrate **technological competence.**

> Goal 7: Social & Educational Values: **interpret and apply academic, professional, and civic ethics.**

> Goal 8: Arts & Humanities: make informed, critical responses to **the visual, performing and literary** arts and to the human values expressed in all art forms.

B. Incorporate Goal 6: Technological Competence into all general education math and science courses. Also, assess technological competence gained outside the classroom. **[adopt post-program review]**

C. Identify core and student learning outcomes that have already been assessed through the course level assessment process. **[in progress as part of program review]**

D. Trace the various paths that student have taken and can take to achieve their general education requirements and assess the strengths and gaps in these paths. **[in progress as part of program review]**

E. Create and initiate the plan for assessing the gen ed goals individually and comprehensively. **[in progress as part of program review]**

1. Broaden the general education review to encompass the entire General Education Program that includes an analysis of success, graduation, completion and transfer rates and general education degree and program reform occurring at 2- and 4-year institutions.
2. Map general education courses' core learning outcomes in the disciplines to assure continuity.
3. Analyze areas of strengths and gaps in exposure to general education goals.
4. Consider minor and substantive changes that may be needed in curriculum/courses.
5. Create a manageable plan for reform.

F. Engage departments in a series of discussions focused on clarifying general education program mission and goals and engaging in reform. **[on-going]**

G. Support specific general education reform initiatives that are outcomes of departmental discussions with resources, including summer grants, the Gen Ed Institute and other support structures. **[on-going]**

Appendix 3: Summary of the SCANS Report Main Components

WORKPLACE KNOW-HOW

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

COMPETENCIES - effective workers can productively use:

- **Resources** - allocating time, money, materials, space, and staff;
- **Interpersonal Skills** - working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- **Information** - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- **Systems** - understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- **Technology** - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION - competence requires:

- **Basic Skills** - reading, writing, arithmetic and mathematics, speaking, and listening;
- **Thinking Skills** - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- **Personal Qualities** - individual responsibility, self-esteem, sociability, self-management, and integrity.

FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. *Time* & Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. *Money* & Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. *Material and Facilities* & Acquires, stores, allocates, and uses materials or space efficiently
D. *Human Resources* & Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as a Member of a Team* & contributes to group effort
B. *Teaches Others New Skills*
C. *Serves Clients/Customers* & works to satisfy customers' expectations
D. *Exercises Leadership* & communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. *Negotiates* & works toward agreements involving exchange of resources, resolves divergent interests
F. *Works with Diversity* & works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*
B. *Organizes and Maintains Information*
C. *Interprets and Communicates Information*
D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

A. *Understands Systems* & knows how social, organizational, and technological systems work and operates effectively with them
B. *Monitors and Corrects Performance* & distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
C. *Improves or Designs Systems* & suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology* & chooses procedures, tools or equipment including computers and related technologies
B. *Applies Technology to Task* & Understands overall intent and proper procedures for setup and operation of equipment
C. *Maintains and Troubleshoots Equipment* & Prevents, identifies, or solves problems with equipment, including computers and other technologies.

**Appendix 4: Employer and Education Provider Perspectives
on Skill Importance and Competence**

Employer and education provider perspectives on skill importance and competence

■ Competence
□ Importance

Employer and provider perspectives on youth skills[1]

% of respondents responding 8 or higher out of 10

	Employer rating of competence and importance		Provider rating of competence and importance	
Work ethic	65	80	70	83
Teamwork	65	79	69	81
Local language[2]	65	73	73	77
Oral communications	55	73	65	81
Hands-on training in discipline	54	69	69	79
Problem solving	46	66	63	79
Written communications	49	64	63	81
Creativity	50	63	62	72
Computer literacy	53	63	69	81
Theoretical training in discipline	50	63	69	73
Basic math	49	60	59	71
Leadership	45	58	57	67
English proficiency[2]	40	53	55	73

1 Please rate how competent new hires are on average on a scale of 0 to 10, where 0 means not competent at all on this aspect and 10 means extremely competent on this aspect. Please rate how important these skills are for new hires to have in order to be effective at your company. We will again use a scale of 0 to 10, where 0 means not important at all in order to be effective and 10 means extremely important in order to be effective.
2 Local language was only asked outside US and UK, and English proficiency was asked in all countries even when language of business was not English.

SOURCE: McKinsey survey, Aug-Sept 2012

Appendix 5: Frederick Community College Basic Computer Skills for College Success

Skill Area	Basic Computer skills*
I. Keyboard/ Mouse	1. Apply basic key functions (Space Bar, Return/Enter key, Shift Key, Arrow Keys, Delete/Backspace, Tab Key, Alt-Tab combination to switch tasks). 2. Point, Single-Click, Double-Click, Triple-Click, Right-Click and select text with mouse in Windows programs. 3. Scroll with mouse or keyboard. 4. Turn on/off Num-Lock, Caps Lock and Scroll Lock. 5. Differentiate between mouse pointer, insertion point, I-beam and hand pointer. 6. Use PrintScreen or Alt-PrintScreen to capture screen snapshots to paste into other documents
II. Computer Concepts	7. Turn on a computer; launch specific, pre-loaded programs from Desktop Icon or Menu Bar, re-start computer. 8. Exit/quit an application and/or file and Shutdown computer properly. 9. Navigate toolbars, windows, menus, submenus, tabs and dialog boxes. 10. Select appropriate software (word processor, presentation, browser, database, spreadsheet, etc.) for the task. 11. Insert and eject floppy disks, CD-ROMs and USB drives properly. 12. Identify components of Windows environment with correct terminology. 13. Manipulate windows with Minimize, Restore and Maximize. 14. Differentiate Operating System Software and Application Software. 15. Run more than one Program simultaneously and Navigate between Multiple Open Windows. 16. Use print preview to review a document before printing. 17. Print single or multiple copies of a document. 18. Identify file types, .doc, .docx, .rtf, .pdf, .pptx 19. Locate and use standard Help functions in Windows and programs.
III. File and Disk Management	20. Navigate through files and folders using Windows Explorer and the Computer icon. 21. Create or Open File. 22. Save file with meaningful name to specific location. 23. Save Copy of file using Save As. 24. Retrieve a file saved from various storage media (HD, Flash Drive, CD) 25. Use file system to manage files. 26. Create a folder with meaningful name. 27. Save, open, place files in subdirectories/folders. 28. Understand alternatives of using Hard Drive CD-R, CD-RW, DVD±R, DVD±RW discs and USB drives for storing information.

IV. Word Processing	29. Type text and line break (Character Keys, Space Bar, Return/Enter Key and Word-Wrap).
	30. Edit text: Delete (Delete Key or Backspace Key).Insert(Cut, Copy, Paste).
	31. Create a New word processing document, Save, Print and Reopen the document.
	32. Format text (Bold, Italics, Underline, Alignment, Font Sizes and Typeface).
	33. Apply Undo and Redo features.
	34. Format document (Margins, Orientation Headers, Footers, Page Numbering).
	35. Format paragraph (Tab, Indent, Hanging Indent)
	36. Manage and specify line spacing.
	37. Insert tables, charts and graphics.
	38. Use Spelling and Grammar feature.
	39. Use the Track Changes tool to correct and/or grade student submissions.
V. Electronic Mail	40. Access Email System using Login and Password.
	41. Change password.
	42. Open/Close, Reply to, Delete and Print Messages.
	43. Compose and Send email.
	44. Attach files.
	45. Dowload files, Save to intended location, and Open Attachments from known sources.
VI Presentation Software (e.g. PowerPoint)	46. Insert slides.
	47. Delete slides.
	48. Select slide design layouts and themes.
	49. Modify slides and apply transitions and animations.
	50. Add speaker's notes.
	51. Print handout pages (with speaker's notes).
	52. Start slide show from beginning or current slide.
	53. Navigate the slide show during the presentation.
VI. Internet	54. Recognize and launch a browser.
	55. Enter URL (Web address) in address bar.
	56. Enter natural language in search bar.
	57. Navigate Web pages and Web sites (Buttons, Tabs, Hyperlinks, and Scroll bars).
	58. Use browser's Back and Forward buttons.
	59. Print a Web page.
	60. Enter username and password when prompted.
	61. Use "forgot password" feature
	62. Describe popular plug-ins/players and their uses
	63. View files requiring plug-ins or applets (pdf, mov).
	64. Download and Upload Files.
	65. Manage online annoyances (spam, cookies, adware, spyware, malware, hoaxes, and viruses).
	66. Compare Search Engines, Directories, Meta Search Engines.

	67. Identify and manage Pop-up Blockers

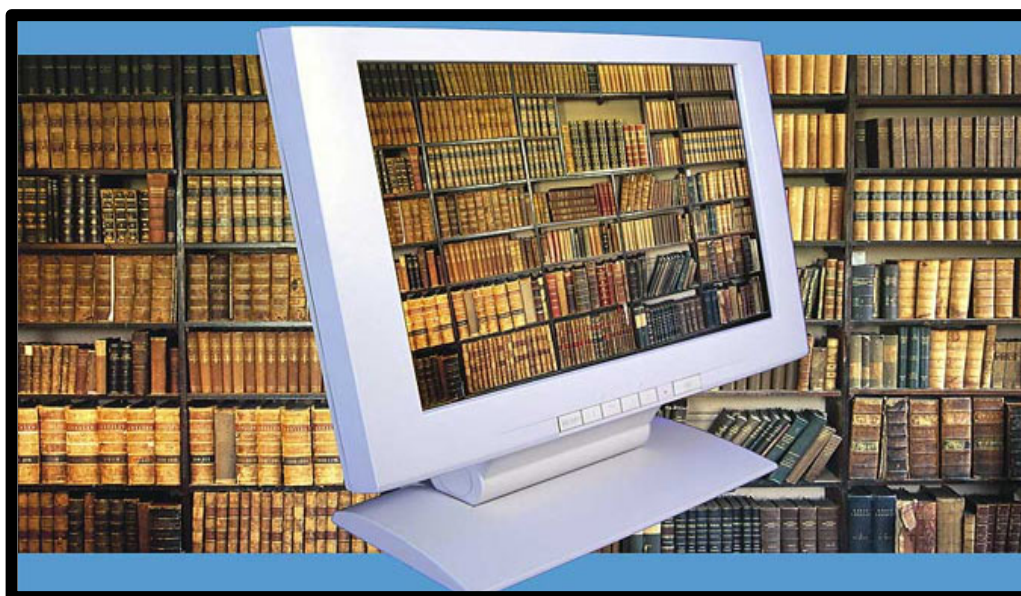*Adapted from Illinois Valley Community College

Frederick Community College

Academic Program Review 2011-2016

Library

2014

Self-Study Report

Authored by:

Mick O'Leary

June 2014

Frederick Community College Library

Program Review Self-Study

<u>Table of Contents</u>

<u>Note on the Document Format</u>

The College's academic programs conduct their program reviews using a common template. In order to maintain consistency, non-academic departments use the same template for their program reviews. However, because of the differences between an academic program and a College department, the template has been modified to reflect the distinctive characteristics of the Library.

Section 1: Introduction

1.1 Describe the recent history of the program. Whom does the program serve?

Five year history: programs and staff.

Overview of student and faculty/ staff support

1.2 How does the program fit into the structure of the College?

Organizational and managerial structure.

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2.1 Discuss the program's mission, goals, and objectives. Do goals reflect the mission of the program?

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2.2 How does the program's mission relate to the College's mission?

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Analysis of usage metrics and trends

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Analysis of informational and functional role of website

3.3 Discuss external data reviewed by program administrators. How does the program compare to other Maryland community college libraries, especially cohort institutions?

NCES comparison data with cohort Maryland community colleges.

3.4 Discuss student evaluations

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5.1 Discuss demand for the program and how demand is impacted by trends in the College and the information environment.

Analysis of student information literacy and curriculum research demands.

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5.2 What value does the Library contribute to student learning?

Information literacy assessment.

5.4 Discuss the qualifications, experience, and achievements of program administrators. Are staff sufficiently supported?

Staff profiles

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Professional Development External Events Analysis

5.5 Discuss potential or existing collaborative opportunities with other administrative and academic departments.

Collaboration with academic departments.

Collaboration with administrative departments.

5.6 Discuss the budgetary needs of the program. "Are financial resources adequate to meet program needs?"

Budget and resource allocation analysis.

5.7 Discuss how the program's resources compare to other Maryland community college libraries, especially cohort institutions.

NCES comparison data with cohort Maryland community colleges.

5.8 How does the program demonstrate the variety of collections, services, and programs important to the mission?

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FCC Library: Emerging, Stable, and Receding Factors

6.2 What official recommendations do you have to improve the program?

Recommendations Summary

Recommendations

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Frederick Community College Library

Program Review – Self-Study

Section 1: Introduction

1.1 Describe the recent history of the program. Whom does the program serve?
Five year history: programs and staff.

The Frederick Community College Library in 2013 is substantially different than it was in 2008. Collections, services, and staff have changed to a degree that was unforeseen at the earlier date. The principal driver of these changes has been information technology. Changes in the information environment have led to changes in the Library's content and usage patterns and in delivery of services. These are summarized here and described more fully in later sections.

Student Use of Information Technologies.
Since the mid-2000's, students have been using information technologies to increasing degrees. Students are required to use common applications—word processing, spreadsheets, and presentation software—both to retrieve course content and to prepare reports, papers, and presentations. In addition, the College has steadily increased the use of courseware (Blackboard), which requires students to conduct learning activities in a digital environment. Finally, students interact with the College digitally for registration, faculty communication, etc. All of this has resulted in increasing demand upon Library staff to support students in these tasks. The Library has evolved into a principal provider of student technology support.

Library Digital Content.
In 2008 and before, a large majority of the Library's resources have been digital. A major portion of these are provided by the Maryland Digital Library, a state-wide consortium of academic libraries. The FCC library individually provides additional digital resources. Since 2008, the Library has increased its roster of digital content. Usage patterns also reflect this trend, with decreasing usage of print collections.

Library Digital Services.
In 2008 and before, the Library provided content and services online. This has increased through two major service delivery innovations: the Virtual Library Orientation and the Research Guides. The Virtual Library Orientation (VLO) is an online, interactive, multimedia information literacy tutorial. It is a complement to in-person information literacy instruction. It is used by students individually and in course-based instruction. Research Guides are subject finding aids that are built on the widely-used LibGuide platform. The Library has a comprehensive set of these, which are heavily used. The College is redesigning its website, which is expected to result in more intuitive access to Library content and services.

Staff Structure
Since 2008 the Library has had major changes in its staff structure. For many years, two non-librarian administrators carried out catalog and interlibrary loan tasks, respectively. Both retired in 2011, presenting an opportunity for staff reorganization. The interlibrary loan position was upgraded to a librarian Master's degree position, entitled "Digital Resources and Faculty Support Librarian," with responsibilities for managing the Library's digital content resources, and for working with faculty. Interlibrary loan functions were transferred to the Administrative Specialist, Library. The cataloging position was transferred to department outside of the Library, a decision justified by the declining volume

of cataloging. Most of the cataloging work is now done by the part-time Reference Librarian, with other catalog-related functions done by the Administrative Specialist, Library and the Library Director. The Library also received additional funds for hourly employees.

Overview of student and faculty/ staff support.

The library provides a wide range of services to support the teaching and learning needs of the College's students, faculty, and staff. Thousands of students annually use the Library as a study facility, and use its content resources for research projects and other course assignments. A large majority of the Library's collections are digital, which enables fast and powerful access from on campus and remotely. The Library has an active information literacy program, with formal instruction in all freshmen composition classes and in many other courses that have research components. The program is being extended with digital instruction outreach projects. The Library also provides extensive support for faculty and staff research tasks, including program and course development, and graduate education.

1.2 How does the program fit into the structure of the College?
Organizational and managerial structure.

The library is part of the Center for Teaching and Learning (CTL), an organizational unit within the Learning Area. The Learning Area is one of the College's four main organizational components, along with Learning Support, Administration, and the President's Office. CTL includes several other departments that support teaching and learning:
- Distributed Learning
- Testing Center
- Writing Center
- Tutorial Services
- First Year Student Initiatives and Courses
- Faculty Professional Development

CTL is headed by the Associate Vice President, Teaching & Learning. This position reports to the Vice President for Learning, who manages the Learning Area. The Executive Director, Library reports to the CTL Associate Vice President. The position of the Library within CTL facilitates collaboration with other CTL departments. These are described in Section 5.5

The Library itself is a single organizational unit that is headed by the Executive Director, Library. There are three employee categories:
- Administrative positions filled by librarians who have a Master's Degree in Library Science.
- Support positions that do not require a Master's Degree in Library Science.
- Part-time positions that include a Reference Librarian with a Master's Degree in Library Science and Library Assistants. (See Section 5.4)

1.3 Describe the physical space of the program.
Description and extracts from **Use of Facilities** *report.*

The Library occupies the North end of the second floor of the Library building ("L" building), which was opened in 1994 (Figure 1: Library Map). The Library has evolved steadily, as space and facilities devoted to print materials have been replaced by computer-based functions. From the start, the Library has also housed non-Library functions, including employee offices and other departments. The Library design follows a "Zone" concept, in which frequent, high-traffic activities occur near the entrance, while lower-traffic activities occur in successively further areas:

- Zone 1—the area inside the entrance—has the Library's Public Service Desk, the Reading Room, offices of front-line service employees, and the Reference Collection. Zone 1 houses high-volume, interaction-heavy activities like checking out items from the Course Reserve Collection (which is behind the desk), conferring with a librarian, asking directions, or reading a magazine or newspaper. With these functions located at the entrance, library users can locate and use them quickly, with minimal effect on activities in other zones.

- Zone 2—the main computer section between the entrance and the Bookstack area—is the central student work area. Zone 2 is for longer-term work activities, but is still adjacent to various service points, including printers, the Reference Collection, and the Public Service Desk. As the central Zone, Zone 2 is close to the entrance, yet also provides quick access to the Bookstack area.

- Zone 3—at the North end of the Library—has two main functions; it houses the book collection and study spaces, which include individual carrels and group study rooms. Although heavily used, it does not have the high turnover rate that characterizes Zones 1 and 2, and is thus is suitable for longer-term, uninterrupted study.

Figure 1: Library Map

Library - L Building 2nd fl.
NTS
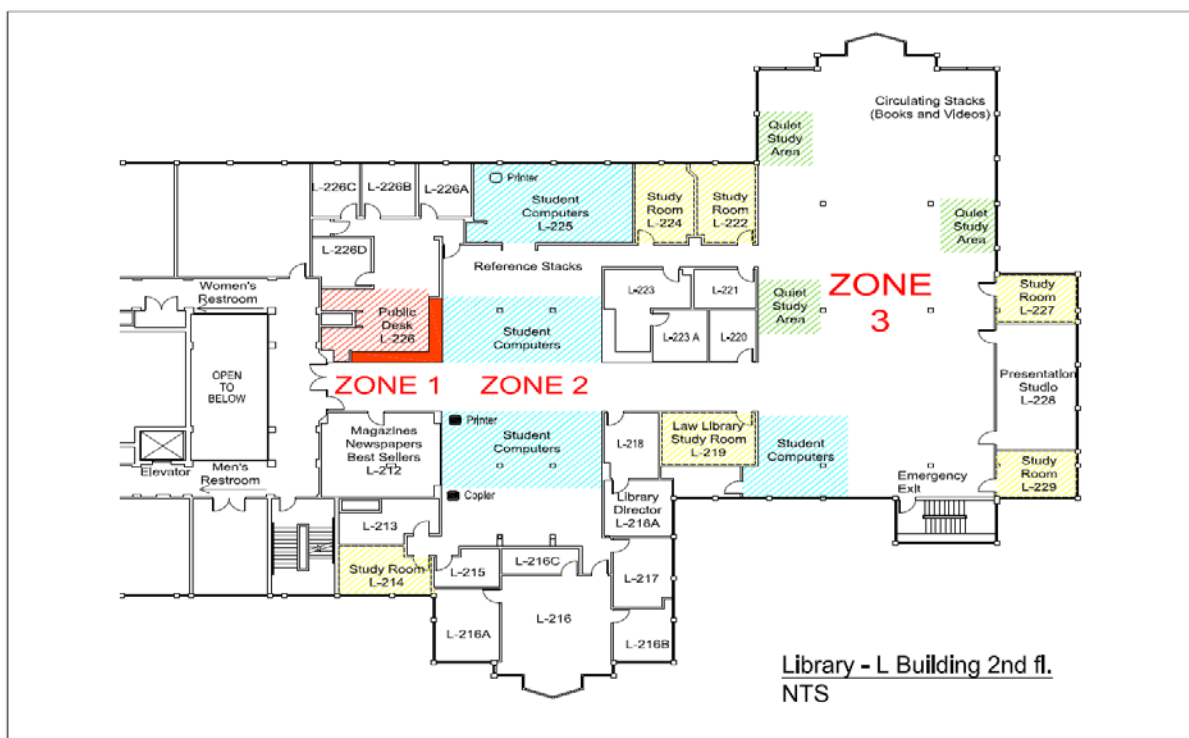
See also "Facilities Usage" in Section 3.

*Se*ction 2: Program Mission, Goals, and Objectives

2.1 Discuss the program's mission, goals, and objectives. Do goals reflect the mission of the program?
Analysis of last five years' goals and correlation to Library mission statement.

Library Mission Statement

The mission of Frederick Community College Library is to serve students, faculty, and staff in support of the goals of student learning and the learning college:

- Maintain staff knowledge of relevant information sources, technologies, and dissemination methods.
- Develop collections that support the academic and professional needs of its constituencies
- Maintain a service presence—digitally and physically—that promotes efficient use of collections, services, and facilities.
- Promote constituencies' mastery of information literacy.
- Collaborate with constituencies to support their needs.
- Assess the Library's contributions.

Each year the Library identifies annual goals. Appendix #1 contains Goals for the last five years along with their outcomes and their linkages to the Library Mission Statement. Overall goal achievement progress is summarized in Figure 2, Library Goal Achievement, FY09-FY13

Figure 2, Library Goal Achievement, FY09-FY13

Library Goal Achievement, FY09-FY13						
Goal Status	**FY13**	**FY12**	**FY11**	**FY10**	**FY09**	**Total**
Completed	7	4	3	3	4	21
Ongoing	1	0	1	1	0	3
Postponed	0	0	1	0	2	3
Revoked	0	0	1	0	0	1

2.2 How does the program's mission relate to the College's mission?
Library Tactical Goals in the College's Strategic Plan.

The Library's annual goals are correlated to those in the College's 2013-15 Strategic Plan (Appendix #2). The plan also has tactical goals that are assigned to individual departments:

2013-15 Strategic Plan Goals and Corresponding Library Tactical Goals (with Status):

- Promote academic excellence in teaching and learning
  - Enhance current methods and frequencies of incorporating information literacy instruction into course based research (in addition/place of standard one-time presentation). *Ongoing.*
  - Increase faculty skills in teaching information literacy. *Partially completed and ongoing.*

- Increase student success and goal achievement
  - Enhance the use of technologically-based learning resources (including Library and open source content as textbook alternatives). *Two demonstration projects completed.*

- Utilize new and emerging technologies that improve learning and business operations
  - Enhanced computer technologies within the library by individual computer access in the Presentation Studio (L228). *Postponed.*
  - Optimum space allocation in Library Bookstacks/study area. *Analysis and recommendations in* Library Use of Facilities *report* (Appendix #3).

Section 3: Program Trends according to Internal and External Data

3.1 Discuss 5-year usage patterns and trends
Analysis of usage metrics and trends.

The Library maintains numerous metrics and assessments to demonstrate performance with respect to collections, services, and programs. Many of these are discussed in depth in following sections. Figure 3 "Library Usage Indicators FY09-FY13" presents a five -year longitudinal view of key usage metrics.

Figure 3: Library Usage Indicators FY09-FY13

	FY09	FY10	FY11	FY12	FY13
Attendance	159,666	164,537	131,763	130,537	124,395
Circulation Digital	93,366	100,772	106,830	105,669	135,453
Circulation - General	6,280	5,880	4,801	3,773	3,768
Circulation - Reserve	1,418	2,405	2,643	1,777	1,194
ILLs Borrowed	132	137	225	115	97
ILLs Lent	171	111	96	102	78
Research Guide Page Views	n/a	n/a	n/a	n/a	19,319
Instructional Sessions	115	129	109	111	153
Reference Responses	12,615	9,705	8,528	9,614	9,916
Fac/Staff Reference (hrs.)	93	59	71	168	276

The Library maintains extensive usage data, drawn from multiple sources and representing different data collection cycles. This section is arranged into three broad categories: collections, reference, and facilities.

Collections Usage

Data on collections usage is drawn from usage logs maintained by the Library's database automation system providers. The FCC Library's collections are overwhelmingly digital; a very rough approximation is 95%. This figure may seem excessively tilted toward digital content, but it—again, very roughly—compares the "information" in the millions of articles, reports, books, and videos in the Library's 26 online databases, with the "information" in the 17,000 books in the print Reference and General collections. Detailed usage/circulation data for the databases and books are in Appendix #4, but important patterns can be highlighted:

- The vast majority of usage—at least 90%—is of digital content. This is also very difficult to specify. How, for example, does downloading a journal article from a database compare to checking out a print book? Nevertheless, usage patterns in Appendix #4 demonstrate that FCC students conduct research digitally to an overwhelming degree.

- The large, comprehensive journal database *Academic Search Premier* is used much more than any other individual database. This is easily understood because it is useful for virtually any subject, and it is heavily promoted in the Library's information literacy program.

- All of the Library's databases receive satisfactory usage. A very crude "cost-per-document" metric is calculated for each database, in which the annual subscription cost is divided by the number of full-text documents that are retrieved. This ranges from approximately $0.04 per document for *Issues and Controversies* to $2.28 per document for *Ovid. Academic Search Premier* is $0.08 per document. Overall collection average is $0.29 per document. This calculation is considered a better "Return On Investment" metric than simple usage alone.

- A majority of usage—approximately 85%—of the databases occurs remotely, i.e. from off-campus locations. This metric is profoundly significant, because it demonstrates that the FCC Library is indeed a "virtual" library that is available—in Web jargon—"24/7" and "Anytime, Anywhere." Logs of remote usage also show heavy use in late evenings and on weekends, which is yet another indicator that the virtual library well serves the actual needs of FCC students.

- Database usage increased approximately 20% from FY05 to FY10. This corresponds very roughly to the College's enrollment pattern over this same period. Another large surge—22%— occurred from FY12 to FY13 (when enrollment was flat). This coincided with the introduction of the Research Guides (See Section 5), and it is at least highly probable that the heavily used Guides contributed to the increased usage.

- Print book circulation, however, has steadily declined for years: 56% between FY05 and FY13. This shift from away from the Library as a "brick-and-mortar" source for print content, to a "virtual" provider of digital content has important effects. It has led to changing spending patterns, as more collection funds are spent for digital content than for print. This was a strong factor in justifying the transfer of the cataloging position discussed above in Section 1.1.

Nevertheless, in FY13 there was a marked change in this long pattern of contracting print book circulation; FY13 circulation was almost the same as the preceding year. Although it is too early to draw any firm conclusion, it is might be that print book usage has plateaued.

The book collection is contracting as obsolete books are removed and not replaced in the same numbers. A key consideration is that, at this time, it is technically and financially impossible to replace all of the print books with digital versions. In other words, it's likely that the Library will plan to maintain a smaller print book collection for five years and probably longer, depending on trends in the licensing, cost, and distribution of digital academic books. Furthermore, there remains continuing student demand for print books.

It is expected that the book collection might stabilize at approximately 15,000 print volumes (the present count is 16,700). This creates opportunities for facilities redesign, which are discussed below under *Facilities Usage*.

- Circulation of items on Course Reserve is declining. The usage levels of Course Reserve can change markedly from one year to another as a function of periodic changes in course assignments. It's possible that this trend will continue, as faculty direct students increasingly to digital content.

Reference Service to Students and Faculty/Staff

The Library maintains detailed logs on the types, numbers, and times for questions that are asked by Library users, including students and faculty/staff.

In FY13, Library staff answered 5,744 reference questions, divided evenly between reference and tech support questions(Figure 4: Reference Queries by Type):

- Classic reference questions represented 51% of the total. These include explaining how to select and use information sources, formulate research strategies, etc.

- Tech support questions accounted for 49% of the total. The Library is a major source of tech support for students. These questions fall into every category: general computer operations, file management, printer operations, Microsoft office applications, and the College's student tech apps: Blackboard, PeopleSoft, and myFCC. (The role of the Library as a student work site is further discussed below under Facilities usage.)

Figure 4: Reference Queries by Type
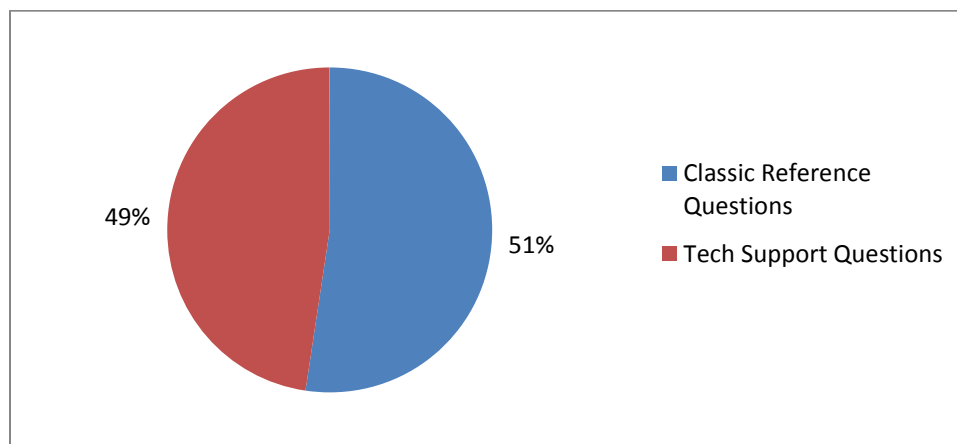
The volume of reference questions declined from a peak in FY08 of 10,686 to 5,744 in FY13. This is due to changes effected by technology. First, from FY05 through FY08 the College rapidly expanded the use of technology in teaching and learning, with greater use of Blackboard and assignments using Microsoft office applications. The Library had an increase in the number of tech support questions during this time. But by the end of that period, incoming and present students had generally acquired greater tech skills. This was significantly enhanced by the inception of tech training sessions for incoming students, sponsored by the Student Technology Help Desk. Second, it's assumed that the increased use of the Library's digital content resources over this same period (See "Collections Usage" above) enabled more students to conduct their research independently.

The Library also provides substantial research support to faculty and staff, who are involved in course and program development, graduate education, etc. These questions generally require much more time than those asked by students, averaging almost five hours per question (Figure 5). Some particularly intensive research projects may take several days. It is also noteworthy how much this has increased over the past two years.

Figure 5: Faculty/Staff Research Support FY08-FY13

Fiscal Year	Number of Hours	Number of Queries
FY13	276	56
FY12	168	27
FY11	71	15
FY10	59	13
FY09	93	19
FY08	116	32

Facilities Usage

Note: The section is excerpted from the *Library Use of Facilities* report (Appendix #3), which has additional data and analysis.

The Library is a heavily-trafficked, high volume site for student work, with an attendance of 124,395 in FY13. The vast majority of visitors, estimated at 95%, are FCC students. The peak year for attendance was FY10, and has been approximately 22% lower since then. There are two likely explanations for this. First, the Classroom/Student Center opened in FY11 and, with numerous student computers and study spaces, has become an important student work space. Second, the Library's increased digital content means that students do not have to be onsite to "use" the Library.

Figure 6: Library Attendance FY09-FY13

| FY09	FY10	FY11	FY12	FY13

159,666	164,537	131,763	130,537	124,395

Library usage is a function of the College's instructional cycle, and varies accordingly throughout the season, week, and day. Peak usage occurs in the fall and spring semesters, Monday through Thursday, from approximately 10:00AM until approximately 8:00PM.

Attendance is highest during the fall and spring semesters, peaking at semester mid-points, and with a surge at semester ends. Attendance drops at other times but there is always steady traffic and usage, even when classes are not in session. Daily traffic is high Monday through Thursday, and drops off on Friday and Saturday. Occupancy rates (as opposed to attendance) also vary according to the patterns discussed above. During peak usage periods, occupancy rates for different sections vary, with an overall library average of over 50%. There are fluctuations in this period with, for example, mid-day having higher occupancy rates than mid-afternoon.

Patterns of student computer usage in the Library are significant (Figure 7: Library Student Computer Use by Application). Library research represents only a small portion of Library computer use. The predominant uses are for other learning applications, including Blackboard; Microsoft Office programs such as Word, Excel, and PowerPoint; textbook websites; and general Internet research. This pattern explains the Library's role in providing tech support, as discussed above, and reinforces the Library's role as an active and general student learning worksite.

Figure 7: Library Student Computer Use by Application
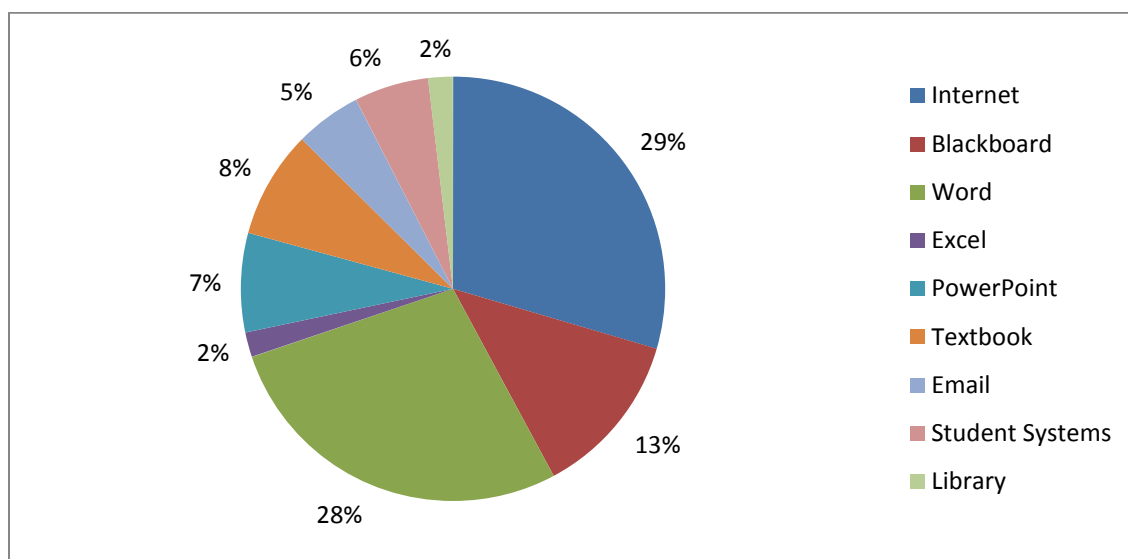
In the College's 2013-15 Strategic Plan, the Library has a Tactical goal of investigating "Optimum space allocation in Library Bookstacks/study area." For years, the Library has been studying the effects of the transition from print to digital content, including physical infrastructure changes. A major part of this trend is decreasing usage of print books and a decreasing print book collection size, as discussed above. This year, collection usage data are being given particular scrutiny to determine if the reduction of print book usage has plateaued.

With these expectations, a substantial amount of space could be obtained by reducing the bookstacks footprint. The preliminary estimate is that at least half of the shelving units could be removed. Utilization of the freed space should take into account several considerations:

- College-wide needs.
- Strong expectation in that area (Zone 3) of ongoing regular use of student study facilities, i.e. carrels and Study Rooms, as well as substantial instructional use of 228.
- Design opportunities and limitations of the building structure.
- The value of having the space occupied by functions that would provide collaborative opportunities with the Library, its mission, and its services.

3.2 Discuss the Library's public and informational presence, including website information and content.

Analysis of informational and functional role of website.

The Library website is the principal access point for Library research content, and an important access point for information literacy instruction and other services.

Website Content Access

Because the vast majority of the Library's reference and research content is digital, students, faculty, and staff use databases and the Library catalog from the website, including connection from campus and remotely. Databases can be chosen from an alphabetical list but, increasingly, users reach appropriate resources through the Research Guides, which provide subject access to different Library databases and to research-worthy Web sites (See Section 5.1). The Library may also investigate the value of a federated search interface.

Information Literacy Instruction

The Library website provides information literacy instruction in two ways: with the Virtual Library Orientation (VLO); and with instructional content in the Research Guides (See Section 5.1). The VLO is regularly used in several EN101 sections, occasionally in other courses, and by students through individual discovery. Each Research Guide contains several kinds of instructional information, including Defining Topics, Formulating Search Queries, Evaluating Websites, etc.

Information and Services

The Library website provides basic information: location, hours, services, etc. Online forms can be used to request interlibrary loans, instruction sessions, and research assistance.

<u>Website Outlook</u>

A complete redesign of the entire College website is expected to be done by late summer 2013. The new design will permit a more intuitive organization of Library content and services.

Almost all of the use of Library digital content and services now occurs through the Library website. However, in the future, it is expected that the website's portion will decrease, as Library content is increasingly distributed throughout course Blackboard sites (as described in Section 5.1). Blackboard-based access to course-specific content can be more efficient, because it "saves a step" of exiting Blackboard and going over to the Library website, and because it can be focused on a specific Research Guide, a specific section of a Research Guide, or on a module of the Virtual Library Orientation.

3.3 Discuss external data reviewed by program administrators. How does the program compare to other Maryland community college libraries, especially cohort institutions?

NCES comparison data with cohort Maryland community colleges.

Comparison data are obtained from the National Center for Education Statistics *Academic Libraries Survey*, which is conducted bi-annually. Comparative data are only available from the 2010 survey. Data are presented in Appendix #5, *NCES Library Cohort Comparison.* The Maryland Higher Education identifies state cohort groups: FCC's cohort libraries are the College of Southern Maryland, Harford Community College, and Howard Community College. Appendix #5 also contains data from cohort libraries as identified by NCES. Appendix #6 contains analysis of individual items from the comparison;

The FCC library is generally in compliance with cohort norms, but there are items where it varies significantly:

<u>Total Staff Per 1,000 FTE Students</u>
Measured by "Total Staff Per 1,000 FTE Students" (Figure 8), the Library's total staff is much smaller than the next lowest library.

Figure 8:Total Staff Per 1,000 FTE Students (2010)

Library Name	Total Staff Per 1,000 FTE Students
Frederick Community College, MD	**1.87**
College of Southern Maryland, MD	3.36
Harford Community College, MD	4.19
Howard Community College, MD	2.52
Comparison Group Average	3.36
Comparison Group Median	3.36

Nevertheless, the FCC Library has a service workload comparable to that of cohort libraries. Service workload is best represented by NCES indicator "Information services to individuals Reference In-person," in Figure 9.

Figure 9: Information services to individuals Reference In-person (2010)

Library Name	Reference Queries
Frederick Community College, MD	**9,705**
College of Southern Maryland, MD	9,806
Harford Community College, MD	12,907
Howard Community College, MD	5,076
Comparison Group Average	9,263
Comparison Group Median	9,806

Total Library Expenditures Per FTE Student

The Library's Expenditures per Student are also low (Figure 10). See also "Discuss how the program's resources compare to other Maryland community college libraries, especially cohort institutions," in Section 5.

Figure 10:Total Library Expenditures Per FTE Student (2010)

Library Name	Total Library Expenditures Per FTE Student
Frederick Community College, MD	**$140.90**
College of Southern Maryland, MD	$164.24
Harford Community College, MD	$291.82
Howard Community College, MD	$160.37
Comparison Group Average	$205.48
Comparison Group Median	$164.24

Books, Serial Backfiles, Other Paper Materials Per FTE Student

The Library's holdings of "Paper Materials" are significantly smaller than cohort and comparison group norms (Figure 11). This is due in large part to two longstanding collection patterns. First, the Library has long followed a robust collection renewal schedule, in which obsolete materials are regularly removed. Second, collection expenditures in recent years have shifted away from print and toward digital holdings.

Figure 11: Books, Serial Backfiles, Other Paper Materials Per FTE Student (2010)

Library Name	Books, Serial Backfiles and Other Paper Materials — Held
Frederick Community College, MD	**27,882**
College of Southern Maryland, MD	51,046
Harford Community College, MD	56,987
Howard Community College, MD	45,566
Comparison Group Average	51,200
Comparison Group Median	51,046

3.4 Discuss student evaluations
Five year instructional session and course survey student evaluation data.

The Library has been conducting student satisfaction surveys since FY01. There are two surveys: *Instructional Session* and *Course* (Appendix #7). The one-page *Instructional Session* survey is administered immediately after students receive an information literacy presentation; it asks about the value of the presentation, presenter's ability, etc. The two page *Course* survey is administered near the end of the semester; it asks about collections, services, facilities, and staff. Typically, two or three of each are done annually. Courses and instructors are changed each year to get broad representation.

Figure 12: Instructional Session and Course Student Survey Results, FY08-13

Percentages represent combined "Satisfied" and "Very Satisfied" Responses

	FY08	FY09	FY10	FY11	FY12	FY13
Books	75%	78%	100%	n/a	92%	n/a
Computers	52%	30%	81%	n/a	37%	n/a
Databases	95%	92%	100%	n/a	87%	n/a
Hours	100%	92%	96%	n/a	89%	n/a
Home Database Access	100%	92%	97%	n/a	89%	n/a
Instructional Session			93%	97%	98%	100%
Space	71%	52%	81%	n/a	61%	n/a
Staff Knowledge	86%	93%	96%	n/a	96%	n/a
Staff Helpfulness	100%	93%	96%	n/a	100%	n/a
Staff Assistance	86%	91%	96%	n/a	85%	n/a

Figure 12: *Instructional Session and Course Student Survey Results, FY08-13* shows very high levels of student satisfaction on most indicators. There are two exceptions: "Space" and—particularly— "Computers," regularly have much lower satisfaction levels. In fact, low ratings for "Computers" in FY08-09 led to the addition of six new computers in FY10.

Nevertheless, these data are somewhat anomalous because they are contradicted by other data. As indicated above in "Facilities Usage," there is almost always seating and computers available, even during peak attendance times. The matter may merit further investigation.

See section 5.2 for additional discussion of student satisfaction with information literacy instruction.

These surveys are part of the Library's overall Assessment Plan. See Appendix #8: Library Assessment Plan

3.5 Discuss external professional literature reviewed by program administrators detailing trends in the program area

Literature review

The chief professional association for higher education libraries is the Association of College and Research Libraries (ACRL). The ACRL carries out an active and comprehensive research and assessment program that includes literature reviews and the promulgation of standards and benchmarks. Several of these were used to investigate library and information literacy trends and best practices in higher education institutions:

- *2010 top ten trends in academic libraries: A review of the current literature.*
- *2012 top ten trends in academic libraries: A review of the trends and issues affecting academic libraries in higher education.*
- *Environmental Scan 2013.*
- *Futures Thinking for Academic Librarians: Higher Education in 2025.* (2010).
- *Futures Thinking for Academic Librarians: Scenarios for the Future of the Book.* (2012).
- *The Value of Academic Libraries: A Comprehensive Research Review and Report.* (2010).

The trends and best practices that emerged from the literature review—as they are being interpreted and applied by the Library—are reflected in assessment and planning discussions elsewhere in the Self-Study.

Assessment Discussions
In 2013 the Library benchmarked against two recent, authoritative standards: the ACRL *Standards for Libraries in Higher Education* (2011. Appendix #14), and *Redefining the Academic Library* (2011. Appendix #15). In each case, the Library achieved a high degree of compliance (Section 5.8).

Planning Discussions
The Library attempts to incorporate relevant trends and best practices into its annual planning. Appendix #1: *Library Annual Goal Achievement – FY09-13* summarizes annual goals and their completion for the past five years.

Appendix #16, *Emerging, Stable, and Receding Factors*, is a visioning overview based upon current trends and best practices, as applied to the FCC Library. These elements have been incorporated into annual goals for the past two years.

Finally, the Self-Study Recommendations themselves (Section 6) incorporate trends and best practices fro academic libraries.

Section 4: Assessment of Student Learning Outcomes

4.1 How did students perform on student learning assessments?
Research paper information literacy assessment

In FY13 the Library embarked upon an assessment project to investigate its contributions to student learning outcomes (Appendix #9). The study gathered 106 final papers from eight Spring 2012 sections of EN101 English Composition, including both in-person presentations and courses that used the Virtual Library Orientation. The papers' citations were analyzed according to several metrics, including type, distribution, and quality of sources. The study was done against the backdrop of research that demonstrates very poor levels of information literacy on the part of incoming students (See Section 5).

The study showed that students, in all courses, demonstrated satisfactory information literacy proficiency. It is noteworthy that students in courses that used the VLO performed comparably to those who had in-person presentations. This suggests that digital information literacy instruction is pedagogically valid. Term paper analyses of this kind will be conducted periodically, using research papers from EN 101 and, eventually, other courses.

The assessment results led to several improvements in information literacy instruction:

- Demonstration that the Virtual Library Orientation has pedagogical value comparable to in-person presentations.
- More instruction on Web searching and the use of research-worthy websites.
- More instruction on the basics of search query formulation.
- Changes in Research Guide organization to highlight individual databases.

This assessment is part of the Library's overall Assessment Plan. See Appendix #8: Library Assessment Plan.

Section 5: Program Resources, Support, and Viability

5.1 Discuss demand for the program and how demand is impacted by trends in the College and the information environment.
Analysis of student information literacy and curriculum research demands.

Information Literacy Today

The importance and role of information literacy has in recent years become more prominent in library and education curriculum planning and practice. The reason is, simply put, that the information environment steadily grows larger and more complex. With respect to higher education, this occurs in two realms: traditional academic library resources; and information available through the Internet.

The first realm includes research content that has long been provided by academic libraries: books, journals, newspapers, reports, studies, etc. The difference now, in the digital age, is that the range, volume, and accessibility of these resources are vastly greater. Even small libraries like FCC's provide an enormous collection of scholarly and research resources that would have been unimaginable a decade ago (let alone further back).

The second realm includes content freely available through the Internet. This is an enormous and chaotic resource that includes great amounts of valuable research resources, as well as immeasurable quantities of "information" that is frivolous or suspect, or both.

In this environment, the need for information literacy has become increasingly apparent. There are numerous definitions, criteria, standards, and rubrics for information literacy, but they can be distilled to two capabilities: the ability to find the right information; and the ability to judge what is the right information. In the society of today and tomorrow, information literacy is an essential knowledge, not only for success in higher education, but also in the workplace and in personal and civic life.

Information Literacy Requirements of the FCC Curriculum

In Spring 2013 the Library conducted an intensive analysis of the research requirements of the College's curriculum. The syllabus for every credit course was examined to identify research-based components; approximately 17% had some sort of research-based requirement (the percentage is approximate because it is sometimes difficult, from the syllabus alone, to precisely identify a "research component"). The research components take many forms, from full-scale term papers to article reviews, case studies, annotated bibliographies, etc. They occur in courses in all the academic departments, and in both 100- and 200-level courses.

Student Information Literacy Proficiency

The Library conducts periodic informal surveys of student information literacy proficiency. Students are asked what is their preferred method of information retrieval and, that failing, what are their subsequent methods. There are several highly relevant conclusions:

- 90%+ of students use Google as their primary information retrieval method.
- 90%+ of students do not have any alternative or second-choice method.
- Among students who identify an alternative or second-choice method, a large majority mention another popular, general Web search engine—principally Bing, but occasionally Yahoo! or Ask.com. This method is unproductive because there is a high degree of overlap among the result of Google, Bing, Yahoo!, and Ask.com
- Students almost never use Google's Advanced Search mode, which offers techniques that can lead to better search results.
- Students rarely look past the first page of Google search results. This weakens the potential of the search, because the first page of a Google search, while having valuable sites, also has links that are generally less valuable for research, including news, images, and Wikipedia articles.
- Less than 5% of students mention "books" or "the library" as a first or alternate method.
- These practices apply to all students, including traditional age and slightly older students—the "Millennials"—who are often presumed to be digitally proficient in all respects.
- In other words, the vast majority of FCC students are "information illiterate"—they are unprepared to conduct research at minimum proficiency levels in many of their courses.

This deficiency applies not only to incoming students, but also to returning students, including those taking 200 level courses. The Library does have a comprehensive program of information literacy instruction through English 10, English Composition, the most commonly taken and widely required course in the College. (See Section 5.2 for full discussion of the Library's information literacy program.) Nevertheless, many students take courses that have a research component without having taken EN101 or otherwise received information literacy instruction. This is because many courses do not have EN101 as a prerequisite, and because many students are not following a formal program sequence that would require them to take EN101 early in their careers. Survey results demonstrate that in non-EN101 courses that have a research component, a majority of students, sometimes a large one, have not taken EN101.

Analysis of effects and opportunities of a digital teaching and learning environment.

The Library conducts frequent information literacy presentations to non-EN101 courses. IN FY 13, 36% of 172 presentations were to non-EN101 courses. Most of these are in-person presentations. However, this "in-person" method is not scalable much beyond present levels. Given the number of research-bearing courses (See Information Literacy Requirements of the FCC Curriculum, above), and the size of the Library professional staff, the Library's ability to deliver in-person presentations could reach a limit.

Fortunately, it is possible to extend information literacy instruction indefinitely using digital instructional and content delivery methods. As discussed above, most of the Library's content is digital and, as such, is highly "distributable"—a link to a content source can easily and quickly be distributed on a wide scale. In addition to content resources, the Library has digital information literacy tools that can be distributed with comparable ease: the Virtual Library Orientation (VLO) and the Research Guides.

The VLO is a digital, multimedia information literacy tutorial. It addresses the full range of information literacy proficiencies: defining research, library resources, search techniques, Web research, plagiarism, and citation practices. The VLO has been widely used for several years and its pedagogical efficacy has been demonstrated (See section 4.1).

The Research Guides are digital, subject-oriented finding aids that provide the two key elements of information literacy: the right information content and the right information usage proficiencies. Each Research Guide has links to a variety of Library content sources and research-worthy websites. Each also has instructional content—mini-lessons and tutorials—on research techniques. There are now 25 Research Guides, representing most General Education areas, as well as other topics such as study skills, statistics, state/local information, and others. The Research Guides were introduced in FY13 and have rapidly become very heavily used.

Again fortunately, the College is rapidly moving to a near-total digital instructional environment, in which these Library tools can be readily deployed. At the end of FY13, a large majority of College courses had an online component via Blackboard; in Spring 2013, 80% of course sections used Blackboard in an online course, a hybrid course, or a course section with a Blackboard companion site. Furthermore, The College is moving toward having Blackboard as a component of most courses. In other words, most FCC courses will eventually be online in one way or another.

Therefore, comprehensive, targeted information literacy content and instruction is eminently achievable. The VLO, or individual components, and subject-appropriate Research Guides can be deployed in the Blackboard site of almost any course with a research component. Having already identified courses with research components, the Library can easily insert VLO modules and Research Guides into their websites. When full adoption of Blackboard is complete, the Library can extend information literacy wherever it is needed. The syllabus analysis discussed above (Information Literacy Requirements of the FCC Curriculum) also makes it possible to target research-bearing courses, including creating Research Guides that relate to the particular assignment.

This process is already well underway. In FY13, all English department courses adopted Blackboard. In Spring 2013, the Library, with faculty approval, deployed subject-related Research Guides in the EN101 and EN102 Blackboard sites. In one outcome, use of the EN102 Research Guide almost doubled over the previous semester. In summer 2013, the Library is collaborating with Distributed Learning to deploy VLO modules and Research Guides into the Blackboard sites of research-bearing online Master Courses. Plans to extend this practice to other research-bearing Blackboard courses will be pursued in FY14.

5.2 What value does the Library contribute to student learning?
Information literacy assessment.

The Information Literacy Program

The Library began information literacy instruction in 1978. Then, as now, the principal delivery venue is EN101, all sections of which are required to have information literacy instruction. It has been a longstanding and productive partnership with the English department. The most common method is an in-person presentation conducted by a librarian. The majority of these are conducted in the Library, with a facility tour and an online presentation in the Library Presentation Studio that demonstrates Library resources and services.

Others are conducted in the classroom (because the Library's collections and services are so highly digital, they can effectively be demonstrated online anywhere). This method does not allow for a facility tour. This, however, is a minor sacrifice, because the Library is a small, simply-organized location that students easily navigate.

The EN101 presentations all follow a "script"—a syllabus that ensures consistency among different presenters and across the many EN101 sections (See additional discussion of the script under "Information Literacy Assessment" below). The script, however, is fully adaptable to individual faculty needs. Librarians confer in advance with faculty to determine if they want the presentation to address specific topics, sources, or methods.

The Library has also long conducted informal information literacy presentations for other courses. These are valuable because non-EN101 courses may require sources and research techniques that are not covered in the EN101 presentation. Furthermore, as discussed above under "Student Information Literacy Proficiency," students in these courses may not have taken EN101. These presentations are complementary to the EN101 presentation. Each has its own script, which not only reflects the subject of the course, but can also be adapted to individual faculty requirements. These presentations are given to courses in each academic department; a representative sample includes:

- EN102 – English Composition and Literature
- BU109 – Entrepreneurship and Small Business Enterprise
- CMSP103 – Speech Fundamentals
- ED/PS208 – Human Growth & Development
- HE102 – Nutrition in a Changing World
- MA207 – Elementary Statistics with Probability
- SD100 – Career Assessment & Planning

In recent years The Library has introduced major new instructional tools and methods. The Virtual Library Orientation (VLO) and the Research Guides, as discussed above, are digital tools for instruction and content discovery.

The Research Guides were introduced in FY13 and have rapidly become very heavily used:

- 19,319 total page views across 25 Guides.
- The EN101 English Composition Guide was the most heavily used, with 6,007 page views.
- Four other Guides had over 1,000 page views.
- Every Guide had at least dozens of page views.

- The EN102 English Composition and Literature Guide nearly doubled its usage when it was added to the EN102 Blackboard site (See "Analysis of effects and opportunities of a digital teaching and learning environment." Above).

The "Pop-In" presentation was introduced in FY13 to allow for individual instructional follow-up. With the "Pop-In" presentation, students receive an initial presentation that closely follows the script for that course. Then, after students have been conducting their research, the librarian pops in to the class and confers with them individually, assessing their sources and strategies and making recommendations.

These information literacy presentations, techniques, scripts, and collaborations comprise a large, wide-ranging, and systematic instructional program. In FY13, 172 information literacy presentations were conducted:

- EN101 Single Presentation: 75
- EN101 Pop-In: 16
- Other Courses: 62
- VLO: 19

Nevertheless, as discussed above under "Information Literacy Requirements of the FCC Curriculum," there are many research-bearing courses that have not been receiving information literacy instruction. Programs to address this gap are discussed under "Opportunities of Digital Environment."

The Library's information literacy program is a major component of its overall operation. Scheduling, organizing, and conducting presentations represents a large portion of the three Librarians' workloads. In addition to conducting the presentations themselves, the instructional tools require continual and time-consuming maintenance. The VLO is updated continually to reflect new databases, interface changes, etc. Because the VLO is multimedia, changes are particularly labor-intensive and time-consuming. The Research Guides and scripts also require ongoing maintenance. And, creating a new Research Guide or script takes many hours of research in topic-related sources and methods.

All of this is the outcome of the great importance that the Library attributes to information literacy instruction. There is large, curriculum-wide need for information literacy instruction, as documented in "Information Literacy Requirements of the FCC Curriculum" and "Student Information Literacy Proficiency" in Section 5.1, above. The Library Mission Statement identifies it as a principal goal, and the Library's many information literacy efforts work to achieve this goal.

Finally, information literacy instruction provides librarians the privilege of participating directly in teaching. An information literacy presentation is a small but important learning component of a course, and is implicit (or formally identified) in the Core Learning Outcomes of many courses. The great amounts of time, effort, and care that librarians devote to information literacy demonstrates the value they place upon this teaching role, and upon their collaboration with faculty in teaching and learning.

Information Literacy Assessment

The Library has four principal information literacy assessment methods:

- Benchmarking against regional accreditation standards
- Benchmarking against professional association standards
- Student surveys
- Student learning assessments

Benchmarking Against Regional Accreditation Standards

FCC is a member of the Middle States Association on Higher Education and is accredited by that organization. The standards for accreditation are published in *Characteristics of Excellence in Higher Education* (12th edition. 2006), which includes guidelines for information literacy programs (Standard Eleven, "Educational Offerings." See Appendix #10, *Characteristics of Excellence*: Information Literacy Standards). Based on information presented here and in the appendices, the Library's information literacy program can be said to demonstrate compliance with these guidelines.

The Middle States Commission has also published separate guidelines for information literacy programs: *Developing Research and Communication Skills: Guidelines for Information Literacy in the Curriculum* (2003). The Library has not measured its information literacy program against this publication but, because of its age, may wait to do so until a new edition is available.

Benchmarking Against Professional Association Standards

The principal professional association for higher education libraries is the Association of College and Research Libraries (ACRL), a division of the American Library Association. ACRL promulgates numerous standards, including four related to information literacy:

- *Information Literacy Competency Standards for Higher Education* (2000).
- *Information Literacy Instruction, Objectives for: A Model Statement for Academic Librarians* (2001).
- *Guidelines for Instruction Programs in Academic Libraries* (2011).
- *Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline* (2012).

The first two of these have guided the development of the Library's information literacy program. The second, which has specific instructional objectives, is used in the development of the script for EN101 information literacy presentations (See Appendix #11 for a crosswalk between the EN101 script and standard guidelines).

The third and fourth are recent and the Library has not conducted compliance studies with them. This is identified as a recommendation, below.

Student Surveys

As mentioned above, the Library has conducted student surveys of information literacy presentations since FY2001. These are done three-to-five times annually, using a five-part questionnaire that is administered immediately after an information literacy presentation. Surveyed courses are varied to achieve broadly representative results. Survey outcomes (Figure 13) show a very high degree of satisfaction with the Library's information literacy presentations.

Figure 13: Student Satisfaction with Information Literacy Presentations:

Percentage indicating "Satisfied" or "Very Satisfied"

Question	FY10	FY11	FY12	FY13
Useful Information	93%	99%	100%	100%
Knowledgeable Presenter	100%	100%	100%	100%
Well Communicated	93%	98%	93%	100%
Well Organized	93%	100%	100%	100%
Worth Your Time	71%	91%	100%	99%

Student Learning Assessments

See Section 4.1: Assessment of Student Learning Outcomes.

These assessments are part of the Library's overall Assessment Plan. See Appendix #8: Library Assessment Plan.

5.4 Discuss the qualifications, experience, and achievements of program administrators. Are staff sufficiently supported?

Staff profiles.

The Library has five full-time positions—three administrative and two support—and two hourly positions, for a total of 6.5 FTE employees:
- Administrative Positions:
  - The *Executive Director, Library* provides overall management and participates directly in several library operational and service functions.
  - The *Reference Librarian* is responsible for reference service, information literacy instruction, collection development, and manages the Virtual Library Orientation.
  - The *Digital Resources and Faculty Support Librarian* oversees the library's website and the Research Guides, is the lead for faculty support, and provides reference service and information literacy instruction. This position also teaches one credit course per year.

<u>Individual Administrator Profiles and Recent Achievements</u>

Executive Director, Library.

- Master's Degree in Library Science.
- Thirty-seven years experience at the College; Executive Director since 1994.
- Co-Chair of 2006 Self-Study.
- President's Award Co-Winner 2006.
- Lead author of 2011 Periodic Review Report.

Reference Librarian

- Master's Degree in Library Science.
- Thirty-seven years experience; employed at the College since 1997.
- Innovation Award Winner 2012.

Digital Resources and Faculty Support Librarian

- Master's Degree in Library Science
- Six years experience; employed at the College since 2011.

- Support Positions:
  - The *Administrative Specialist, Library* oversees circulation, course reserves, and interlibrary loan.
  - The *Administrative Associate II, Library* oversees budgets, procurement, and other administrative support functions.

- Hourly Positions:
  - The *Reference Librarian* provides reference service, cataloging, and public desk coverage evenings and Saturdays (16 hours weekly).
  - The *Learning Assistant 3-Library* provides public desk coverage and performs clerical functions such as book processing, shelving, etc. (two employees:38 hours weekly).

Staff Annual Goal Setting Analysis

As part of the College's employee development system, each employee sets annual goals, which may include specific job tasks and learning projects. There have been two cycles since inception in 2010. As presented in Figure 14, Library staff accomplished (=*Completed*) 72% of all goals, and either accomplished or made progress on (=*Completed, Ongoing,* or *Partially Completed)* 91% of all goals (See Appendix #12, Annual Goal Setting: Summary of Outcomes, for full analysis)

Figure 14: Annual Goal Setting Accomplishment by Library Staff

Completed:	22
Ongoing:	3
Partially Completed:	5
Postponed:	1
Revoked:	1

Total	32

Professional Development External Events Analysis

Although the Library's recent travel budgets have been modest, staff have had opportunities to attend external professional development events.

FY2013

- Computers in Libraries Conference. One attendee.
- Staff retreat to analyze and benchmark ACRL Academic Library Standards. Five attendees.

FY2012

- Maryland Ebook Summit. (three attendees)
- Maryland Library Association Conference. (three attendees)
- MCCLC Distance Learning Summit. (Two attendees).

5.5 Discuss potential or existing collaborative opportunities with other academic and administrative Departments. Discuss how the program currently integrates with other College departments and services.

Collaboration with academic departments.

Collaboration with administrative departments.

The Library has long had formal and informal collaborations with academic and administrative departments throughout the College.

<u>Center for Teaching and Learning</u>
- Writing Center
  - Cross-training with Writing Center and Library staffs.
  - Library administrative support during summer.
  - Cross-fertilization of websites.

- Tutorial Services
  - Tutorial Services housed in Library from 1994 through 2010.
  - Designated clerical support for Tutorial Services operations.

- Distributed Learning
  - Jointly-funded subscriptions to video databases.
  - Library instructional and research content in online Master Courses.

<u>Academic Departments and Faculty</u>
As described above, the Library has had a formal collaboration for information literacy instruction through the EN101 English Composition course. This has evolved as the course content has changed, and as the Library has introduced new instructional and content resources and techniques.

Over the years the Library has had shorter and less formal relationships with other academic departments, based around collection development, information literacy instruction, and research support. These same relationships also apply to collaborations with dozens of individual faculty members each year.

5.6 Discuss the budgetary needs of the program. "Are financial resources adequate to meet program needs?"

Budget and resource allocation analysis.

A complete, multi-year analysis of spending patterns is in Appendix #13. Several key points can be extracted:

- The Library's FY13 budget of $489,889 represents 1% of the entire College budget.
- FY13, 73% of expenditures were for staff and 27% were for operations and materials.
- *Non-material operations*—supplies, etc.—represented approximately 5% of the budget
- *Materials*—digital and print books, journals, etc.—represented approximately 22% of the budget.
- The Library's compensation and non-materials operations costs have been flat since FY07.
- Expenditures on print books and periodicals have declined approximately by half since FY07.
- Expenditures for digital content have increased approximately by half since FY07.
- The FCC library's compensation and operations costs are substantially below cohort institutions.

This last point, regarding cohort institution comparisons, is discussed in Section 5.7 below. The data indicate that the FCC Library's program resources are below those of cohort libraries in key metrics.

Nevertheless, The Library's resources have historically been "…adequate to meet program needs"
The Library has long been able to follow its collection development plans, and has never been forced to forego the purchase of necessary materials because of fiscal restraints. Faculty materials requests, following review for appropriateness, are consistently filled. Student survey data (See Section 3.4, Figure 12, Instructional Session and Course Student Survey Results, FY08-13) show high degrees of satisfaction with Library materials.

That the Library has been able to perform successfully with resources that are below cohort norms is due—at least in part—to two factors.

First, Library employees are well-trained, flexible, professional, and committed to the Library's mission. This allows highly efficient and productive deployment of staff resources.

Second, the Library has frequently changed its patterns of materials acquisition—particularly in moving from print to digital— to achieve the most productive "mix" of content.

5.7 Discuss how the program's resources compare to other Maryland community college libraries, especially cohort institutions.

NCES comparison data with cohort Maryland community colleges.

Comparison with Cohort Libraries

The Library's staff and operating expenditures are lower that those for cohort institutions, on all major metrics (Figure 15: FCC and Cohort Library Expenditures):

- Total Staff Per 1,000 FTE Students (44% below group median)
- Total Salaries
- All Operating Expenditures
- Total Library Expenditure (35% below group median)
- Total Library Expenditures Per FTE Student   (14% below group median)

(Note: these figures do not allow for precise comparisons because resource patterns vary from library to library, based on staff size, composition, and longevity, and because of differing programmatic responsibilities.)

Figure 15: FCC and Cohort Library Expenditures

Library Name	Total Staff Per 1,000 FTE Students	Total Salaries	All Operating Expenditures	Total Library Expenditures	Staff/Other Expenditures Ratio	Total Library Expenditures Per FTE Student
Frederick Community College, MD	1.87	$406,225	$120,040	$526,265	77/23	$140.90
College of Southern Maryland, MD	3.36	$516,466	$281,411	$797,877	65/35	$164.24
Harford Community College, MD	4.19	$623,753	$385,345	$1,009,098	62/38	$291.82
Howard Community College, MD	2.52	$468,233	$338,603	$806,836	58/42	$160.37
Comparison Group Average	3.36	$516,466	$354,804	$871,270	59/41	$205.48
Comparison Group Median	3.36	Not Applicable	Not Applicable	$806,836		$164.24

5.8 How does the program demonstrate the variety of collections, services, and programs important to the mission?

Benchmarking Analysis with Professional Standards

The Library's "collections, services, and programs" are measured by two major external standards bodies. First, the Middle States Association for Higher Education is the College's accrediting body; it provides standards in *Characteristics of Excellence in Higher Education* (12th ed. 2006). Second, the lead professional organization for academic libraries is the Association of College and Research Libraries (ACRL), a division of the American Library Association. ACRL issues *Standards for Libraries in Higher Education* (2011). The Library also benchmarked against a useful best practices list published in *Redefining the Academic Library: Managing the Migration to Digital Information Services* (University Leadership Council. 2011)

Compliance with Middle States Association Standards

Characteristics of Excellence in Higher Education is of modest value for benchmarking library programs. Its attention to libraries in Standard 11, "Educational Offerings" is so sparse as to be of little actual use. The College's last accreditation visit occurred in 2006. The Visiting Team made one suggestion for the library—to improve its collection development policy—which was completed. Since then, the Library, based upon data presented here and in the appendices, can be said to have remained in compliance with Middle States standards. The College will begin its next Self-Study in 2014, which will provide a new assessment opportunity. Compliance with Middle States standards for information literacy programs is discussed above in Section 5.2..

Compliance with Association of College and Research Libraries Standards

The Library conducted a benchmarking exercise with the ACRL *Standards for Libraries in Higher Education* in 2013 (Appendix #14). The five full-time Library staff members rated the Library on each of the *Standards'* 56 indicators on a four-part scale:

- Y = Complete or nearly complete compliance
- P = Partial compliance
- N = Noncompliance
- D = Do not know

The results showed 56% "Complete or nearly complete compliance," and 33% "Partial compliance." It should be noted that several indicators are more appropriate for large college and university libraries. In other words, the FCC Library's *de facto* compliance with the intent of the ACRL Standards is higher than the cited percentages.

Compliance with *Redefining the Academic Library* Best Practices

Redefining the Academic Library: Managing the Migration to Digital Information Services (University Leadership Council. 2011) is a valuable and thorough analysis of the trend to digital content and services; it includes a useful list of 39 Best Practices. In Spring 2013 the Library benchmarked its practices against this list (Appendix #15). Ten items were indicated as "Non-Applicable," because they applied almost exclusively to college and university libraries. Of the 29 applicable items, the FCC Library complies with 25. The four non-compliant items are particularly subject to local library practice.

Section 6: Recommendations

6.1 How has the program changed in the past few years? Where will the program be in five years?
FCC Library: Emerging, Stable, and Receding Factors

The Library has developed a broad-view forecast scenario, *FCC Library: Emerging, Stable, and Receding Factors* (Appendix #16).

6.2 What official recommendations do you have to improve the program?
Recommendations Summary

- Continue to deploy Library instructional and research content via Blackboard.
- Participate in Library space redesign planning.
- Review the assessment plan.
- Benchmark against ACRL Information Literacy Standards.
- Investigate potential applications and utility of federated search tools.
- Review collection development policy in light of current collection trends.
- Continue Library role as a content aggregator for course instructional resources.
  - Collaboration with Distributed Learning in instructional design
  - Collaboration with faculty for individual courses and programs
- Investigate OrgSync's potential as a tool for student evaluations, as well as other social media applications.

Recommendations

Continue to deploy Library content via Blackboard
The Library has begun to deploy subject-specific content via Blackboard. So far, course-specific Research Guides have been embedded in English courses and in online Master Courses. This should continue with other online courses and, eventually, hybrid and companion site courses.

Participate in Library space redesign planning
The contraction of the print book collection makes substantial space available for other uses. The Library should participate in redesign planning, in order to accomplish the most productive use of the new space.

Review the assessment plan
The Library should examine its assessment plan, to ensure that it has an effective roster of assessment methods. Sources can include the assessment tool catalogs from the Association of College and Research Libraries and the Maryland Community College Library Consortium.

Benchmark Against ACRL information literacy standards
The Library should conduct benchmarking exercises against two of the newer information literacy standards from the Association of College and Research Libraries:

Investigate potential applications and utility of federated search tools
Federated search interfaces provide search methods not now available on the Library website. Their value as an alternative access to Library content should be investigated.

<u>Review collection development policy in light of current collection trends</u>
In light of ongoing library collection trends, the Library's collection development policy should be reviewed.

<u>Continue Library role as a content aggregator for course instructional resources:</u>
- Collaboration with Distributed Learning in instructional design

The Library has begun instructional design collaboration with Distributed Learning for deployment of its instructional and research content. This collaboration should continue to be pursued.

- Collaboration with faculty for content aggregation in individual courses and programs

The Library has done several demonstration projects for aggregating non-textbook content into comprehensive instructional resources. These efforts should continue for courses and programs.

<u>Investigate OrgSync's potential as a tool for student evaluations, as well as other social media applications in OrgSync and elsewhere</u>
OrgSync is a proprietary social medium platform that the College has established to interact digitally with students. OrgSync has numerous interactive features, including a polling module, which bears investigation as a survey method for Library assessment. This should be investigated, along with other OrgSync applications, as well as potential uses of other social media.

Frederick Community College Library Program Review

External Reviewer Report

Introduction:

Review process:

Library director Mick O'Leary communicated with all the directors of Maryland community college libraries, using a listserv for the Maryland Community College Library Consortium (MCCLC). He recommended that, as a consortium, we explore ways to benchmark various aspects of the library programs that we oversee, and asked if any of the directors would be willing to serve as external reviewers for the planned Library Program Review at Frederick. Quite of few of the directors expressed overall interest in exploring some benchmarking projects, and three directors indicated potential availability to serve as external reviewers. Later, we decided amongst us that two external reviewers would suffice. At the Summer 2013 meeting of the MCCLC directors, Mr. O'Leary gave a progress report, and there continues to be significant interest in adopting the FCC Library Program Review format as a potential model for our member libraries to consider using to conduct reviews at their institutions (adapting as needed to fit local circumstances and priorities). In preparation for the site visit by the two external reviewers, Mr. O'Leary sent us the Program Review Self-Study. The reviewers read it and conferred after their initial reading. We identified several questions where we felt additional information would be useful to have prior to the Site Visit. We communicated this request to Mr. O'Leary, and he promptly sent the requested information.   The external reviewers spent nearly a full day on the FCC campus, meeting with the Library director, one member of the faculty, all full-time Library employees, several administrators, and professional staff from the Center for Teaching and Learning. Throughout the site visit, those we met with were very forthcoming with information about the current Library program and with some suggestions on possible areas of enhancement. All of the people we spoke with expressed a high opinion of the Library's current services to the FCC community.

Program mission and goals:

The mission and goals of the FCC Library program are entirely appropriate for a community college library. From what the reviewers were able to learn about the overall program of instruction at FCC, the Library's mission and goals appear well-suited to the specific mission of FCC.

Mission & goals with regard to high quality education and community needs:

Based on what we learned from the FCC Library Program Review Self-Study and our site visit, we have concluded that the mission and goals are in keeping with typical expectations for a community college library, and should support high quality education for FCC students. Our brief visit did not afford sufficient time to draw any in-depth conclusions about the needs of the FCC community; however, we saw sufficient evidence of the effectiveness of the Library Program for us to conclude that the mission and goals of the FCC Library are indeed designed to meet the needs of the FCC learner community.

Other items:
Through the MCCL Consortium, both external reviewers have had opportunity over several years to learn about new initiatives and other aspects of the manner in which the FCC Library operates. Based on this longer opportunity to observe and form impressions—in addition to our review of the program review document and our site visit—both reviewers are confident that the FCC Library Program is on sure footing.

Observations about the Self Study Report:

Feedback after reading the Program's self-study report and interpreting program data:
As noted above, after our initial reading of the FCC Library Program Review Self Study, we had a few questions. In response to these questions or requests for additional information, Mr. O'Leary sent the requested materials. Through our reading of the self-study report, both reviewers concluded that the FCC Library provides an enormous amount of high-quality library support, services, and resources to/for the FCC learner community (i.e., students, faculty and others), and does so with a very modest investment by the College in library resources (staffing, space, funding).

Both reviewers were particularly impressed by the work that the FCC Library staff have done to benchmark their services and resources in comparison with similar community college libraries. Neither of the reviewers has done such extensive benchmarking at our home campus as have the FCC Library staff. We both intend to share information about the FCC Library's benchmarking comparisons with staff at our "home" libraries and may replicate some of the approaches to benchmarking used by the FCC Library.

• *Strengths and Weaknesses of the Program.*
  STRENGTHS:
- As suggested above, the willingness of the FCC Library staff to seek out data to support a variety of benchmarking projects is a major strength.
- Another significant strength is the extent to which the FCC Library staff have steadily shifted acquisitions and promotion of library resources in a manner that will promote use of the overall e-collection titles. The self-study states that about 95% of the overall Library collection is digital.
- Another strength is that the collections (especially the digital collections) are actively and extensively used by FCC Library users and, as stated in the Self Study, account for 90% of total use of library collections.
- The integration of resources and services through the campus LMS, Blackboard, is exemplary, as is the extent to which the FCC Library has worked with the Distributed Learning personnel to integrate Library resources into the online courses in Blackboard.
- As stated in section 2 of the Self Study (p.4), the FCC Library staff members have completed 21 of the goals they established for the Library from FY09-FY13, which is a significant accomplishment. There are also three other ongoing goals, three that were postponed, and one that was revoked during this five-year interval.

  WEAKNESSES:
- Although the FCC Library Program Review Self-Study report takes pains to suggest that the Library is able to function at an acceptable level of performance with the existing number of employees, the external reviewers have, nevertheless, concluded that the Library is somewhat understaffed. This impression was reinforced during some of the "one-on-one" meetings we held with FCC faculty and administrators. The comparison with Maryland community college libraries grouped into a peer group with FCC by the Maryland Higher Education Commission reveals that FCC's Library staffing per 1,000 student FTE count is 1.87, which is 44% below the group median (p. 23). Despite this, FCC Library staff provide comparable services to library's with more employees in key areas, such as reference questions (p.11).

Observations of Program's Role in Learning:

• *Analysis the Program's contributions to learning, and how they are assessed:*

The FCC Library contributes to learning in several ways including:
- direct instruction, particularly with regard to information literacy;
- provision of information resources (print, non-print and digital);
- provision of space and workstations; and
- access to reference services, including in-depth research support to FCC faculty.

The FCC Library staff use several methods to assess the contributions of the Library Program to learning, including:
- benchmarking (comparing numerous quantitative and qualitative aspects of the FCC Library's resources and services to similar measures at other community college libraries, to standards for academic libraries established by the Association for College and Research Libraries (ACRL) and by the Middle States accreditation agency (MSCHE), and to a set of best practices for information literacy instruction;
- surveys administered to students to obtain feedback on satisfaction with library resources, instruction, and services;
- analysis of student research papers;
- review of the syllabi for all courses taught at FCC, to identify courses with a research component.

• *Discussions with Library and non-Library employees:*
During the site visit, the external reviewers met with all of the full-time library employees (except for one clerical employee), one faculty member, and several administrative and/or professional staff in other units within the Center for Teaching and Learning. . Everyone with whom we met during the site visit was extremely forthcoming with information. They seemed to take the program review very seriously, and to view it as an excellent opportunity for reflection with an eye to continuous improvement.

Based on these discussions, we have concluded that the Library aims to be, and is perceived as, an integral component of the overall support for student learning at FCC. Mr. O'Leary is seen as a leader on campus and as someone who provides high-quality leadership to the Library Program. The Library staff seem highly motivated and engaged in their work, and seem to have benefitted from the reorganization of staff responsibilities and the addition of a new librarian, which took place a couple of years ago. We were impressed, for example, by the statement made by Nicole Martin, Reference Librarian, (that she is, to some extent, being "reverse mentored" by Colleen McKnight, Digital Resources and Faculty Support Librarian. It is clear that Ms McKnight has had an energizing effect on Library employees and on the faculty and other professional FCC staff and administrators with whom she interacts.

The reviewers also met with one member of the instructional faculty, the Associate Vice Present for the Center for Teaching and Learning, the head of the Writing Center, the Director of Distributed Learning and one Instructional Designer. All of these interviews reinforced our impression that the Library is significantly contributing to learning at the College. For example, faculty member Julie Shattuck spoke highly of the way Library personnel work flexibly with the instructional faculty to adapt library instruction to fit the faculty's preferences. Ms McKnight's participation at staff meetings of the Distributed Learning department was praised by several of the non-library employees with whom we spoke. At least two of the Library staff with whom the reviewers spoke suggested that the Library should explore embedding librarians in online courses, setting up a "chat reference service, and trying out new assessment methods.

• *Overall quality of Library content, services, planning, and assessment:*
Based on the material in the written Library program review, our browsing of the FCC Library website, and our site visit, we have concluded that the overall quality of Library content, services, planning and assessment is more than satisfactory. In the section on Strengths and Weaknesses below we will provide a more in-depth discussion of how and why we reached this conclusion.

• *Notes from the Self Study:*
The Self Study provided a good overview of the Library's support for learning.

• *Strengths and Weaknesses of the Program:*
    STRENGTHS:
    – Near the end of the written program review (p. 23), the following statement is made: "…Library employees are well-trained, flexible, professional and committed to the Library's mission. This allows highly efficient and productive employment of staff resources." We concur with that assessment. As we have stated elsewhere in this report, we find that the staffing of the FCC Library is very lean. The fact that they provide a comprehensive array of library support and information services to FCC students and faculty with this level of staff is, indeed, a testimony to the training and commitment of the library staff.
    – The amount of faculty/staff research support provided by the library staff was surprising to the reviewers. This amount of individual research support is above the norm seen in community colleges, based on our experience. This speaks not only of the dedication of the library staff but also the high value the FCC community places on the Library and its services. During the past year, the number of person-hours of this research support increased from 168 to 276 (p. 8) – an impressive growth.
    – The Library's program of instruction in Information Literacy (IL) is robust; the staff teaches an impressive number of classes given the relatively small size of staff. To maximize the amount of instruction that can be provided, and to provide options for students who do not have a chance to attend a librarian-taught IL session to nonetheless receive instruction in the use of library resources and evaluation of sources, Ms Martin created a "Virtual" Library Orientation/instruction resource (VLO), and regularly updates it. Information in the Self Study and conversations during the site visit both indicated that students who participate only in the VLO (and do not also receive face-to-face library instruction), demonstrate similar skill levels to those attending face-to-face sessions, on the assessments that are given.
    – The number of librarian-taught instructional session rose to 153 in FY13 (compared to 111 in FY12), which is a substantial amount of growth in one year (p. 6).
    – The Research Guides provided by the Library are well-designed and seem closely tailored to the curriculum at FCC. Use of the Research Guides has gone up 22% from FY12 to FY13 (p. 7).
    – As described by Julie Shattuck, when asked to take on new projects/work, the FCC Library staff always say "yes."

    WEAKNESSES:
    – The reviewers did not see any serious weaknesses in any aspect of the services and resources that the FCC Library provides, nor in the approaches to planning and assessment used by Library staff.
    – However, since there is always the potential for strong programs, services and resources to be improved, there are a few areas in which the Library staff might consider enhancements:
        o It could be beneficial to try some new approaches to obtaining feedback and input from students, such as the use of a customer satisfaction survey apart from the library instruction sessions and/or the use of focus groups. Two of the librarians we met with during the site visit suggested they would like to explore new/added mechanisms to obtain user feedback.
        o On the student surveys that have been done as part of the library instruction sessions, respondents gave a low rating to the number of workstations in the Library in some years

(specifically, only 30% of respondents in FY09 and 37% of respondents in FY12 said that they were "satisfied" or "very satisfied" with the workstations in the Library). It would be useful to seek more information from students about this rating. The Self Study states that after the FY09 feedback, the Library increased the number of computer workstations and in FY10 the satisfaction rating on that measure increased to 81%.

- - During the site visit, one of the non-library employees the reviewers met with stated that it would be desirable for the Library's future goals to place a greater emphasis on its teaching role within the College.

- As is described in more depth in the section on technology, the Library's contribution to learning at FCC could be enhanced by equipping the classroom in the Library with student-use computers.

Observations of Program's Facilities:

• *Review of the site visit, tours of program areas:*
During the site visit, the reviewers were able to get a thorough sense of the Library itself and some sense of other facilities such as the Writing Center. Time did not permit a tour of the whole campus. The Library seems well-designed and offers several different types of spaces where students can work. As related by Mr. O'Leary, a key factor in the current design was to locate establish zones within the Library space; for example, a large percentage of the workstations are located relatively close to the Circulation area, so that Library staff can readily respond to users' needs. There are a reasonable number of study rooms, and it is our understanding that they are actively used. The librarians' offices are in a location that provides sufficient privacy for them to carry out work that requires concentration, yet are also close to the primary service desk so that they can assist users when needed.

In the Self Study and in conversations during the site visit, the reviewers learned that there are at least two current or imminent opportunities to redeploy space within the Library—specifically space formerly allocated to the Catoctin Regional Center and space that could be made available by reducing the amount of shelving in Zone 3 of the Library. As is conveyed in more detail below, the reviewers strongly encourage the College to move forward with discussions to identify the best ways to redeploy these spaces. We recommend that such discussions take place soon and in a manner that seeks input from faculty and students, as well as relevant administrators, so as to have a broad consideration of how to make the best use of this space. This is the number one recommendation of the external review team.

• *Discussions with Library employees:*
During our brief discussions with them, Library staff members were more positive concerning their success with providing service, being accommodating to users, and collaborating with other campus departments than they were about the Library facility. They expressed a desire for additional group study space that would include technology sufficient to meet student presentation needs. They also mentioned the need for additional space for quiet study. At least one employee spoke about the need for an instructional space within the Library that would include computers so that students could have the opportunity for hands-on learning. Some staff would also like to see the library redecorated to include new paint and more comfortable furniture.

• *Notes from the Self Study:*
As noted above, student surveys done in FY09 and FY12 suggest a possible need for additional computers in the Library. However, during the site visit conversation with Dr. Chris Helfrich, she pointed out to the reviewers that there are several computing labs located in the Student Center/Classroom building to meet student computing needs.

The reviewers were not able to view the labs during our site visit; however, Mr. O'Leary sent us photographs and information in e-mail subsequent to our visit.

The reviewers are not able to assess fully whether this need is adequately met through the combination of facilities within and outside the Library. We would encourage further assessment of this question. Based on the information that we have, however, and our experience at our "home" campuses and with other community colleges, we suspect that the overall need of FCC students for access to workstations is not adequately met by the existing workstations in the Library and in the Student Center.

As noted above, an analysis of potential uses for the upcoming space increase from the reduction of the print collection needs to be undertaken in the near future. In assessing the need for added student-use workstations in the Library, consideration should also be given to the information in the Self Study, which states that about 85% of the current use of Library resources is done remotely (p.7). It should also be noted that the student satisfaction survey data provided in the Self Study shows that only 52% of survey respondents in FY09 and only 61% of respondents in FY12 said that they were "satisfied" or "very satisfied" with the Library facility. While these levels are not low when considered in isolation, they are low relative to student feedback on other aspects of the FCC Library. It would also be important for the administrators/team charged with assessing possible uses of the space within the Library to review the published research that indicates the positive correlation between the time that students spend on a college campus and retention/completion rates.

• *Strengths and Weaknesses of the Program:*
    STRENGTHS:
    – The Library appears to be located in a part of campus that receives a lot of foot traffic and is reasonably easily accessible.
    – All parts of the Library are well-maintained.
    – As noted above, there are several different types of work spaces available to students within the Library.

    WEAKNESSES:
    – There is an area in the Library that appears to have been built as a service desk, but is not currently used for that purpose; consideration should be given to renovating this area as part of future space redeployment within the Library.
    – Within the written program review, and in our conversations with numerous FCC staff/administrators during the site visit, the external reviewers were given to understand that there is potential for some significant redeployment of space within the Library. Some of this potential space results from the closing of the Catoctin Regional Center, and more space can be made available by reducing the shelving in the stacks (which is possible due to the FCC Library's forward-looking transition from print to digital for a significant portion of the library collection). There does not seem to be—at this time—a clear understanding of the process that will be used to evaluate options for the redeployment of space within the Library. We recommend that steps should be taken this year to initiate the process and that it would be beneficial to seek input from FCC faculty and students about possible options.
    – Although neither Mr. O'Leary nor other library staff expressed this as a concern, the reviewers want to point out that, from our perspectives and based on our experience, it is problematic to have so many "non-library" offices within the Library itself.
    – More than one Library employee described the need for more study rooms for student use.

Observations of Program's Resources:

• *Review of the site visit, access to technologies, support materials, and professional resources available to Library users:*

It would be beyond the scope of the external review process to undertake an in-depth analysis of the adequacy of the Library's overall print and digital collections; however, based on our review of the information from the Self Study, the site visit, and browsing of the Library's website, we have concluded that the technologies, support materials (i.e., print and digital library collections), and professional resources (i.e., Library staff) are generally adequate to meet the needs of the FCC Library users. As noted elsewhere, we find that the staffing level (that is, the number of positions) is very lean; however, the competency, qualifications, and dedication of the staff seem to ensure that high-quality support is provided to the FCC learning community despite the small number of Library staff. The number of periodical databases is reasonable and they seem well-chosen. The site visit did provide an opportunity to evaluate whether the workstations provided are sufficiently up-to-date.

• *Discussions with Library and non-Library employees:*

As noted elsewhere, the following suggestions were made by Library and/or non-Library employees with regard to technologies, support materials, and professional resources:

- There is a need for a computer classroom within the Library, to be used for library instruction classes.
- One non-Library employee felt that more databases are needed, especially in the area of science.
- One Library employee expressed the opinion that the computers in the Library are "a bit old," and expressed a desire for more IT support from the College.

• *Notes from the Self Study:*

Many aspects of the use of technologies, support materials, and professional resources available to users of the FCC Library (which are described in the Self Study) have already been mentioned elsewhere in this report. One comment that the reviewer would add is to point out that the decrease in library attendance described in section 2 of the report (from a peak in FY10) is not necessarily a cause for alarm. Given the substantial investment in digital resources made by the FCC Library, it is not surprising that the major portion of use of library resources is done remotely. Likewise, the decline in the circulation of print resources (described in section 2, p. 7) is what most academic libraries have experienced in recent years, as we collectively replace ever-increasing portions of our print collections with digital resources.

• *Strengths and Weaknesses of the Program:*
    STRENGTHS:
- The professionalism and dedication of the Library staff is a strength.
- The extensiveness of the digital collections is a strength.

W**EAKNESSES:**

- The lack of a computer classroom in the Library is a weakness.
- The very lean staffing of the Library is a weakness (see more complete discussion elsewhere in this report); that is, the low number of positions is a weakness—this statement is not meant to reflect negatively on the qualifications and productivity of the people who currently fill those positions.

- The budget for library materials at FCC is also quite lean, and is shown to be 14% below the median of the FCC Maryland community college peer group. The number of books provided per student FTE is also relatively low.
- Funding for compensation and non-materials operating costs have been flat since 2007, according to the Self Study (p. 23); however, it should be noted that the Self Study offsets information about budget constraints with its statement that they Library has never been "forced to forgo the purchase of necessary materials because of fiscal restraints." (p. 23).

Recommendations for the Future:

• *Recommendations, with justification:*

The recommendations included in the Self Study on pp. 26-27 are all sound recommendations. The reviewers especially encourage the College and the Library to embark soon on an in-depth analysis of options for space redesign within the Library. This is our number one recommendation.

The reviewers also offer the following recommendations—while being mindful of the limitations on our knowledge about the needs, opportunities, and considerations at FCC.

1. As stated in the Library's recommendations, there is need to launch a participatory and deliberative process to consider options for space redesign in the Library. As part of this review, attention should be given to the potential need for added study rooms in the Library and the potential need for additional student-use computers. Thought should also be given as to what other functional areas at the College might compatibly and synergistically be located in a portion of the space.
2. The Library might look into additional assessment methodologies such as focus groups and larger-scale student surveys, while continuing to keep their attention foremost upon the need to give priority to assessment methodologies that try to gauge the long-term value added to student learning by the Library's instructional services, reference and other support services, and collections.
3. The College should consider equipping the Library classroom with computer workstations for students, to enable hands-on learning.
4. The College should seek to fund the overall Library budget at a level that is closer to that at peer institutions and should seek to add at least one position to the Library staff.

Executive Summary:

• *Reviewers summarize their report and experience visiting with the Program:*

- The report and experience were very positive; the fact that Mr. O'Leary is sharing the review with other community colleges in Maryland may result in added value to libraries other than the FCC Library. The extensive benchmarking in the report is especially commendable.
- The mission and goals of the FCC Library are appropriate and should support a high quality education.
- Particular areas of strength in the Library Program include:
    - Professionalism and dedication of the Library staff;
    - Extent to which the collection is digital, and high volume of use of digital resources;
    - Strong integration of Library resources/services into the curriculum (especially within Blackboard);
    - Increases in Information Literacy instruction (face-to-face and online);
    - Good layout/design of existing Library space.

- Areas for enhancement or growth and recommendations from the external reviewers include:
  - Need to initiate a process to decide on use of possible "new" space within the Library;
  - Staff size is low compared to peer institutions;
  - Budget is low compared to peer institutions;
  - Number of student-use workstations within the Library and the Student Center appears too low;
  - Student-use workstations would be useful in the Library Instruction classroom;
  - Added quiet study rooms in the Library would be useful;
  - Other facility improvements (painting, more comfortable furniture) would be desirable;
  - Added mechanisms to obtain library user feedback/assessment (especially from students) should be explored.

We appreciate the opportunity to serve as reviewers. We have learned a lot and benefited from participating in this review.

Submitted by:

Carol Allen, Library Director, Harford Community College
Chandra Gigliotti-Guridi, Dean of Learning Resources, Chesapeake College

Library Program Review

2013

Response to External Review

December 2013

Introduction:

• Discussion of the overall external site visit.

Frederick Community College and the Library are grateful for the valuable and essential contributions made to the Library's Program Review by Carol Allen, Library Director, Harford Community College, and Chandra Gigliotti-Guridi, Dean of Learning Resources, Chesapeake College. Their work in analyzing the self-study and conducting the site visit strengthens the ability of the Program Review in effecting Library improvement.

Beyond its value to Frederick Community College, the Library Program Review can serve as a model for library program reviews generally, and particularly for the Maryland Community College Library Consortium.

• Clarifying points made within the external reviewer introduction.

No clarifying points.

Observations about the Self Study Report:

• Response to the External Reviewer's overall observations about the Self Study Report.

The reviewers comment favorably upon the Library's extensive benchmarking efforts. Throughout 2013, the Library did benchmark against several established standards, in preparation for the Program Review. These were valuable in assessing the Library's programs and identifying directions for improvement. In the future, the Library expects to benchmark periodically, as part of a continuous improvement process.

• Response and clarification of the Strengths and weaknesses highlighted by external reviewers.

The reviewers comment favorably upon the degree to which the Library's collections are provided, distributed, and used digitally. This is part of a long and deliberate transition from a print environment to a digital one, with several resulting benefits for all Library users.

The reviewers comment that the Library is "…somewhat understaffed." This is addressed in the Recommendations section, below.

Observations of Education within the Program:

• Response to the External Reviewer's overall observations about the quality of education offered by the program.

The reviewers comment favorably upon the Library's information literacy programming and contributions to learning. The Library works steadily to expand and improve these efforts. These accomplishments have been greatly supported and enhanced by the Library's organizational placement in the Center for Teaching and Learning (CTL). This enables productive synergies with other CTL departments, and leverages the Library's engagement with the Learning Area.

• Response and clarification of the Strengths and weaknesses highlighted by external reviewers.

The reviewers comment favorably upon the volume of faculty/staff research support, which was at a record high in FY13. This was because of several exceptionally large projects, and in all likelihood will be lower in FY14.

The reviewers comment upon prospects for improving user feedback, and upon the need for more student computers. These are addressed in the Recommendations section, below.

Observations of Program Facilities:

• Response to the External Reviewer's overall observations about the quality of education offered by the program.

The reviewers commented upon the prospects for significant redeployment of Library space. The Library has been studying collection and facility use for several years, in anticipation of such a large scale project. This will be considered in the context of evolving trends in academic library facilities and programs.

• Response and clarification of the Strengths and weaknesses highlighted by external reviewers.

The reviewers commented that there does not now appear to be a defined process for planning facilities redesign. This is addressed in the Recommendations section, below.

Observations of Program Resources:

• Response to the External Reviewer's overall observations about the quality of education offered by the program.

The reviewers echoed their comments made elsewhere about Library content, staff, and computer resources.

• Response and clarification of the Strengths and weaknesses highlighted by external reviewers.

The reviewers' comments upon Library content, staff, and computer resources are addressed in the Recommendations section, below.

Recommendations for the Future:

• Response and clarification for each of the external reviewer recommendations.

5. As stated in the Library's recommendations, there is need to launch a participatory and deliberative process to consider options for space redesign in the Library. As part of this review, attention should be given to the potential need for added study rooms in the Library and the potential need for additional student-use computers. Thought should also be given as to what other functional areas at the College might compatibly and synergistically be located in a portion of the space.

Since the reviewers' visit, significant progress has occurred on this recommendation:

- The Library's original *Use of Facilities* report has been greatly broadened to make specific renovation and programmatic recommendations. The report has been retitled *Learning Literacies: From Library to Learning Commons*. The new report envisions closer cooperation among CTL departments for student and faculty learning literacy support, a major trend that is often described as the "Learning Commons." The facilities redesign recommendations are intended to support the programmatic aspects of CTL's Learning Commons vision.

- The Library and other CTL departments, especially the Writing Center, have started planning the Learning Commons implementation.

- Learning Area managers, including the VP for Learning and the Associate VP for Teaching and Learning, are fully engaged in discussions and planning.

- The Library Director will make a presentation on the Learning Commons vision at the February 2014 Board of Trustees meeting. This may lead to a directive from the Board to start formal space redeployment planning.

6. The Library might look into additional assessment methodologies such as focus groups and larger-scale student surveys, while continuing to keep their attention foremost upon the need to give priority to assessment methodologies that try to gauge the long-term value added to student learning by the Library's instructional services, reference and other support services, and collections.

    The Library has two FY 14 Goals that relate to improved student learning assessment:

    - Investigate development of online survey instrument.
    - Review timing and method of course and course instructional surveys.

    The Program Review has a similar recommendation: Investigate OrgSync's potential as a tool for student evaluations, as well as other social media applications in OrgSync and elsewhere. Note: OrgSync is a student social medium for student communication and interaction.

    Work on these has not yet started, because the intensive efforts required for the Program Review and the *Learning Commons* report have been the priority for the first half of FY14. Systematic work will start early in 2014.

7. The College should consider equipping the Library classroom with computer workstations for students, to enable hands-on learning.

    The Library's FY14 budget request for this was approved in September 2013, after the reviewers' visit. Installation is scheduled for January 2014.

8. The College should seek to fund the overall Library budget at a level that is closer to that at peer institutions and should seek to add at least one position to the Library staff.

    This recommendation occurs within two larger contexts.

    The first is the College's budget outlook for FY15 and beyond, which is in turn shaped by enrollment trends, and by the economic circumstances of the county and the state. There is now no prospect for large enrollment growth, which would raise tuition revenue, or for significant improvement in county and state budgets, which could potentially lead to increases in their financial contributions to the College. In other words, the College cannot expect significant revenue growth in the short term. This, in turn, creates a difficult environment for cost-based initiatives, such as those made by the reviewers.

The second is the College's Strategic Plan, which the principal driver of initiatives, including new cost-based requests. Specific initiatives occur within the Tactical Plans for each organizational unit of the College. There are now no initiatives in the Learning Area Tactical Plan that correspond to the reviewers' recommendations. New initiatives can be added to the Tactical Plans, but this has to occur in the context of College-wide planning.

Because of these two contexts, the Library cannot act unilaterally to implement the reviewers' recommendations. However, they can be introduced in the FY16 budget planning process, which will start in September 2014. The Library will consider this, based upon programmatic and budgetary considerations at the time.

Response Summary:

• The Program summarizes their response to the External Review Report.

Prior to the Program Review and the reviewers' recommendations, the Library was operating under two plans: Library Objectives in the Learning Area Tactical Plan; and the Library's FY14 Goals. It's noteworthy that there is substantial correlation among these plans, the Program Review, and the External Review Report. In other words, the Library, the College, and the External reviewers agree substantially upon the Library's future directions.

Mick O'Leary

Executive Director, Library'

December 3, 2013.

Library Program Action Plan

Responding to the Program's Self Study Report and External Review

Action Priority Items are developed by the Program Review Coordinators and the Program Review Support Team at the Conclusion of the Program Review Process. Administration is immediately notified about each Action Plan and determines the best way to help Program Managers and Program Faculty meet the Action Priority Items.

Action Priority Item: The Library will continue with Learning Commons planning, including facilities considerations.

- This is based upon emerging space utilization opportunities in the Library, and upon student/faculty learning benefits from Learning Commons programming.
- No additional budgetary, facility, and support resources are needed during initial planning. These will occur if a formal facilities plan is developed.
- No instructional changes, program changes, or educational resources are needed during initial planning
- This Priority Item occurs as an Objective in the Learning Area Tactical Plan, and as a Library FY14 Goal.

Action Priority Item: The Library will investigate additional assessment methodologies.

- The Library's programming in support of student learning can benefit from a better roster of assessment methodologies.
- No additional budgetary, facility, and support resources are needed.
- No instructional changes, program changes, or educational resources are needed.
- This Priority Item occurs in three Library FY14 Goals.

Action Priority Item: The Library will Investigate FY16 budget requests for increased resources, including staff.

- Expanded staff and collection resources will benefit Library services generally.
- No additional budgetary, facility, and support resources are needed.
- No instructional changes, program changes, or educational resources are needed.

Supplemental Action Items:

No Supplemental Action Items.

Mick O'Leary

Executive Director, Library

December 3, 2013

Section 7: Appendices

Additional documentation to support findings and recommendations detailed in the self-study.

1. Library Annual Goal Achievement with Library Mission Statement Linkages, FY09-13
2. College Strategic Plan 2013-15
3. Library Use of Facilities Report
4. Database and Print Book Usage Patterns
5. NCES Library Cohort Comparison
6. NCES Library Cohort Comparison - Notes
7. Student Instructional and Course Satisfaction Survey Forms
8. Library Assessment Plan
9. Library Contribution to Student Information Literacy: An Assessment of Sources Cited in Student Research Papers
10. *Characteristics of Excellence in Higher Education*, Standard 11 "Educational Offerings."
11. EN 101 Presentation Outline with ACRL Crosswalk
12. Annual Goal Setting: Summary of Outcomes
13. Budget and Resource Allocation Analysis
14. Benchmarking exercise with the ACRL Standards for Libraries in Higher Education
15. Benchmarking Analysis with *Redefining the Academic Library*
16. FCC Library: Emerging, Stable, and Receding Factors

Mick O'Leary
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8.13

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