Frederick Community College

Academic Program Review

2012

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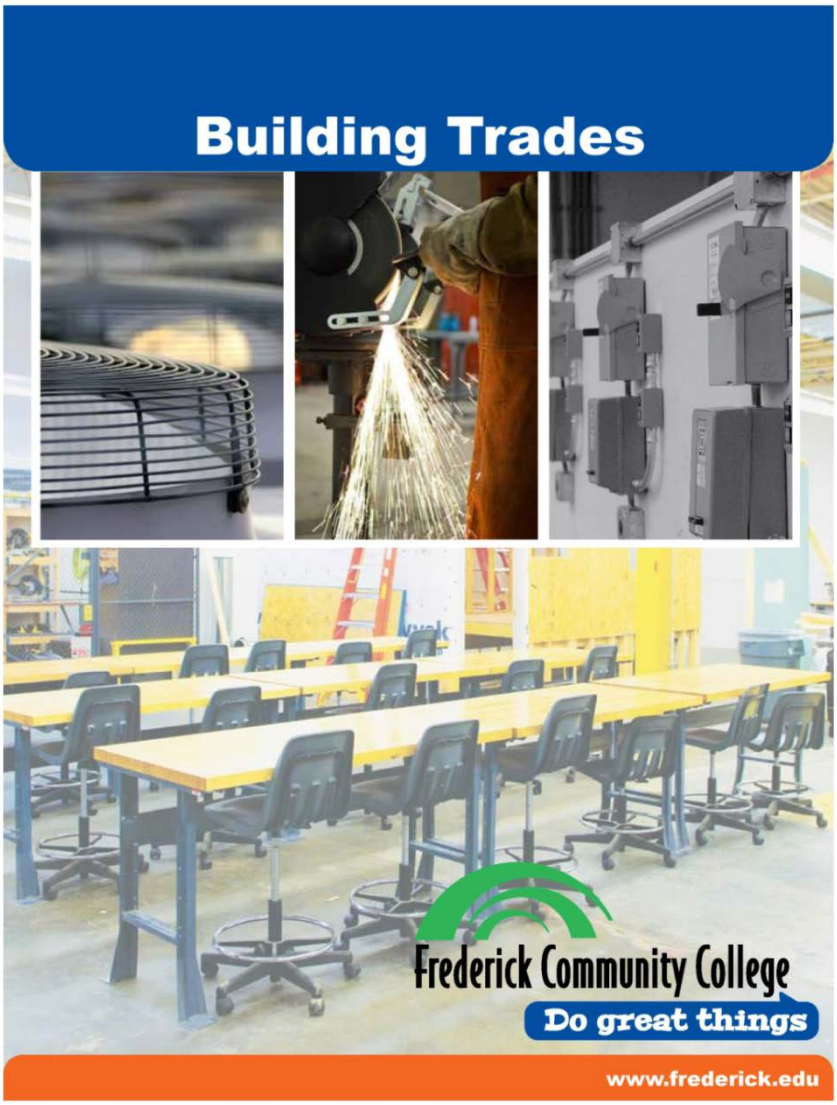
Frederick Community College

Academic Program Review
2011-2016



Completed September 2013

Frederick Community College

Academic Program Review 2011-2016

Building Trades

AAS Degree; Building Trades Technology Career Certificate; Letter of Recognition; Continuing Education Certificate of Completion Trade Tracks: HVAC, Welding, Electrical, Carpentry, Plumbing

2012 Program Review Report

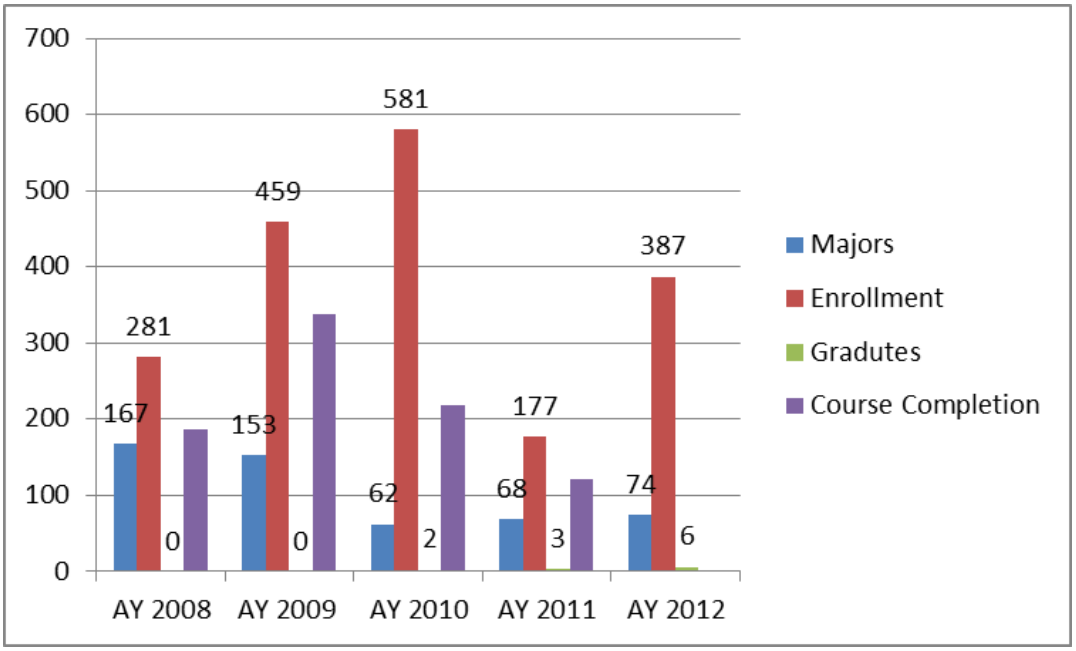
Section 1: Introduction

1. Describe the recent history of the program.

The Building Trades program was developed in 2007 as a co-listed (credit and continuing education) program to provide construction instruction where tuition was funded by a Department of Labor grant. The grant's focus was to provide education and training to individuals interested in pursuing employment in the Building Trades as well as Construction Management. The grant paid for 100% of a student's coursework. Students could choose from one of the following trade tracks. Carpentry, Electrical, HVAC, Masonry, Plumbing or Welding. Enrollment in the Building Trades program at the outset was 281 registrations.

Prior to the grant, vocational training in the building trades was provided as Continuing Education courses through the Continuing Education and Customized Training (CECT) department at Frederick Community College (FCC). At that time, training facilities were housed at the Career & Technology Center, a secondary school in the Frederick County Public School system for vocational training. The grant provided the college funding to develop its own space for construction trades training. The Monroe Center, formerly the Advanced Workforce Training Center, has been utilized by FCC for it Building Trades training since 2009. The 55,000 sf facility houses both lab and classroom space.

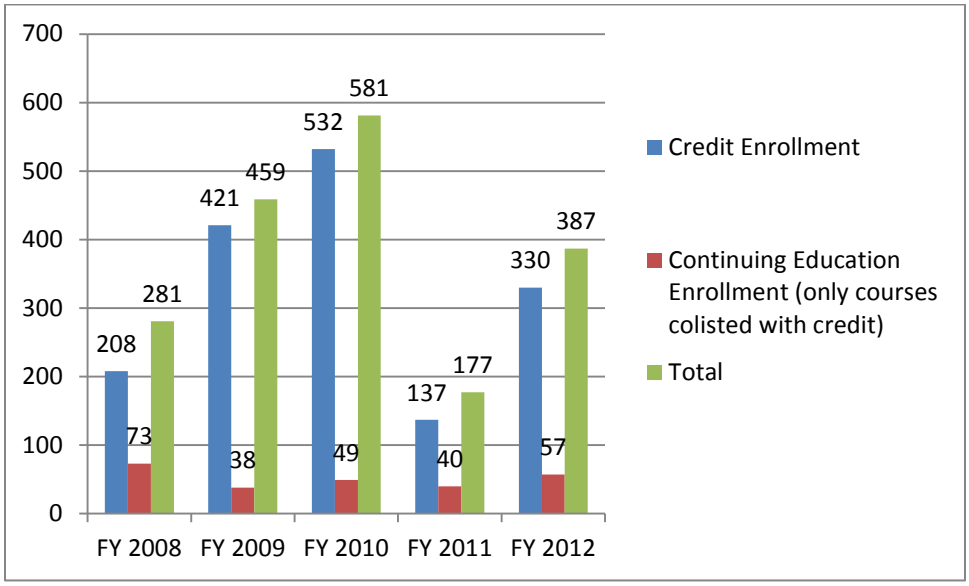
The grant's funds were maximized in 2010 and enrollment declined by 30.5% in 2011.



During this time (2007-2010), the program also transitioned through a few program managers and was moved to the CECT department from the Computing & Business Technology department.

2. Whom does the program serve?

As a co-listed program, the trade tracks in the Building Trades courses provide instruction to students seeking vocational training through credit and continuing education courses. Enrollment for continuing education students range from 26% (AY 2008) of total enrollment to 14.7% (AY 2012) of total enrollment.



How do students choose between the credit and the continuing education options for trade tracks? Students who choose the non-credit option tend to be students who are not interested in developing an academic record, completing a credit credential, and do not have need for financial aid. Conversely, students who choose the credit options for credentials (LOR, Certificate, AAS) tend to have a need for financial aid, are interested in developing an academic record and may be interested in transfer/articulation at a future time.

The program has historically served a student population of primarily white males. Median age of our students has kept at the 25 year range since 2008. In the 2012 academic year, 29% of the student population identified as Hispanic, African American, Asian or Other/Native American. This data shows a change toward more diversity in the program since 2008 when the race/ethnicity of the students were 81% White. Also, females have been less than 10% of the student population over time.

2. Describe the degrees offered by the program.

The program includes areas of focus called Tracks. Students can complete a Letter of Recognition, Career Certificate, and Associates in Applied Science in the Building Trades with the selection of a track. Currently three of five trades are available in these degree programs – HVAC, Electrical, and Welding. In 2012, we suspended the plumbing and carpentry programs due to consistent low or no enrollment. Students also have the choice of completing these tracks for non-credit and received a Continuing Education Certificate of Completion when all four courses in the track are completed.

4. Describe the physical space of the program.

The building trades program is housed at FCC's Monroe Center located at 200 Monroe Avenue, Frederick, MD. This facility is dedicated to vocational training and has 5 labs, classrooms, and computer lab in which the trade track courses our taught.

Section 2: Program Mission, Goals and Objectives

1. Discuss the program's mission, goals, and objectives. Do they need to be changed based on the review?

Mission:

Provides students with a comprehensive mixture of academic and practical training in the areas involved in building trades technology. The student selects a track in Heating, Ventilation, and Air Conditioning (HVAC), Welding, or(Electrical). Carpentry and(Plumbing) have been discontinued due to consistent low enrollment.

Goals and Objectives:

Students will gain general knowledge of equipment and materials and develop skills required to be an entry level employee upon completion of credit & non-credit programs

The program mission and goals have been reviewed by faculty and not changes were suggested.

2. Does the program's mission relate to the College's mission?

FCC Mission:

FCC, a learning college, prepares individuals to meet the challenges of a diverse, global society through quality, accessible, innovative, and life-long learning. We are a student-centered, community-focused college. FCC offers courses, degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment. Through these offerings, FCC enhances the quality of life and economic vitality of our region.

As a career program, the Building Trades program meets FCC's mission as this program provides areas of accessible learning opportunities and serves to assist in workforce preparation. The program provides students the opportunity to complete short term training programs for entry-level positions in the building trades. The stepped credential system of LOR, Career Certificate, and AAS provides students with a path of completion to meet their short-term and long term educational and workforce training needs. Through articulation agreements with the secondary programs at the Career & Technology Center we provide a path to higher education completion for students enrolled in the FCPS system. Also, our articulation agreement with University of Maryland University College BS Management Studies serves students who wish to continue their educational, professional and personal growth in management.

3. Do goals reflect the mission of the program?

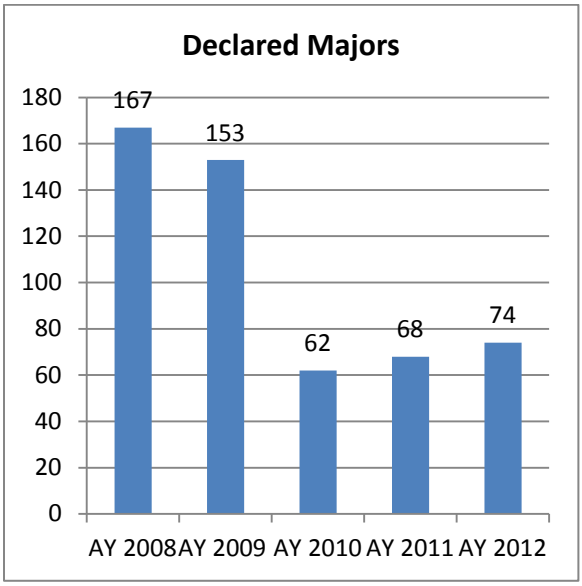
The program focuses on educating our students to become quality field level professionals with the critical thinking skills to continue to learn and grow as their field changes. Our program engages the students' curiosity and hands-on knowledge by introducing them into the industry through our lab-based experiences, opportunity for internship, and development of critical thinking.

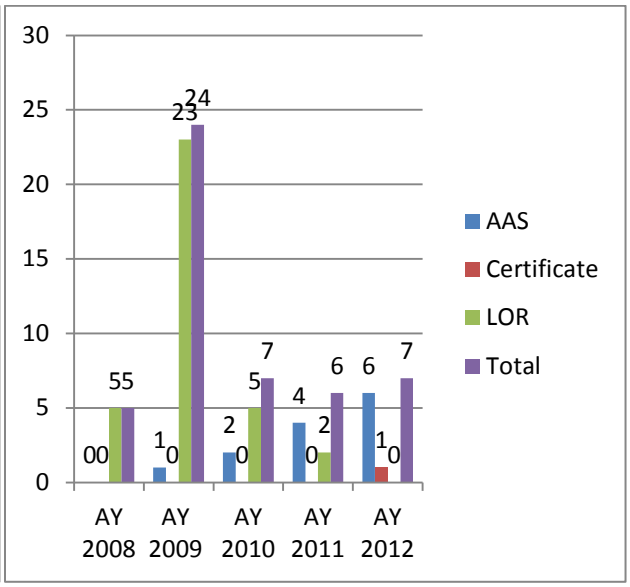
Section 3: Program Trends

1. 5 year trends

Completion

While declared majors followed the trends of program enrollment – strong in 2008-2009 and dipped in 2010, completion of college credentials has been consistently low with the exception of Letters of Recognition in 2009.





Enrollment

Enrollment over the past 5 years has fluctuated from a high of almost 600 enrollments in FY10 to a low of 177 enrollments in FY11. Enrollments rose in FY2012 with almost 300 enrollments in building trade courses over the course of the year.

Interest in the trade tracks have also changed. The Building Trades program encompassed six trade tracks initially: Carpentry, Electrical, HVAC, Masonry, Plumbing or Welding. The program currently only offers three of those initial tracks: HVAC, Electrical, and Welding. All other programs were discontinued due to low enrollment over time. Program and curricular changes will be made to these areas in the near future.

Enrollment from 2008-2012 for the trades are as follows:

Trade Enrollment Totals	08-09	09-10	10-11	11-12	12-13
HVAC	156	94	71	91	78
Electrical	71	48	37	60	39
Welding	97	64	18	42	44
Carpentry	23	26	15	0	0
Plumbing	25	4	0	0	0

Labor Market Data

Recent labor market data provided by Frederick County Workforce Services (FCWS) lists Maintenance & Repair, HVAC, and Installation positions on their list of fastest growing industries through 2016. This data also lists trends in employment to include

- Workers need technology skills

- Workers need professional skills/customer service
- There is a greening of construction and energy related occupations that require new certifications and knowledge
- Aging and shortage of workforce – especially in "middle skill" jobs like construction and skilled trades.

Additionally, FCWS provided occupation reports that detail projected changes in employment in the region and across Maryland.

The Occupation Breakdown – Jobs in Frederick County and their outlook are detailed below.

Occupation	2014	2018
Carpenters	1320	1378
Construction Laborer	1375	1420
Electricians	730	805
Helpers, Construction Trades, All Other	32	35
HVAC Mechanics & Installers	310	332
Plumbers	507	532
Welders	204	229

Current Openings (as of March 2013)

Occupation	
Carpenters	176
Construction Laborer	96
Electricians	150
Helpers, Construction Trades, All Other	7
HVAC Mechanics & Installers	44
Plumbers	82
Welders	49

2. Discuss the program course catalog descriptions, syllabi, curriculum map, marketing materials, and special program initiatives.

Getting Started

Student who have not completed college level courses in English or Math are required to take the college's Accuplacer placement test. Pre-requisite requirements for students interested in enrolling in the trades specific course are EN51 Effective College Reading and MA 81 Elementary Algebra. Our scan of other college's requirements found that no other institutions are requiring placement exams in order to register for trades related instruction.

A. Catalog Descriptions & Curriculum Map
Credit Courses

2012-2013 Catalog	AAS	Certificate	LOR
General Education Courses - *22-27 Credits*	X		
BLD 101 Introduction to Building Trades – *3 Credits* – Introduces general aspects of building trades, the building process, and its phases. Emphasizes health and safety issues related to the building trades. Explores blueprint and plan reading and delineates the role of building design, building site planning, and site preparation as it relates to construction. Includes use of all applicable tools and materials required in the building trades.	X	X	X
BU 274 Customer Relations - *3 Credits* - Examines the role of customer relations in business and emphasizes the theory and practice of developing, fostering and managing relationships between the company and the customer. The course will focus on those practices that lead to customer loyalty and retention. Value equation applications and a systems approach to service	X	X	

excellence are introduced in the course. The course will also address building excellent customer relations in to the mission of the company and committing to customer service as competitive advantage.			
CON 132 Materials & Methods of Construction I - *3 Credits* - Provides the construction manager with a fundamental understanding of construction materials and methods of construction. Emphasis of the course is on properties of materials, engineering methods, construction methods, testing methods, and related building codes. Part one of two courses, this course focuses on soil, earthwork, foundations, paving, concrete, masonry, thermal products, and roofing.	X		
CON 133 Materials & Methods of Construction II - *3 Credits* - Provides the construction manager with a fundamental understanding of construction materials and methods of construction. Emphasis of the course is on properties of materials, engineering methods, construction methods, testing methods, and related building codes. Part two of two courses, this course focuses on wood construction, steel construction, exterior and interior finishes, glazing, windows, doors, exterior wall systems, cladding, interior walls/partitions, finish ceilings, and flooring.	X		
CON 140 Architectural Blueprint Reading - *3 Credits* - Introduces basic blue print and construction document reading methodology. Develops the practice of utilizing construction documents as an important communication tool in the construction process. Areas of focus include views, symbols, scales, dimensions, materials, construction methods, and terminology used in the various disciplines included in construction documents.	X		
CON 203 Principles of Site Management - *3 Credits* – Examines the principles that apply to planning and managing construction project field operations. Major areas of focus include documentation and recordkeeping, jobsite layout and control, project safety, jobsite labor relations, subcontracting and purchasing, time and cost control, changes and claims, quality management, payments, and project closeout.	X		
AAS - Choose Two/Career Certificate - Chose One of the following	X	X	
INTR102 Internship - *2 Credits* - Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Work-Site Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry level, career-related experiences, and work place competencies that employer's value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship Coordinator prior to registering.			
INTR102 Internship - *2 Credits* - Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Work-Site Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry level, career-related experiences, and work place competencies that employer's value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship Coordinator prior to registering.			
CON 171 Green Building - Introduction to LEED & Other Rating Systems - *3 Credits* - Provides an overview of emerging delivery systems for high performance green buildings and the basis on which their sustainability can be evaluated. The U.S. Green Building Council Leadership in Energy and Environmental Design (LEED) criteria are discussed in detail.			
CON 202 Mechanical & Electrical Systems - *3 Credits - Prerequisites: CON 101 or CAD 101* Introduces basic principles and concepts of mechanical and electrical building systems and their application to design and construction of buildings. The course develops an understanding of basic concepts of heating, cooling, plumbing, and electricity.			

Credit for prior learning **CON 150 Applied Practices in Construction/Construction Management I (3)** **CON 151 Applied Practices in Construction/Construction Management II (3)**			
HVAC			
BLD 109 Fundamentals of HVACR - *4 Credits*- Covers fundamentals of heating, cooling, ventilation, humidity control and basic refrigeration. Course includes EPA CFC certification. Students will receive hands on experience in a lab setting.	X	X	X
BLD 110 Controls for HVAC - *4 Credits*- Covers the topics of controls in HVACR with respect to thermostats; pressure, safety and temperature devices; and valves. In a lab environment students will be able to identify and apply usage of these components.	X	X	X
BLD 113 Air Conditioning and Heat Pumps - *4 Credits*- Teaches students basics of troubleshooting, installation, service and preventative maintenance techniques for heat pumps and air conditioning units. Hans-on experience will be conducted in a lab setting.	X	X	
BLD 114 Fossil Fuels and Hydronic Heating - *4 Credits*- Covers the topics of fossil fuel heating devices, hydronic and forced air equipment. Students will apply troubleshooting, installation, service, and preventative maintenance techniques on these systems in a lab setting.	X	X	
Electrical			
BLD 141 Basic Electrical Theory & Fundamentals - *4 Credits*- Covers basic principles and fundamentals of electricity and electrical work. Course will include components of schematics and blueprints, importance and role of the National Electrical Code, and safety. Students will receive hands-on experience with tools of the trade, wiring, and installing components of accessory terminations.	X	X	X
BLD 142 Basic Electrical Theory & Application - *4 Credits*- Advances student knowledge and experience in areas such as calculations, print reading, circuitry, schematics, materials and circuit testing. Hands-on applications will be conducted in a lab setting.	X	X	X
BLD 145 Advanced Electrical Application - *4 Credits*- Continues the concepts and skills covered in the first two courses of the electrical building trades program. This course will take students outside the lab setting for a practical experience in the field.	X	X	
BLD 146 Low Voltage & Specialized Systems - *4 Credits*- Covers topics in the electrical field such as CAT5, CAT6, CATV, fiberoptics, fire alarms, and other emerging technologies. Students will receive hands on experience working with materials and components in a lab setting.	X	X	
Welding			
BLD 121 Welding I: Introduction to Welding - *4 Credits*- Introduces basic processes in the welding field. Emphasizes welding safety. Introduces the various types of welding equipment, identification and selection of electrodes, types of welds, and the different welding positions. Explores basic metallurgy (weldability), and welding defects and problems.	X	X	X
BLD 122 Welding II: Advanced Welding - *4 Credits*- Introduces more advanced welding topics and projects in Oxy-Acetylene welding, cutting, brazing, Shielded Metal Arc Welding (SMAW) and Gas Metal Arc Welding (GMAW). Develops skills used to weld v-groove, butt joints in the flat, horizontal, vertical up and overhead positions, with root and face U-bend test being performed on the welds made in the vertical position. Students will need to pass the SMAW Qualification and Certification (Hobart#37), American WeldingSociety D1.1 test, and Structural Steel 3-G and 4-G tests to complete this course.	X	X	X
BLD 123 Welding III: Introduction to Pipe Welding- *4 Credits*- Introduces methods of producing welding blueprints and object representatives. Provides specific meanings of select lines, surface features, sectional views, and basic math formulas used in the welding industry. Identifies the symbols used on welding blueprints and charts. Focuses on pipe welding presentations, pipe welding connections, and pipe welding classifications.	X	X	
BLD 124 Welding IV: Pipe Welding - *4 Credits*- Provides the technical understanding of Pipe Welding nomenclature, weld quality, uphill pipe procedures and preheating and interpass heat treatments. Provides hands-on training to develop welding skills necessary to make high quality welds on open root mild steel pipe in the 5G, 2G, and 6G positions.	X	X	

Students will need to pass the Pipe Welding (uphill) certification (class15) test to complete this course.			
BLD 125 Advanced Welding: GTAW - *4 Credits*- Develops technical understanding of Gas Tungsten Arc Welding(GTAW) through lecture and lab practice. Includes advanced topics in blueprint reading, layout, assembly, measurement and metallurgy. Students will develop welding skill using GTAW process in various positions. ** This course is an experimental course offered in the spring 2013 in response to student interest and recommendations for industry and faculty. If successful, it will be added to the welding curriculum.*			

Non-Credit Courses

Courses completed in continuing education Building Trades track will lead towards a Certificate of Completion.

HVAC
HVC 121 FUNDAMENTALS OF HVACR - *90 hours* - Covers the fundamentals of heating, cooling, ventilation, humidity control and basic refrigeration. Includes EPA CFC certification. Students receive hands-on experience in a lab setting. This is the first in a four course series of vocational training in HVAC. Successful completion of all four courses will lead to a Continuing Education Certification of Completion. Also offered for credit as BLD109.
HVC 122 CONTROLS FOR HVAC - *90 hours* - Covers topics of electrical controls for HVACR with respect to thermostats, pressure, safety and temperature devices and valves. In a lab environment, students will be able to identify and apply usage of these components. Second in a four course series of HVAC vocational training where successful completion of all four courses will lead to a Continuing Education Certificate of Completion. Also offered for credit as BLD110.
HVC 123 Air Conditioning and Heat Pumps - *90 hours* - This course covers the concepts of troubleshooting, installation, service and preventative maintenance techniques for heat pumps and air conditioning units. Hands-on experience will be conducted in a lab setting. Third in a four course series of HVAC vocational training where successful completion of all four courses will lead to a Continuing Education Certificate of Completion. Also offered for credit as BLD113.
HVC 125 FOSSIL FUELS AND HYDRONIC HEATING - *90 hours* - Covers the topics of fossil fuel heating devices, hydronic and forced air equipment. Students will apply troubleshooting, installation, service, and preventative maintenance techniques on these systems in a lab setting. Fourth in a four course series of HVAC vocational training where successful completion of all four courses will lead to a Continuing Education Certificate of Completion. Also offered for credit as BLD114.
Electrical
ELC 160 BASIC ELECTRICAL THEORY & FUNDAMENTALS - *90 hours* - This course covers basic principles and fundamentals of electricity and electrical work. Course will include components of schematics and blueprints, importance and role of the National Electrical Code, and safety. Students will receive hands-on experience with tools of the trade, wiring, and installing components of accessory terminations. This is the first course in a four course series of vocational training. Successful completion of all four courses students will lead to a Continuing Education Certification of Completion. This course is also offered for credit as BLD141.
ELC 161 BASIC ELECTRICAL THEORY & APPLICATION – *90 hours* - Advances student knowledge and experience in areas such as calculations, print reading, circuitry, schematics, materials and circuit testing. Hands-on applications will be conducted in a lab setting. This is the second in a 4 course series for electrical vocational training. Successful completion of all four courses will lead to a Continuing Education Certificate of Completion. Also offered for credit as BLD142.
ELC 145 ADVANCED ELECTRICAL APPLICATION - *90 hours* - This course continues the concepts and skills covered in first two courses for the electrical building trades program and will provide students opportunities for lab and practical experience. This is the third course in a four course series for electrical vocational training. Successful completion of all four courses students will lead to a Continuing Education Certification of Completion. This course is also offered for credit as BLD145. See credit schedule for more information.
ELC 146 LOW VOLTAGE & SPECIALIZED SYSTEMS - *90 hours* - Covers topics in the electrical field such as CAT5, CAT6, CATV, fiberoptics, fire alarms and other emerging technologies. Students will receive hands on experience working with materials and components in a lab setting. Last in a four course series of electrical vocational training, where successful completion of all four courses will lead to a Continuing Education Certificate of Completion. Also offered for credit as BLD146.

Welding
WLD 111 Introduction to Welding - *90 hours* - Introduces basic processes in the welding field and emphasizes aspects of welding safety. Introduces students to the various types of welding equipment, identification and selection of electrodes, types of welds, and different welding positions. Course also explores basic metallurgy, and welding defects and problems. Students must wear long pants with no frayed edges and leather closed-toed footwear to every class. Personal protective equipment will be supplied. This is the first in a four course series of vocational training. Successful completion of all four courses will lead to a Continuing Education Certification of Completion. Also offered for credit as BLD121.
WLD 112 Advanced Welding - *90 hours* - Introduces more advanced welding topics and projects in Oxy-Acetylene welding, cutting, brazing, Shielded Metal Arc Welding (SMAW) and Gas Metal Arc Welding (GMAW). Develops skills used to weld v-groove, butt joints in the flat, horizontal, vertical up and overhead positions, with root and face U-bend test being performed on the welds made in the vertical position. Students will need to pass the SMAW Qualification and Certification (Hobart#37), American WeldingSociety D1.1 test, and Structural Steel 3-G and 4-G tests to complete this course. Also offered for credit as BLD122.
WLD 113 Introduction to Pipe Welding- *90 hours* - Introduces methods of producing welding blueprints and object representatives. Provides specific meanings of select lines, surface features, sectional views, and basic math formulas used in the welding industry. Identifies the symbols used on welding blueprints and charts. Focuses on pipe welding presentations, pipe welding connections, and pipe welding classifications. Also offered for credit as BLD123.
WLD 124 Pipe Welding - *90 hours* - Provides the technical understanding of Pipe Welding nomenclature, weld quality, uphill pipe procedures and preheating and interpass heat treatments. Provides hands-on training to develop welding skills necessary to make high quality welds on open root mild steel pipe in the 5G, 2G, and 6G positions. Students will need to pass the Pipe Welding (uphill) certification (class15) test to complete this course. Also offered for credit as BLD124.
WLD 126 Advanced Welding: GTAW - *90 hours* - Develops technical understanding of Gas Tungsten Arc Welding(GTAW) through lecture and lab practice. Includes advanced topics in blueprint reading, layout, assembly, measurement and metallurgy. Students will develop welding skill using GTAW process in various positions. Also offered for credit as BLD125.* *This course is an experimental course offered in the spring 2013 in response to student interest and recommendations for industry and faculty. If successful, it will be added to the welding curriculum.*

Federal Credit Hour

In response to federal credit hour guidelines, we have incorporated more writing assignments into the courses. This addition should be reviewed alongside placement testing requirements to ensure students are prepared to provide the assigned coursework. A survey of building trade classes documents the out of classroom work as required by the Federal Credit Hour project. Of the 12 trade courses 5 courses have asked students to track and report actual out of class work. Faculty are encouraged to include writing and presentation assignments as part of the course work. Many have incorporated these components into the structure of the course. This semester (Spring 2013) the building trades program is working with the Writing Center on campus to assist faculty in developing writing for learning assignments as well and asking the faculty to promote the use of the writing center in the course of the semester to students and to actively refer students who need assistance.

HVAC	Credits	Class Type	Mandate	Survey
BLD 109 FUNDAMENTALS OF HVACR	4	Lecture & Lab	100 hours	95 hours
BLD 110 CONTROLS FOR HVAC	4	Lecture & Lab	100 hours	71 hours
BLD 113 Air Conditioning and Heat Pumps	4	Lecture & Lab	100 hours	102 hours
BLD 114 FOSSIL FUELS AND HYDRONIC HEATING	4	Lecture & Lab	100 hours	Spring 2014
Electrical				
BLD 141 BASIC ELECTRICAL THEORY & FUNDAMENTALS	4	Lecture & Lab	100 hours	114 hours

BLD 142 BASIC ELECTRICAL THEORY & APPLICATION	4	Lecture & Lab	100 hours	73 hours
BLD 145 ADVANCED ELECTRICAL APPLICATION	4	Lecture & Lab	100 hours	Fall 2013
BLD 146 LOW VOLTAGE & SPECIALIZED SYSTEMS	4	Lecture & Lab	100 hours	Fall 2013
Welding				
BLD 121 Welding I:	4	Lecture & Lab	100 hours	68 hours
BLD 122 Welding II: Advanced Welding	4	Lecture & Lab	100 hours	Spring 2014
BLD 123 Introduction to Pipe Welding	4	Lecture & Lab	100 hours	Spring 2014
BLD 124 Welding IV: Pipe Welding	4	Lecture & Lab	100 hours	Fall 2014
BLD 101 Intro to Building Trades	3	Lecture	75 hours	70

Recent Curriculum Changes

Curricular changes have been implemented to reduce barriers to completion. These changes have included:

- Making MA-81 Introduction to Algebra a co-requisite of the first course in the tracks.
- Changed upper level track pre-requisites to allow students to take the last two courses in the trade track at the same time or not in succession, where appropriate.
- Replaced courses to better provide students with an introduction to many facets of the industry and allow them an opportunity to have a diverse set of practical skills in their trade of focus.
- Changed the internship requirement in the A.S. S. and Career Certificate to be one, or two in the case of the A.A.S., of several options.

B. Marketing Materials

In the past two years the building trades program has undergone a fair amount of marketing overhaul. Collateral pieces such as program brochures and website have been redesigned to help students access general program information easily and quickly. The information on the website is accessed from both Continuing Education and Credit areas of the website and displays all options succinctly in one area. The right-hand navigation bar provides easy access to general information for students. This includes a listing of faculty, facilities, learning outcomes and program requirements.

In addition to revamped visual pieces, we send a semi – annual newsletter to current and prospective students, advisory committee members, and industry peers. These newsletters highlight credit and continuing education courses coming up, program changes, and general news items pertinent to the audience.

Website

C. Special Program Initiatives

Promoting our program, its students and connecting with the business community has driven many initiatives.

Employer Spotlight

Our Employer Spotlight events are opportunities for companies to connect with our students and provide them an opportunity to learn more about the work and expectations of their industry. These short information sessions (30-45 minutes) are scheduled during a class period. In the past year, we had Cianbro, Wilcoms Welding, and Airtron participate in such an event.

Career Series

We have also worked with the Career & Transfer Center to provide workshops on Resume Writing and Interviewing skills prior to the start of a class session during the semester.

Employer Outreach

We have connected to employers through marketing and networking methods. We have a relationship with Frederick County Builders which promotes our programs in their newsletter as appropriate. In 2012 FCBIA and FCC partnered to present a seminar regarding building code changes. This well attended event provided us an opportunity to connect with local contractors and find new members for an advisory committee.

Additionally, an employer postcard is mailed to local employers promoting the trades we provide training in and asking them to connect with us and our students about available positions.

Partnership projects and contract training has also allowed us to expand our reach in trades training. Over the past two years we have developed training for Maryland State Highway Authority in welding, worked with FCWS to facilitate welding instruction for potential employees of Canam Steel, and provided training in energy efficiency in accordance to the Maryland Energy Sector Partnership grant to incumbent and potential employees.

Community Projects
When appropriate, we have found ways to include community based projects in the classroom or in the use of our facilities. Our welding capabilities tend to be the most sought after in this respect. In 2012 / 2013 semester, we worked with Color on the Creek, a non-profit working to address a problem at Carroll Creek. Our welding students are involved in making steel plant stands for the project. The process for welding incorporates skills like layout, fitting and welding that are being taught in the classroom and labs of our Welding II: Advanced Welding course.

In addition, student volunteers worked with Boy Scout Troop 727 and Bechtel to assist scouts in attaining their welding badge this past spring semester.

3. Discuss external data reviewed by program faculty. How does the program compare to others at regional colleges?

A look at the colleges in Maryland shows similarities and differences with regards to our trades training program. First, there are no math or reading placement pre-requisites to enter the training programs listed below until a student enters the general education requirements of a degree or certificate program. There are also no internship options of the colleges with credit program as FCC has. Montgomery College, Community Colleges of Baltimore County (CCBC) and Hagerstown Community College co-list trades classes with the continuing education departments. Like FCC, Montgomery College's trades department manages both continuing education and credit aspects of the trades courses offered. Conversely, Carroll Community College of Southern Maryland (CSM), CCBC and Prince George's Community College (not listed below) have separate credit and continuing education management of trades related courses. Some colleges have direct relationships with industry through apprenticeship training. For example, the technical courses in CSM's AAS degrees are facilitated by Southern Maryland Electric Cooperateive (SMECO) or the International Brotherhood of Electrical Workers (IBEW). Frederick Community College is not connected to employer groups or unions to partner with respect to apprenticeship training. Additional information regarding colleges are included below.

College	Credit	**Co-listed**	**Requires Placement**	**CE Certificates**	**Other Notes**
Frederick Community College	x	x	x	x	AAS, Career Certificate, Letter of Recognition or Continuing Education Certificate in HVAC, Electrical Welding. Carpentry & Plumbing are inactive.
Montgomery College	x	x			Degree and certificates in HVAC, Electrical, Carpentry, Remodeler. Other CE courses are offered in addition to co-listed credit trade courses.
Hagerstown Community College	x	x			Credit programming is focused on alternative energy. Trades classes are used to teach initial trade instruction. Some courses co-listed in CE; other CE trades related classes are stand alone.
Carroll Community College	x			x	HVAC and Electrical Apprenticeship training as well as helper and technician training.
College of Southern Maryland	X			x	CE Courses include: Building Maintenance Technician, Entry-Level Carpenter, Entry-Level Carpenter, Electrical Helper; Heating, Ventilation, and Air Conditioning (HVAC)

College	Credit	Co-listed	Requires Placement	CE Certificates	Other Notes
Community College of Baltimore County	x	x		x	Helper; Home Improvement Contractor; Certified Structural Welder; Entry-Level Building Trades Union Worker; Entry-Level Plumber Credit degree programs include Electric Power Technician, AAS and • Electric Wiring Technician, AAS HVAC offered as a credit program. Co-listed; CE program is focused on apprenticeship connections.

4. Discuss student evaluations of program courses by program faculty and the program as a whole if possible.

Summary Student Feedback

Rating below indicates the mean course rating for each course by semester and student feedback provided regarding the course. The rating is based on a 4 point scale.

	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
BLD 101 Intro to Building Trades	3.57	3.72	3.12	-	2.56
	• Students indicated that group work, group discussion, safety topics were most helpful • Students indicated that course materials were the least helpful to learning • More group work or more hands on needed. • Students in the welding program indicated that the course materials were not relevant				
ELECTRICAL TRACK					
	Fall 2010	**Spring 2011**	**Fall 2011**	**Spring 2012**	**Fall 2012**
BLD 141 Electrical I: Basic Electrical Theory (Through Fall '11) **BLD 141 Electrical Theory & Fundamentals** (Beginning Spring '12)	3.52	-	3.36	3.31	3.56
	• Students indicated that lab were the most helpful to learning • Lack of test preparation materials, course material, and waiting for lab availability to be the least helpful to learning.				
	Fall 2010	**Spring 2011**	**Fall 2011**	**Spring 2012**	**Fall 2012**
BLD 142 Electrical II: Understanding the National Electrical Code (NEC) (Through Fall '11) **BLD 142 Basic Electrical Theory & Application** (Beginning Spring '12)	-	3.55	-	3.28	-
	Fall 2010	**Spring 2011**	**Fall 2011**	**Spring 2012**	**Fall 2012**
BLD 143 Electrical III: Understanding the National Electrical Code Part II (Through Fall 2011) **BLD 145 Advanced Electrical Application** (Beginning Spring 2012)	-	-	3.52	-	3.41
	• Labs, discussions, instructor experience were indicated as most helpful to learning. • Fields trip, better lab equipment and materials, more projects were suggested for improvement				
	Fall 2010	**Spring 2011**	**Fall 2011**	**Spring 2012**	**Fall 2012**
BLD 144 Electrical IV: Electrical Motors & Controls (Through Spring 2012) **BLD 146 Low Voltage & Specialized systems** (Spring 2013)	3.47	-	-	3.39	-
	• Labs and instructor experience was identified as the most helpful to learning by students.				

	• More equipment and more labs were suggestions for improving the course				
HVAC TRACK					
	Fall 2010	**Spring 2011**	**Fall 2011**	**Spring 2012**	**Fall 2012**
BLD 112 HVAC II: Introduction to HVAC (Through Fall 11) **BLD 109 Fundamentals of HVACR** (Beginning Spring 2012)	3.03	3.41, 3.42	3.38	2.70	3.36
	• Lab, lectures, group discussion, text were identified as the most helpful to learning by students. • More hands-on activities, sequencing of courses in HVAC track were suggestions for improving the course. • Old videos were indicated as least helpful to learning.				
	Fall 2010	**Spring 2011**	**Fall 2011**	**Spring 2012**	**Fall 2012**
BLD 111 HVAC I: Controls Basic Electricity and Controls for Heating Venting Air Conditioning and Refrigeration (Through Fall 11) **BLD 110 Controls HVACR** (Beginning Spring 2012)	3.29	3.63	3.61	-	-
	Fall 2010	**Spring 2011**	**Fall 2011**	**Spring 2012**	**Fall 2012**
BLD 113 Air Conditioning & Heat Pumps (Formerly HVAC III: Residential Systems - Air Conditioning & Heat Pumps)	3.41		3.24	3.46	3.39
	• Labs were identified as the most helpful to learning by students.				
	Fall 2010	**Spring 2011**	**Fall 2011**	**Spring 2012**	**Fall 2012**
BLD 114 Fossil Fuel & Hydronic Heating (Formerly HVAC IV: Residential Systems – Heating Systems)	3.18	-	-	3.75	3.79

Summary Faculty Feedback

An informal and anonymous survey was conducted in Spring 2012 to assess faculty feedback in the areas of Classrooms, Labs, Program Support. The form included an opportunity for faculty to identify areas for improvement.

Classrooms: Six of the six faculty members responded and rated the classrooms favorable with regard to size, lighting, seating, temperature and teaching equipment.

Labs: Two out the six respondents did not feel that the labs are equipped with the amount and variety equipment necessary for students to perform required skills and the same number felt that the labs did not prepare students to perform effectively in a work environment. All respondents did feel that the labs were adequate in size and had adequate lighting. Since this survey was conducted we have asked for feedback and purchased/installed/are preparing to install equipment to allow for advances in these areas.

When asked to identify areas of improvements, many faculty members responded with the need for walls to be built between the lab areas for noise reduction. Currently, there are no floor to ceiling walls that separate the labs in rooms M-117, M-119, M-121.

5. Discuss External Professional Literature Reviewed detailing trends in the program area.

Two articles were reviewed for the purposes of understanding the trends in the program area. These were selected based on the topic of career/vocational training.

The first article was found on www.acteonline.org. This is the website for the Association for Career Technical Education (ACTE). "College & Career Readiness: What do we Mean?", authored by Svetlna Darche and Brad Stam, provides recommendations to develop career readiness at the high-school level that translates to employment or articulates into post-secondary education. The article discusses the need for integration between CTE and post-secondary education. They state that collaboration will create a unified vision of college and career readiness. The authors identified three areas of focus to develop 21st century technical skills and knowledge. These include critical thinking, developing productive dispositions and behaviors, and practical skills.

The Building Trades program exhibits many of the points made in the article. First, an articulation agreement exists between the Career & Technical Center (CTC), the vocational training school for the regional high school system, and FCC. This agreement is reviewed and revised annually. While enrollment in the trades training tracks from this arrangement have been low, we have seen more students in the past three semester register directly into a trades training program. Secondly, we have added additional critical thinking components to the course syllabi by incorporating writing assignments into many of the trade track classes. Also, productive dispositions and behaviors have been included as core learning outcomes through the addition of learning outcomes of working in a group or part of a team.

Additionally, the program manager had been engaged in discussions about trades training by being a member of the CTC Board of Advisors as well as working with the Maryland Center for Construction Education and Innovation (MCCEI). The state of Maryland has passed the EARN bill which will require industry focused and led educational opportunities for its residents.

The second piece of literature reviewed was the 2004 Report to Congress by the US Department of Education called "National Assessment of Vocational Education". While seemingly dated, the study shows us that our program has followed the trends identified. Also, no report like this has been published since.

Trends identified were:

- Vocational education is important for short and medium earnings benefits at both secondary and post-secondary levels.
- Increased achievement at the secondary education level means increase in preparedness for college and careers.
- Modifications need to be made at the secondary level to increase academic achievement.

The study found that

- Perkins funding was conflicted as academics, technical skills, completion, enrollment in post-secondary education and its completion, as well as earnings were all priorities of the program.
- Vocational education doesn't immediately affect enrollments in post-secondary education. This effect was mentioned in the previous article. Students are pursuing post-secondary education at some point to receive certification; enroll later in their professional development; complete certificates or associate's degrees but tend not to pursue bachelor's degrees.
- Students from CTE are not unlike other post-secondary student, less than 50% complete a credential and completion of a credential has increased economic rewards.
- The study predicted that colleges must be flexible in serving a diverse population of students with varied expectations and student who enroll with very different goals.
- Workforce Investment Act (WIA) emphasizes short-term training so the funding is at odds with degree completion.

The study's suggestions are to:

- Focus Perkins with clear objectives, emphasizing education goals with completion and workforce development goals with jobs.

- Separate secondary schools and post-secondary components of Perkins so that each can pursue its goals.
- Do away with Tech-Prep and the 2+2 system and keep what works – partnerships that allow for collaboration and articulation.

How this relates to FCC:

- FCC needs to increase its flexibility in providing services and programs to a diverse student body.
- Focus on workforce development goals.
- Continue successful relationships and find areas of connection between the college, CTC and our Workforce Services partners.
- Track student success through employment.

Section 4: Assessment of Student Learning Outcomes

1. Student Learning Outcomes.

In the Building Trades program, learning outcomes are evaluated through testing, lab assignments, practical exams and assigned projects. The tables below map the learning outcomes to trade track courses.

Electrical Track SLO Curriculum Map		
Student Learning Outcome	**Where the Outcomes Appear (Courses)**	**SLO Assessment Strategy**
Interpret and apply blueprints and schematics to a construction project within the trade.	BLD 142 Basic Electrical Theory & Application; BLD 145 Advanced Electrical Theory & Application	Lab based projects
Create a cost estimate of a specific project to include materials, equipment, and labor.	BLD 145 Advanced Electrical Theory & Application	Lab based projects
Evaluate a construction project to select and operate appropriate tools, equipment, and materials.	BLD 141 Electrical Theory & Fundamentals; BLD 142 Basic Electrical Theory & Application; BLD 145 Advanced Electrical Theory & Application	Lab based projects, exams
Apply principles of safety to equipment usage and materials handling on a construction work site.	BLD 141 Electrical Theory & Fundamentals; BLD 142 Basic Electrical Theory & Application; BLD 145 Advanced Electrical Theory & Application	Lab based projects, exams
Demonstrate knowledge of and apply appropriate building codes to complete a construction project.	BLD 141 Electrical Theory & Fundamentals; BLD 142 Basic Electrical Theory & Application; BLD 145 Advanced Electrical Theory & Application	Lab based project, exams
Install, troubleshoot and/or repair equipment toward completion of a project to meet job specifications.	BLD 141 Electrical Theory & Fundamentals; BLD 142 Basic Electrical Theory & Application; BLD 145 Advanced Electrical Theory & Application	Lab based project, exams

HVAC Track SLO Curriculum Map		
Student Learning Outcome	**Where the Outcomes Appear (Courses)**	**SLO Assessment Strategy**
Interpret and apply blueprints and schematics to a construction project within the trade.	BLD 109 Fundamentals of HVACR; BLD 110–Controls for HVACR	Lab Project, Lab Practical Exam, Written Exam, Classroom exercises
Create a cost estimate of a specific project to include materials, equipment, and labor.	BLD 110–Controls for HVACR; BLD 114 Fossil Fuel & Hydronic Heating	Written Exam
Evaluate a construction project to select and operate appropriate tools, equipment, and materials.	BLD 109 Fundamentals of HVACR; BLD 110–Controls for HVACR; BLD 114 Fossil Fuel & Hydronic Heating	Lab Project, Lab Practical, Exam
Apply principles of safety to equipment usage and materials handling on a construction work site.	BLD 109 Fundamentals of HVACR; BLD 110 Controls for HVACR ; BLD 113 Air Conditioning & Heat Pumps	Lab Project
Demonstrate knowledge of and apply appropriate building codes to complete a construction project.	BLD 110–Controls for HVACR; BLD 114 lab based	Lab Project, Written Exam
Install, troubleshoot and/or repair equipment toward completion of a project to meet job specifications.	BLD 110–Controls for HVACR; BLD 113 Air Conditioning & Heat Pumps; BLD 114 on lab based project;	Lab Project, Lab Practical Exam, Written Exam

Welding Track SLO Curriculum Map		
Student Learning Outcome	**Where the Outcomes Appear (Courses)**	**SLO Assessment Strategy**
Interpret and apply blueprints and schematics to a construction project within the trade.	BLD 122 Welding II: Advanced Welding; BLD 123 Welding III Layout & Fabrication for Pipe Welding; BLD 124 Advanced Pipe Welding	Written exams and practical assessment
Create a cost estimate of a specific project to include materials, equipment, and labor.	BLD 122 Welding II: Advanced Welding	Assignments
Evaluate a construction project to select and operate appropriate tools, equipment, and materials.	BLD 121 Welding I: Intro to Welding; BLD 122 Welding II: Advanced Welding; BLD 123 Welding III Layout & Fabrication for Pipe Welding; BLD 124 Advanced Pipe Welding	Group & individual projects, lab-based practical assessments

Apply principles of safety to equipment usage and materials handling on a construction work site.	BLD 121 Welding I: Intro to Welding; BLD 122 Welding II: Advanced Welding; BLD 123 Welding III Layout & Fabrication for Pipe Welding; BLD 124 Advanced Pipe Welding	Assignments, exams, quizzes and lab-based practical assessments
Demonstrate knowledge of and apply appropriate building codes to complete a construction project.	BLD 122 Welding II: Advanced Welding	Assignments and lab-based, practical assessments
Install, troubleshoot and/or repair equipment toward completion of a project to meet job specifications.	BLD 121 Welding I: Intro to Welding; BLD 122 Welding II: Advanced Welding; BLD 123 Welding III Layout & Fabrication for Pipe Welding; BLD 124 Advanced Pipe Welding	Assignments, exams, quizzes and lab-based practical assessments

2.a. How did students perform on the assessment?

We currently do not track student success given the assessments and CLOs above. A program review recommendation will be to implement a system for tracking such information. However, students do complete industry certifications in the HVAC and welding trade tracks. No industry certifications are incorporated in the electrical track.

HVAC

HVAC students are provided an opportunity to test for the EPA CFC requirement and the 410A. This certification is administered by staff in the building trades program using ESCO testing, an online application. Testing was incorporated into all levels of the trade track initially (2008-2010). Student's success, or receiving a passing score, was tied to successfully passing their industry certification, but time was not allotted to teaching concepts covered within the certification. Student pass rates from this time show that 10-25% of the students received a failing grade in the course due to industry certification results and not due to performance on tests, quizzes, or practical exams. Feedback from faculty indicated that the students would be better served with keeping only the EPA test and we changed the requirement of industry certification being tied to successful completion in that course.

Here are the results of the students' success in achieving passing scores for this industry credential.

ESCO TESTING	Spring 08	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
Total HVAC Course Enrollments	49	77	71	59	33	35	38	47	44	38
Electrical	24/33	16/34	18/19	12/17	6/10	10/17	NA	NA	NA	NA
EPA Pass Rate	3/16	23/29	17/19	12/12	6/10	8/8	13/13	15/17	21/21	18/20
410A	14/16	23/29	8/19	9/12	2/10	5/8	2/9	NA	NA	NA
Air Conditioning	0	12/14	18/23	10/14	7/9	6/6	NA	NA	NA	NA
Heat Pumps	0	12/14	19/23	11/14	8/9	6/6	NA	NA	NA	NA
Gas Heat	0	0	9/10	14/16	2/4	4/4	NA	NA	NA	NA
Carbon Monoxide	0	0	10/10	14/16	4/4	4/4	NA	NA	NA	NA
Oil Heat	0	0	9/10	15/16	3/4	4/4	NA	NA	NA	NA
Electric Heat	0	0	7/10	14/16	3/4	4/4	NA	NA	NA	NA

Welding

In the Welding Track, students have an opportunity to submit weld coupons for certification. These opportunities arise in the second and fourth course of the 4-course track. Weld coupons are tested by a third party. Those that pass receive a certificate indicating their welding skill in a specific welding process and position.

Here are the results of student success in meeting weld specifications according to American Welding Society requirements.

WELDING	Spring 08	Fall 08	Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
Total Welding Course Enrollments	12	15	23	13	10	18	0	20	21	24
3G Pass Rate	11/12	3/15	12/19	4/4	4/4	0	0	3/8	2/8	0
4G Pass Rate	0/12	0/15	1/19	2/4	4/4	0	0	3/8	4/8	0
Pipe Welding Pass Rate	0	0	0	3/9	0/6	0	0	1/2	0	2/3

2.b. What are findings from the Assessment Report and what will the program do to try and help students succeed at certain difficult outcomes?

The assessment report found in the Appendix entitled Data & SLO Report shows that the percentage of successful students has remained in between 83% - 89% between 2009 and 2011. In 2008, the pass rate was at 79%. These percentages reflect the passing grade scores. Prior to 2011, students who did not pass their industry certification were given a failing grade. This policy was changed in 2011.

HVAC - Assessments in the HVAC trade were reduced to only one of the 9 that were originally conducted over the course of the curriculum. We should revisit industry certifications required and incorporate them into the curriculum.

Welding - Students in the welding program have a harder time passing the weld coupon tests. We should examine the reason behind this issue and develop a solution that will provide students with success in their endeavors.

Electrical – No industry certifications are incorporated into the curriculum. We should explore industry certifications, determine which would benefit our students and incorporate them into the curriculum.

4. How are course sequences and curriculum choices, used to build and reinforce student competencies necessary for program success?

The structure of the trade tracks provides students with an opportunity to build their knowledge and skills. In the HVAC and Electrical tracks, the first two classes form a foundation for the advanced skills and topics covered in the last two courses of the series. In the welding track, students learn fundamentals before advancing to more advanced topics. This track is more structured than the other two as these courses can only be taken in the order of the track due to the nature of the skills developed in each prior class.

5. How does FCC general education relate to student learning in the program?

Student pursing the A.A.S. in the Building trades are required to complete the standard 21 general education credits.

The career certificate incorporates courses such as B274 Customer relations, CIS116D Windows (effective 2014-2015), and requires math, reading and writing competency as determined by Accuplacer testing. Students who test below the required score for Elementary Algebra, College Reading and College writing must complete developmental courses prior to or concurrently with courses in the program.

Section 5: Program Resources, Support, and Viability

1.a. Discuss demand for the program (n students) and how demand is impacted by trends in the profession, community, and world.

National, regional and local data for the trades or related occupations for students of our program are detailed below. Data has been compiled using the U.S. Department of Labor's Bureau of Labor Statistics for national statistics and state and county data has been provided by Economic Modeling Specialists, Inc. (EMSI).

Electricians
Electricians install and maintain electrical wiring in any structure. Electricians also repair and maintain large motors, equipment and control systems in buildings. The wage data below reflects that of a journeyman, one who has successfully completed an apprenticeship program. Some states license journeyman and master electricians. Maryland does not require licensing of journeymen in this trade, but some counties do. Maryland does license master electricians. Master electricians are required to provide proof of seven year work history working with a master electrician and pass a state licensing exam.

Students completing any electrical wiring training program at FCC enter the job market as an entry-level employee and may need to complete an apprenticeship training program to work towards journeyman status within a company or union.

The rate of growth for electricians is faster than average.

Occupation: Electricians

Area Name	Number of jobs	Growth*	Projected	Median Pay
National (Period: 2010)	577,000	23%	710,600	$23.20
Maryland (2014)	14,903	2%	15,247	25.72
Frederick (2014)	727	11%	805	$24.86

HVAC
HVAC Technicians install and maintain heating and cooling systems for a variety of buildings. The wage data below reflects that of a journeyman, one who has completed an apprenticeship training program. Maryland licenses journeymen and master technicians. Journeyman licensing categories range in requirements that primarily require a candidate to show employment history of a certain amount of hours in order to test for the license.

Students completing any HVAC training at FCC enter the job market as an entry level employee and may need to complete an apprenticeship training program to work towards journeyman status within a company or union.

The rate of growth for HVAC technicians is faster than average.

Occupation: HVAC Technician

Area Name	Number of jobs	Growth*	Projected	Median Pay
National (Period: 2010)	267,800	34%	358,100	$20.45
Maryland (2014)	7,894	9%	8,588	24.27
Frederick (2014)	310	7%	332	$22.48

Welding
Industries that require skilled welders include fabricated structural steel used in the construction of commercial buildings and large scale apartment buildings and manufacturing. Companies that perform work in maintaining and rebuilding bridges and highways will also require welders.

Positions for a welder include cutters, solderers, and brazers and those that tend machines that perform this function. This industry is expected to grow 15 percent from 2010 to 2020, which is an average rate of growth., about as fast as the average for all occupations.

Students completing any welding training at FCC enter the job market as an entry level employee and may need to complete additional welding training within a company or union.

Occupation: Welder

Area Name	Number of jobs	Growth*	Projected	Median Pay
National (Period: 2010)	**337,300**	**15%**	**388,000**	**17.04**
Maryland (2014)	**3,564**	**5%**	**3729**	**$20.03**
Frederick (2014)	**204**	**12%**	**229**	**$19.39**

*Growth nationally is 2010 – 2020; Maryland and Frederick is 2014 – 2018
** Maryland wage data is for 2012

1.b. What do your graduates do when they leave FCC? How does the major prepare them for their choices?

We currently do not track students and their employment upon completing a Track or a college program. A survey provided by FCC's office of Institutional Advancement for previous and current students yielded only 15% return (12 responses). Eight of the twelve indicate that their course of study at the college prepared them well to work in their field.

2. Discuss the qualifications, experience, and achievements of program faculty. Are faculty sufficiently supported?

The Building Trades program is solely supported by adjunct faculty members. In any given semester, there are 6-7 faculty members teaching in support of the program across the disciplines. Faculty members have to have industry recognized credentials, such as a state license or recognized industry certification to be eligible to teach within the program.

Several attempts (2008 and 2012) to hire a fulltime faculty have been unsuccessful. For FY 2014, a Strategic Initiative Request Detail (SIRD) was submitted for a full-time instructional specialist. This new position for the program was identified in meeting Strategic Plan Goals, #1, 3, 6, 8. Justification includes, the need for a full time faculty member to support learning initiatives, program expansion to day-time instruction , and that the instructional specialist position addresses the issues of the previous failed searches in candidates needing a minimum of an associate's degree.

Proposed qualifications for this position include High School Diploma, some college experience, License or appropriate certifications, and experience in teaching adults. Essential functions of the position include:

- Functioning as a master or lead teacher, including having instructional responsibility for trade related credit and continuing education courses.
- Assist in the review and development of curriculum.
- Mentor, coach, and supporting teachers.
- Observe classroom instruction and providing feedback to instructional staff.
- Connecting instruction and assessment.
- Participate in departmental meetings.
- Engage in activities which enhance the College's relationship to the community.
- Participate in Professional Development.
- Seek out current developments and information within discipline.
- Strive to understand and use technology as it applies to standards of delivery within the discipline, and as it is appropriate for the student population.
- Apply technology or other skills to tasks designated by the administration and professional development opportunities.

This new position has been approved for FY 2014 and a search is underway.

3. Discuss potential or existing co-curricular opportunities with other programs & courses.

Currently, the Building Trades program includes co-listing the trade track courses in the Continuing Education schedule and catalog. Also, the Electrical Track is included as an option in the Architectural Computer Aided Drafting A.A.S. and Career Certificates. This option is primarily utilized by Becthel employees/interns. Finally, Construction Management classes are incorporated into the Building Trades A.A.S. and Career Certificate.

4. Discuss how the program currently utilizes learning support, facilities, technology, and support staff.

Learning Support - In 2012-2013, Building Trades faculty were encouraged to utilize the Writing Center. The Writing Center had received Perkins funding to develop a support plan for college career programs. Increasingly writing assignments are being utilized in the Building Trades course tracks to support the Federal Credit Hour requirements. The Writing Center staff made a presentation to the Spring 2013 faculty in this program prior to the start of the semester. They also have provided support to faculty over the course of the semester. Faculty members incorporated the Writing Center into their course by asking or requiring students to attend for a consultation to assist with writing assignments.

Facilities – All courses with the course identifier BLD are taught at the Monroe Center facility where class-rooms and labs are available for the purpose of instruction in this program. Additionally, the computer lab is used at this facility for various course needs such as industry certification tests, blackboard access tutorials, and other in-class projects.

Technology – Blackboard companion sites have been promoted as a desirable addition to course management. This semester two faculty members have completed both the Basics and Advanced courses required to utilize the software and have incorporated the companion site into the respective courses. Additionally, BLD 101 Introduction to Building Trades is being developed into a hybrid class. This hybrid will be offered in the summer session as an 8-week course and again in Fall 2013.

Support Staff

Adjunct Mentor Program - Our program has utilized the Adjunct Mentor Program provided by the Center for Teaching & Learning in Spring 2012, Fall 2012 and Spring 2013 This program allowed us to provide new faculty members by in class observation, evaluation and feedback to help in their professional development.

Office of Distance Learning – In order to develop the hybrid class mentioned above, our adjunct faculty member has worked closely with the staff of the Office of Distance Learning. This project includes meeting with the attending Blackboard training sessions, meeting with the department director, and working with an instructional specialist.

Department Support Staff – Our faculty work closely with the two support staff members we have. Our Instructional Support Technician assists in maintaining equipment and supplies for the labs. Our Program Associate also assists faculty with all administrative aspects at the college like PeopleSoft training, ordering textbooks, disseminating correspondence from other departments.

5. Discuss the budgetary needs of the program.

The budget for the Building Trades program is managed through the CECT department. Each year, the program is allocated 79,000 for expenses in Contracted Services, Supplies and Materials, Course Costs, Professional Meetings, Travel and Improvements. This budget does not include faculty pay or administrative staff salaries.

FY Year	FY 14	FY 13	FY 12	FY 11	FY10
Budget	79,626	79,626	75,426	77,226	29,626
Expense	No Data	30,245	39,524	14,828	124,006
% of budget		38%	52%	19%	419%

Beginning in 2011-2012 catalog year, students enrolled in a BLD course was assessed an additional fee of $68. In 2012-2013, that fee was increased to $70.

In the past two years, the program has updated lab equipment across the three active trades.

Welding Lab

Identified as lacking in significant equipment for instruction, a fair amount of resources have been allocated to this lab. In FY 2011-2012, welding booth screens, mig welders and an ironworker were purchased for the lab. Other lab upgrades that same year included spool guns and weld coupon bend test for the lab. In FY 2012-2013, beveler was purchased as well.

Electrical Lab

In 12-13, a metal-framed structure was built to support instruction in commercial electrical wiring. This project included purchasing additional equipment for instruction.

HVAC Lab

In FY 2012-13, the program received a gift in kind from Aireco that amounted to almost $20,000. The equipment will be used for instruction in the refrigeration aspects of the trade and allow us to include topics in building automation systems.

Summary of Expenses by Trade

	FY 2007-2008	FY 2008-2009	FY 2009-2010	FY 2010 - 2011	FY 2011-2012	FY 2012-2013
Welding Registrations		97	64	18	88	59
Welding Equipment, Supplies, Materials	$83,532	$28,883	$ 50,532	$ 13,189	$29,947	$14,359
HVAC Registrations	98	156	94	75	91	78
HVAC Equipment, Materials & Supplies		$15,714	$4,320	$3,721	$2,827	$3,884
Electrical Registrations	27	43	36	28	52	39
Electrical Equipment, Materials & Supplies	No data	No data	$3,172	$863	$3,599	$ 9,912

6. How does your curriculum demonstrate the variety of topics, methods and approaches important to your program?

The building trades curriculum incorporates practical and class-room based learning techniques. Our faculty are experienced professionals in their respective knowledge areas and the course materials we use for the courses add to our students understanding of the trades. The college credentials of Letter of Recognition, Career Certificate and A.A.S allow student to expand the breadth of their professional skills to develop key skills or incorporate liberal arts education into their education.

Section 6: External Review

External Review: September 20, 2013
Reviewers: Ed Roberts, Montgomery College; Bob Aydukovic, MCCEI

Strengths

- Facility space

Weaknesses

- Lack of fulltime faculty
- Absence of industry partnership/apprenticeship
- Industry driven credentials
- In-flexibility of pre-requisites
- The amount of construction management classes in the AAS should be replaced with courses that provide an emphasis in the trades.

Feedback

- Completion is not just driven by AAS, Career Cert completion. There may be a movement to include employment data in the future which is more related to technical completion.
- Mission and goals are student focused, they should also be industry focused and include the service we provide to the industry.
- Add OSHA 10 Hour for Construction at a minimum into the program as a course; OSHA 30-Hour industry preferred credential.
- There may be changes to internship guidelines that FCC should be aware of. Hands-on/practical experience is looked upon favorably.
- More industry outreach should be done to promote program and develop partners in the community as well as to build the program's service to the industry.
- Add technology (software) to the course descriptions where appropriate.
- Develop a social media presence.
- Add industry driven credentials to the programs that include end of program/competency based test.
- Adding full-time faculty will increase the enrollment and outreach of the program.

Other areas for comment:

Observations of Program's High-Quality Education:

- Analysis the importance Student Learning Outcomes for the Program and how they are assessed.
- Overall quality of curriculum, instructional methods, assessment measures within the program.

Observations of Program's Facilities:

- Review of the site visit, tours of program areas.
- Discussions with Faculty and Program Manager

Observations of Program's Resources:

- Review of the site visit, access to technologies, support materials, and professional resources available to students.

Section 7: Summary of Key Findings and Recommendations for the Future:

1. How has the program changed in the past few years? Where will the program be in five years?

In the past five years, the enrollments have been impacted by tuition funding changes, program management changes and economic perceptions of the trades during the Great Recession. The uptick in enrollments this past year could be said to be a direct influence of these factors as well. New students are being advised of their options for completion via credit or continuing education, the economic recovery could be contributing to a change in perception of the industry as a whole as a career choice, and management of the program has stabilized over the past 2 years.

The trades program is poised for continued success that should be augmented with curricular additions and changes to continue to meet industry needs and ensure student success.

2. What do you think are the most important things that you learned from the program review?

The external scan was extremely helpful to connect with peers and document differences and similarities amongst trades training programs.

3. What all of the strengths and weaknesses of your program? What are the most important ones?

Strengths

- Commitment of the adjunct faculty.
- Positive program environment for feedback to determine areas that need improvement.
- Resources for materials and equipment to accommodate learning.
- Lab and classroom spaces at Monroe
- Committed support staff.

Weaknesses

- Absence of full time faculty by trade area.
- Labs that have floor to ceiling walls to accommodate learning
- Marketing and outreach to promote programs to underrepresented populations
- Schedule conflicts for CAD/Electrical students
- Schedule conflicts between CON and BLD
- Low rate of completion
- Career certificate can only be completed as a part-time program over 3-4 semesters

4. What official recommendations do you have to improve the program? What resources would be needed for each?

Recommendations/Resources

- Increase of diversity of underrepresented populations in the trades program.
    - With the addition of an instructional specialist, activities will be shared to increase outreach.
- Determine strategies to increase completion.
    - Brainstorm with college departments on developing a plan to address completion.
- Make program or curricular changes to plumbing and carpentry programs.
    - Bring in subject matter experts where needed to review existing curriculum and make changes that will allow for sustained enrollment and completion in these areas.
- Review Accuplacer testing requirements that match the current curricular content and learning outcomes.
    - Meet with appropriate college departments to review data, feedback, and curricular changes to make appropriate changes in this area.
- Determine if tracking student employment is a requirement or need for the program

    - TBD
- Review college assessment requirements and develop and implementation plan.
    - Meet with appropriate college departments to create a plan regarding assessment
- Make program changes with regards to welding and address the scheduling issue with other programs
    - Make curricular and program changes that meet student needs and ensure success
- Request building upgrades that will address the issue of noise in the HVAC/Carpentry/Plumbing labs.
    - TBD

Section 8: Action Plan:

2013-2014

1. Make curricular changes as indicated above in the welding, electrical, plumbing and carpentry programs.
2. Review Accuplacer testing requirements that match the current curricular content and learning outcomes.
3. Work with Instructional Specialist upon hire to determine plans for diversity, completion, and assessment

Frederick Community College

Academic Program Review 2012-2013

Computer Graphics & Photography Program

Summer 2013

Self-Study Report

Authored by:
Lisa Sheirer, Program Manager

Submitted: June 14, 2013

Section 1: Introduction

- **Describe the recent history of the program. Whom does the program serve?**

Brief History

The Digital Media Design program has existed for almost twenty years and was founded by Professor Joe Osman. Within the Digital Media Design degree, Joe established 2 tracks, the Computer Graphics track and the Video Track. He also established the Computer Graphics & Television Production Certificates. Jason Santelli and I co-manage the Digital Media Design program and I manage the Computer Graphics & Photography program. I was hired to manage the program in 1999, before that time the Photography area had been managed by an adjunct (Gary Kelly). The Computer Graphics and Photography areas were combined to form my managerial position. With enrollment in the two areas being only 90 students, when I was hired, it made the new program manager position more equitable within the CHA department. Currently the Computer Graphics program still houses the areas of Darkroom and Digital Photography and provides courses for General Education and those required for the Arts and Digital Media Design Associates degrees.

For the purpose of this report, I am writing primarily about the Computer Graphics & Photography Program. Jason Santelli has written a separate report about the Video area he manages.

As program manager, I have revised the program (as much as space & staffing would allow) to meet the needs of our regional job market in keeping with FCC's mission. Our curriculum has been tweaked and adjusted based largely on student feedback and the national standards set by National Association of Schools of Art and Design (NASAD) and American Institute of Graphic Arts (AIGA).

Over the years, I've updated the curriculum to include: a general education course titled "Darkroom to Digital Photography", added "Web Design I & II" courses, an upper level digital photography course, a "Professional & Transfer Portfolio" class -to help prepare students for careers in design & photo, and an internship to the Computer Graphics Certificate.

Enrollment in classes within the program has grown significantly from 1999 to the present. When I assumed management of the program, the enrollment in program courses was 90 students. It is currently 429, which represents growth of 376%. From 1999 until 2001, I increased the enrollment of the program by teaching all of the sections (including many course overloads). Enrollment at that time was boosted by a consistency within the classes, full time management, and liaisons with the professional design and photography community. The enrollment has held steady over the last 5 years.

Over the last 14 years, students enrolled in our program have been largely successful in competitions, and reviews, thereby gaining internships and entry-level job placements – even in tough economic times.

Whom does the program serve?

The Computer Graphics and Photography Program serves individuals taking courses of interest, students returning to school for additional training, those pursuing an Associate's degree in Digital Media Design, and those taking classes to transfer to a 4 year institution. The largest among these groups are those taking elective courses.

The following is a sample enrollment profile of students in courses offered in Fall 2012 by the Computer Graphics & Photography Program. The largest group of students populating our classes are taking courses as electives and pursuing the following degrees: Associates Degrees in Art, Business Administration, Nursing, Criminal Justice, Biology, Engineering, History, Music, IT, Philosophy, Speech, Education, English/Literature, and Psychology – their enrollment accounted for 121 students in Fall 2012. The second largest group of students is the 82 enrolled in Digital Media Design. The breakdown is 45 from Digital Media Design Associates, 7 from Television Production Certificate and 30 in the Computer Graphics Certificate. The total students pursuing a degree in General Studies is 63. Students taking Courses of Interest total number is 19.

Enrollment Profile

121 Associates Degree Electives – Non-Digital Media students

82 Digital Media Majors

63 General Education Majors

19 Taking Courses of Interest

Therefore the total of non-majors taking classes is: 203 vs. the 82 enrolled in Digital Media Design

The program serves Frederick County residents almost exclusively. We give students a range of design and technical expertise. Many students try their hand at design through taking Computer Graphics and Photography courses. We offer an affordable way to get started with a design career.

- **Describe the degree offered by the program.**

  Associates (Transfer) Degree in Digital Media Design, Computer Graphics and Television Production Certificates, the certificates are career programs.

  The Associates Degree can be a terminal degree for those entering the program with former professional experience or those whom are motivated to produce a design/photography portfolio to rival those produced by students at 4 year institutions. Many students enroll in the Associates degree to transfer to a 4 year college or university.

  The Certificate is intended for those whom may already have a degree. Students do not have to be enrolled in the program to take classes; this is in keeping with the FCC Mission, "We are a student-centered, community-focused college. FCC offers courses, degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment. Through these offerings, FCC enhances the quality of life and economic vitality of our region."

The following are the current degree programs:

Digital Media Design

A.A. Degree (Transfer) an Option of Arts & Sciences
Designed for students whose career goals are oriented toward the mass media in the fields of graphics and publication design, video production, photography, public relations and corporate communications.

Course Credits

English

EN 101 English Composition..... 3

Mathematics

Mathematics Elective (GenEd course list)..... 3/4

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

‡ Social & Behavioral Sciences Elective (GenEd course list)..... 3
‡ Social & Behavioral Sciences Elective (GenEd course list)..... 3

Arts & Humanities

Arts:

AR 101 Two Dimensional Art and Design or
AR 106 Drawing I..... 3
‡ AR 103 Survey of Non-Western Art or
‡ AR 104 Survey of Art I or
‡ AR 105 Survey of Art II 3

Humanities:

EN 102 English Composition & Literature..... 3

Communications:

CMSP 103 Speech Fundamentals 3
CMM 101 Introduction to Electronic Media 3
CMM 111 Communication Graphics I 3
CMM 152 Digital Studio Production..... 4
CMM 112 Communication Graphics II or
CMM 252 Digital Film Production..... 3/4

CMM 212 Communications Graphics III or
CMM 254 Principles of Film & Video Editing 3/4
CMM 114 Web Design I or
CMM 259 Television News Production or
CMM 256 Television Studio Directing and Operations or
CMM 261 Digital Post Production..... 3/4

Biological & Physical Sciences
Biological & Physical Sciences Elective (Lab course) (GenEd) 4
Biological & Physical Sciences Elective (GenEd course list)..... 3/4

Interdisciplinary & Emerging Issues
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)..... 6
PE/Health Elective (A Wellness course will satisfy this requirement).... 1/3

Other Requirements
INTR 102/103 Internship 2/3
Elective (AR 101, AR 106, AR 204, CMM 114, CMM 131, CMM 132,
CMM 256, CMM 259, CMM 261)..... 3
Total Credits: 61/70

‡ Cultural Competence.
All degree seeking students must complete a Cultural Competency course in order to graduate. This course may satisfy another requirement in your program. Choose at least one course from the Cultural Competence list.

Television Production - Certificate (Career)

Offers students interested in broadcast and non-broadcast television production an opportunity for hands-on learning experiences. An overview of the mass communications field is followed by studio and lab courses in the television studio, editing labs, the computer graphics lab and photography lab. Instructional emphasis is on designing and producing high-quality, contemporary work that effectively solves communications problems. College level writing is expected.

Requirements
CMM 101 Introduction to Electronic Media 3
CMM 103 Introduction to Film 3
CMM 111 Communications Graphics I 3
CMM 132 Digital Photography I 3
CMM 152 Digital Studio Production 4
CMM 252 Digital Film Production..... 4
CMM 254 Principles of Film and Video Editing 4
CMM 256 Television Studio Directing & Operations 4
Total Credits: 28

Computer Graphics - Certificate (Career)

Designed to provide the core skills needed in the fields of graphic communication, publishing and Web based design. The challenging, rapidly changing world of visual communications requires creative problem-solving using a combination of tools and techniques. In hands-on classes, students solve design problems with instruction from active communications professionals, using hardware and software they will encounter in the workplace. College-level reading and writing is expected.

Requirements

CMM 101 Introduction to Electronic Media 3
CMM 111 Communications Graphics I 3
CMM 112 Communications Graphics II 3
CMM 114 Web Design I 3
CMM 115 Professional & Transfer Portfolio 1
CMM 131 Darkroom Photography I or
CMM 132 Digital Photography 3/4
CMM 152 Digital Studio Production 4
CMM 212 Communications Graphics III 3
INTR 102 Internship..... 2
Total Credits: 25/26

- **How does the program fit into the structure of the College?**

The program resides within the Communications, Arts and Humanities Department. It provides academic offerings of an Associates transfer degree in Digital Media Design, along with Certificates in Television Production and Computer Graphics. The program also offers a general education course in photography and courses that satisfy requirements and electives for the Associates degree in Art which is a separate program. Students enrolled in other majors taking courses as electives make up the majority of students in the program.

- **The program offers**

The Computer Graphics & Photography program offers area residents training for an entry-level career in design and/or photography. It also offers students a chance to take classes in design & photo a la carte. The faculty are Design and Photography professionals who bring their experience & community connections into the classroom.

Many of our students face hard economic challenges and are in need of resources. Our open Photo & Graphics labs provide students with equipment, software, and instruction needed to pursue a career in Digital Media. The labs also provide a creative community of instructors and students with which to collaborate.

- **Describe the physical space of the program.**

The physical space is of the utmost importance to this program. This degree and certificate require specialized facilities, equipment and staffing.

Computer Graphics & Photography resides in 3 rooms on our main FCC campus.

Photography

The darkroom and its related classroom are located "C" building, in room C204. The room has a classroom for 10 - 15 students, a tiny office room that is mostly storage, a small room to develop negatives, and a darkroom with 10 enlargers. In recent years the room has been shared with the Medical Assisting Program but they will be moving to our Monroe campus. We are hoping to regain the space lost to Medical Assisting as the darkroom is very crowded and we are in need of storage space and additional photographic equipment. We offer 15 hours per week of open lab time & instruction. Our Photo Lab manager Brady Wilks keeps the lab current and instructs students on how to use the darkroom to complete assignments. The small size of this area limits our ability to serve more students by offering more sections of our general education course, CMM 105 Darkroom to Digital Photography.

Computer Graphics & Digital Photography

These areas are physically remote from the Darkroom Photography area, residing in the Art building's rooms F107 and F108. Room F107 contains a classroom with 16 computers, high definition television, projection unit, projection screen and a white board critique area. F108 is primarily an open lab for students to supplement their learning experience. Our lab manager Mike Schlosser and his assistants are familiar with all course assignments. They provide answers to questions and tutoring. We keep the lab open for as many hours as our budget will allow. The lab is open 65 hours per week during Spring and Fall semesters. We staff the lab with a

full time manager working 9am – 5pm weekdays with hourly staff working evenings and Saturday. The lab contains 16 computers, a range of large format ink jet printers, Wacom tablets, and digital and film cameras for students to check out for use outside of class.

Our Open Labs

Students often mention our labs in their free responses on student course evaluations. The reviews are nearly always favorable, exclaiming how much they were helped by our lab staff. Our labs are an extension of our classes. Students come to the labs to: be tutored, get answers to questions, see demonstrations, check out equipment, print, scan, practice using software & equipment, talk about classes with their peers, and complete assignments. Our labs are distinctly different from those throughout our campus. Ours are staffed by instructors, who are also technicians. Recently, we assessed the function of our labs and found the lab staff spending about 80% of their time instructing students – the remaining 20% was spent maintaining and updating software and hardware. equipment. Our Mac Lab Manger's position resides in IT, so he also works on the other Mac computers on campus. While his duties are mostly in the Mac Lab, he is called away as needed to other sites on campus and sometimes has multiple call tickets to tend to; this does not benefit our students or the Lab Manager.

These open labs make a positive difference in retention of students. They provide a productive and relaxed learning environment, allowing alternative ways for students to learn. Even those students who own their own computers, software and photography equipment often come to the lab to participate in our creative community.

Our labs are open only to students enrolled in Computer Graphics & Photography program classes.

Section 2: Program Mission, Goals, and Objectives

- **Discuss the program's mission, goals, and objectives. Do they need to be changed based on the review?**

The Program Mission, Goals and Objectives are listed below. The program is in sync with the College Mission, as we are preparing individuals to participate as entry-level designers and production artists in our diverse, local & global society. We (faculty and staff) work very hard to provide students with contemporary design references, links to employment, the latest software instruction and facilities that rival that of any college or university in the region. We welcome students to come back and take classes as often as they need them.

I'll await feedback from the external reviewers to comment on whether or not there is need to revise the program mission, goals or learning outcomes.

College Mission: FCC, as a learning college, prepares individuals to meet the challenges of a diverse global society through the quality, accessible, innovative, lifelong learning it provides. We are a student-centered, community-focused college. FCC offers courses, degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment. Through these offerings, FCC enhances the quality of life and economic vitality of our region."

Program Mission: The Program is designed to provide students the core skills needed to function in the fields of graphic communication, publishing and Web based design. The challenging and rapidly changing world of visual communications requires creative problem-solving using a combination of tools and techniques. In hands-on classes, students solve design problems with instruction from active communications professionals, using hardware and software they will encounter in the workplace. College-level reading and writing is expected.

Program Objectives:

1) Creatively solve design problems
2) Possess research skills to produce an informed design appropriate to client needs
3) Proficiency in use of current industry standard software
4) Demonstrate responsibilities associated with professional behaviors
5) Demonstrate overall craftsmanship of design

Student Learning Outcomes:

1) Demonstrate proficiency in use of current industry standard software
2) Research and produce an informed design & photography appropriate to client/assignment needs
3) Produce works of design & photography using a variety of media
4) Comprehend the responsibilities associated with professional behavior by participating in a internship
5) Produce well-crafted design & photography appropriate for entry or intermediate level professional work.

The programs goals reflect the mission of the program and also reflect the goals of the governing bodies for design in the United States – NASAD & AIGA, See Appendix.

Section 3: Program Trends according to Internal and External Data

Discuss 5-year trends in undergraduate enrollment, graduation, and other items from the A&R Discipline Analysis Report.

According to the A&R Analysis Report the Program majors are up and growing – great news! We'll still need to work on the number of graduates. I would like to request a breakdown of AA degree graduates and Certificate Graduates, and also a focus on graduates, for future analysis. In addition, we have offered 33 internships from 2007 through Summer 2013. *(See a sampling of internship evaluations in the Appendix at the of this document)*

Number of Students Taught by Full Time Faculty

In 2011, full time faculty taught 16% of students in our program. This is perhaps the most significant number in this report. If you look at enrollment numbers over the years you'll see an almost steady decrease in full time faculty participation as more students enter the program. This is simply not sustainable. We need more full time instructors in our program to provide consistency. Here are the numbers excerpted from the study, 2007 – 48%, 2008 – 38%, 2009 – 30%, 2010 – 14%, 2011 – 16%. If we broke down these numbers into the specific programs of Television and Computer Graphics & Photography, the trend would be even worse.

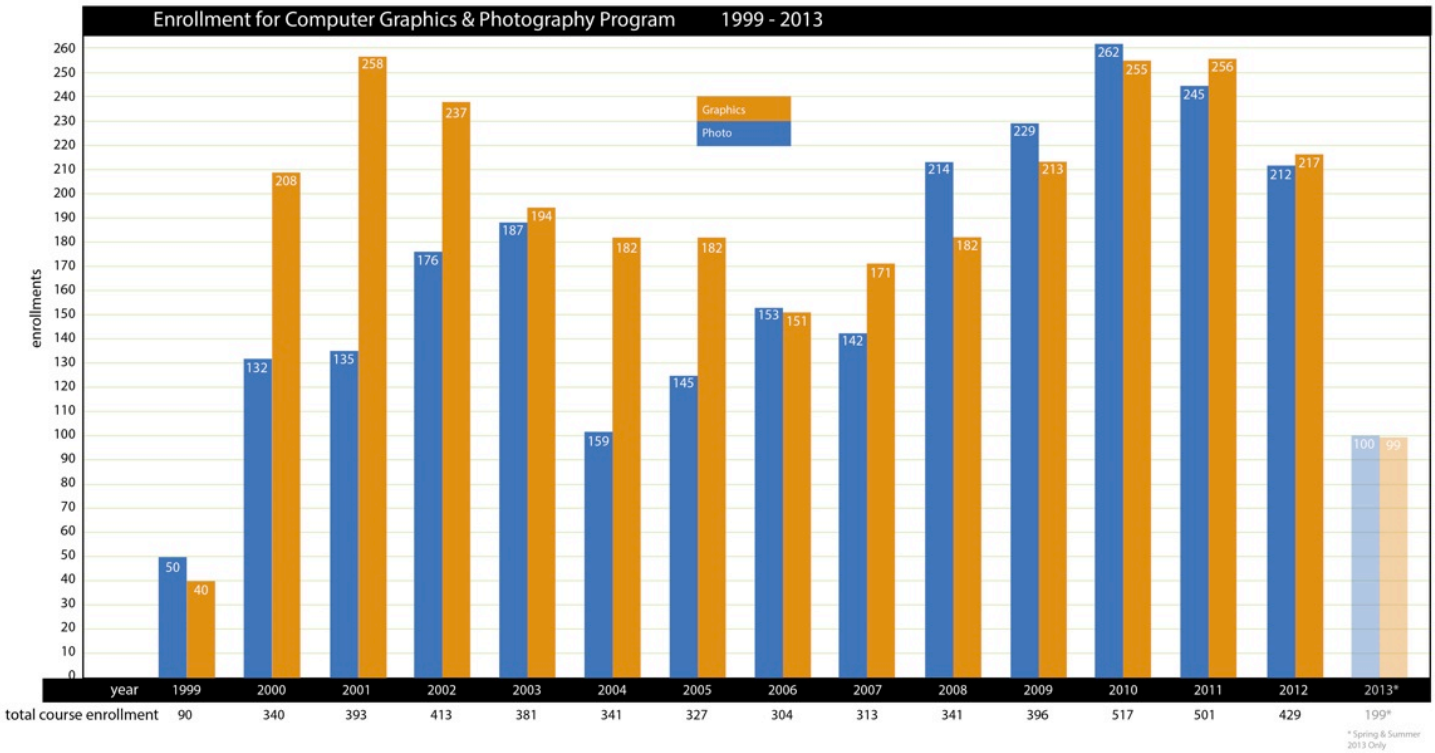
Student Success, 100 level courses & 200 level courses

The 76% in 2011 success rate is good, but could be higher. As I have mentioned, perhaps a survey early on would be able to give us some reasons why we are not closer to 80%. The percentage is understandably higher in the 200 level courses because these are students who have made a commitment to the program and to the study of design and photography. This is a career program, and many students take an entry-level course in graphics and/or photography only to find out this is not a career they wish to pursue. There can be value in knowing what you don't want to pursue.

Additional Data

Above and beyond the 2007 – 2011 Discipline Analysis Report I feel the need to post a growth chart of numbers showing both the growth in the program, and its breakdown between photography and graphics. The chart below represents the number of students taking classes in Computer Graphics and Photography per year. As program manager, these are the statistics that most impact the program, the facilities and the staff. As you can see by the chart, we made a concerted effort to bring photo and graphics together and to increase over-all enrollment. The program has steadily grown throughout the 14 years of my tenure as program manager – 90 students in 1999 to 429 in 2012.

Another important function of the program is to obtain professional experience for students through internships. Since 2002, Computer Graphics & Photography students have completed 31 out of 33 internships. Internships are required for the certificate and the Associates degree. Here is a partial listing of internship sites: Imagination Center – Digital Imaging, Mayor Ron Young's Office, City of Frederic – Public Relations, Graphcom Creative – Design Studio, Wormald Housing – In-House Print & Web Design, IFC International – Advertising & Marketing, Airline Pilots Association International – Design Division, Jean Peterson Design – Design Studio, Miller Omni Media – Design & Public Relations, and Frederick Magazine – Publication & Advertising Design.



Discuss the program course catalogue descriptions, syllabi, curriculum map, marketing materials, and special program initiatives.

Review of current program documentation reveals a need for some revisions. The following are the suggested revisions.

Changes to Catalogue Course Descriptions

Changes need to be made to the title of "Computer Graphics Certificate". The name is outdated, I believe everyone is aware by now that we are using computers to design, etc. A better name might be "Design & Photography Certificate". In Fall 2013 I will call a meeting of my Advisory Board to propose the changes suggested in this report.

The course descriptions represent those offered in the program. There is one course description that mentions the software "ImageReady." That should be taken out as it is no longer used. There is also a course listed in the offerings that is not a part of any degree or elective and has not been offered for over a decade. This course is CMM 240–Introductory Photojournalism. It will be removed from the catalog in Fall 2013.

Over the years we have tried any number of promotions, high school nights, festivals, and the Frederick County Fair- all have worked to a greater or lesser degree to generate student interest, but results are hard to quantify. As program manager, I've seen that most recruitment is done through our college website and e-mail inquiries.

Discuss external data reviewed by program faculty. How does the program compare to others at MD/Regional colleges?

The program remains a bit more general than those of our surrounding Community Colleges. I'm using Howard and Hagerstown Community Colleges as examples. Both of these Colleges have Degrees and Certificates that are most closely aligned with ours, but they offer more options to students than we do. Both institutions have multiple classrooms and labs; they also have several full time faculty and staff to serve their programs. Their institutions have been supportive of the growth of their programs. One of our external reviewers is Sean Mayer, Instructor of Web Design & Multimedia at Hagerstown Community College. I am hoping he will be able to shed more light on the similarities and differences between our colleges and programs after he reviews this document.

Hagerstown Community College houses their programs in the Technology and Computer Studies Division. They offer the following:

1) Graphic Design, Arts and Sciences Option, A.A.
2) Graphic Design Technology, A.A.S.
3) Graphic Design Technology, Certificate
4) Computer Graphic Artist, Graphic Design Technology, Letter of Recognition
5) Graphic Production Specialist, Graphic Design Technology, Letter of Recognition

Howard Community College houses their programs in the Arts & Humanities Division. They offer the following:

1) Gaming and Simulation Design - Arts & Sciences A.A. Degree
2) Graphic Design - Arts & Sciences A.A. Degree
3) Interactive Design - Arts & Sciences A.A. Degree

Student Evaluations of Program & Program Courses

No student evaluations currently exist for the program, only course and project assessment. See Appendix, Course Evaluations. There are 27 to 30 course evaluations collected each semester. I'm providing a cross section of these evaluations. Overall the scores are well above 3.0 on a 4.0 scale. We have incredible area professionals teaching in this program.

Please note that I have been on sabbatical from July 2012 until July 2013, and during that year, the entire program was managed and instructed by adjuncts.

See Appendix.

We need to establish a survey of those students graduating from the program and a follow up survey 2 to 3 years after graduation to get their perspectives on the program and to gauge their success rates in obtaining employment relative to their FCC training. Additional data can be collected from the evaluations of employers at internship sites.

Working with Area Universities

Part of my last year's sabbatical was devoted to visiting area colleges and universities where my students most often transfer. I've toured Stevenson University, Maryland Institute College of Art, University of Maryland Baltimore County, and Shepherd University. I feel our program is most closely aligned with that of Stevenson and Shepherd. Armed with this perspective I will concentrate resources on working with both institutions to ease the articulation process for our students. In addition, I serve on the advisory board for Hagerstown Community College and am in contact with my peers at Howard Community College.

Student Choices & Enrollment Influence Curriculum

The following is a sample enrollment profile from courses offered in Fall 2012 by the Computer Graphics & Photography Program. The largest group of students populating our classes are taking courses as electives and pursuing the following degrees: Associates Degrees in Art, Business Administration, Nursing, Criminal Justice, Biology, Engineering, History, Music, IT, Philosophy, Speech, Education, English/Literature, and Psychology – their enrollment is 121 students per that semester. Second largest is enrollment for Digital Media Design is 82 – the breakdown is 45 from Digital Media Design Associates, 7 from Television Production Certificate and 30 in the Computer Graphics Certificate. The total of students pursuing a degree in General Studies is 63. Students taking Courses of Interest number 19. I was surprised to learn of the diverse nature of study in our classes. We embrace all of these students, as it is our mission to offer them an entry into the world of design – class by class, or program degrees.

The student profile mentioned in the first paragraph is significant to the structure and curriculum of the program. Because the majority taking classes are from other disciplines, we cannot introduce more focused design and photography classes due to minimum enrollment considerations. Our maximum enrollment in each Computer Graphics & Digital Photo course is 15 students, 10 is the cap in our General Education course CMM 105 Darkroom to Digital, and 9 is the maximum in our CMM 131 Darkroom Photography class. The maximum class enrollments are determined by the size of the classroom, the available equipment and the standards of instruction set by governing bodies. On the other side of the coin, our administration will not run a lower level graphics or digital photo course with under 10 students. Yet students in the Digital Media Program would greatly benefit from courses in design history, typography, and advanced photography. For example, any graphics program should have advanced courses in Web, UX, & Mobile design, but we would never be able to get the

needed enrollment to run those classes. Our only option is to roll these courses into one general design/photography course, and/or offer workshops that would not be transferrable.

General Enrollment

We have an enrollment pyramid within those registered in the program. We generally offer 5 sections of the CMM 111 Communications Graphics I course per semester. 5 sections of students are whittled down to 2 taking the CMM 112 Communications Graphics II course. Finally, there is only 1 section of students enrolled in the CMM 212 Communications Graphics III course.

Why does this happen? As stated before, the data shows most of our students are enrolled in a General Education Major and therefore they aren't required to take any advanced classes. Only those students seriously considering employment in Digital Media are going to take the next 2 levels of courses. There are other incidentals such as: students may not be taking the sections during back-to-back semesters, and they may have temporarily withdrawn from school. We don't require that students finish the degree by a certain time/year.

This enrollment pyramid is common for all studio art degrees, in all colleges and universities and although we must work to retain students in the program, some students will pursue other options. In order to keep completion of the degree and certificate the administration must allow for lower enrollments in the upper level courses. Flexibility here is key. Instructors are still working very hard, even with smaller courses. Advanced students require a lot of attention.

The Influence of AIGA (American Institute of Graphics Arts) & NASAD (National Association of Schools of Art & Design) on the Program

AIGA and NASAD are the two governing bodies we continue to look to for certification, guidance and future employment projections. In the past both AIGA and NASAD have ignored the role Community Colleges play in design instruction and certification. They do not recognize Career programs, 2-year colleges, 4-year Liberal Arts Colleges or technical schools as adequate preparation for the field of design or photography.

Even though they do not officially recognize us we recognize the value in the standards they provide. The following is a list of NASAD's "Common Body of Knowledge and Skills for BFA studio programs":

- Gain functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.
- Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).
- Become familiar with the historical achievements, current major issues, processes, and directions of their field(s).
- Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
- Learn to analyze works of art/design perceptively and to evaluate them critically.
- Develop an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge in analysis.
- Acquire the ability to place works of art/design in historical, cultural, and stylistic contexts.

This proposed "Body of Knowledge and Skills" is very closely aligned to our program SLOs.

Section 4: Assessment of Student Learning Outcomes

Student Competencies by Digital Media Design Area					
Television Production					
Critical Thinking	Differentiates among facts, opinions, and inferences	Analyzes information from various sources	Recognizes and develops alternative perspectives or solutions	Evaluates alternatives to make sound judgments	Synthesized alternatives to create a final product
Average Score	3.43	3.51	3.35	3.43	3.46
Technological Competence	Software Knowledge	Camera & Audio	Editing for Story	Editing Technique	
Average Score	3.46	3.54	3.43	3.38	
Graphic Design					
Critical Thinking	Differentiates among facts, opinions, and inferences	Analyzes information from various sources	Recognizes and develops alternative perspectives or solutions	Evaluates alternatives to make sound judgments	Synthesized alternatives to create a final product
Average Score	2.92	2.84	2.97	2.76	3.00
Technological Competence	Software Knowledge	Computer Knowledge	Printing Knowledge	Craftmanship Knowledge	
Average Score	2.43	2.54	2.70	2.73	

Note: this chart was pasted from a larger document included in the Appendix under "Assessment". The score is based upon the maximum score being 4.

- Discuss your Student Learning Outcomes. Are they measurable? Where are they learned in the program, and how did the program assess them? Detail the type of data that you use to determine how many students were able to successfully demonstrate each SLO.

  The chart above lists the SLO's and their measurements.

  This is our first year for any assessment of the program or classes.

  For Computer Graphics, we purposefully chose the very first design assignment in the first level course – CMM 111. This was to see how well students were doing early on in the program and course. Television production used advanced courses for this assessment, explaining why the numbers are higher in their assessment.

- How did students perform on the assessment? What are findings from the Assessment Report (attached in appendices) and what will the program do to try and help students succeed at certain difficult outcomes?

  The scores are spot on for a first project. Students come to the CMM 111 Communications Graphics course with varied levels of design and software proficiencies. Since the scores are only for the second assignment, students are still sorting out whether or not they have the aptitude and desire for pursuing a career in design. The students being assessed are just beginning to learn about design and software; the scores are high considering this.

  Next year (in 2014) we'll need to also assess the last project in the CMM 111 class to make sure students are grasping over-all concepts.

- (It is important to include at least one direct assessment of student learning for each outcome. If desired, the program can also use indirect data [such as student, faculty, graduate, and employer surveys] to enhance SLO assessment.)

  See the Appendix for additional information about the choice of assessment for this program and additional evaluations from internship sites.

- How effective is the program in meeting each outcome and achieving the overall educational goals of the program?

  Based upon the growth in student enrollment over the life of the program, and the success of its graduates and transfer students, the program is successful. FCC has a very good reputation within the design community and with our graduates.

- How are learning outcomes of individual courses and the Program Student Learning Outcomes related? How are course sequences and curriculum choices, used to build and reinforce student competencies necessary for program success?

  See previous section.

- How does FCC general education relate to student learning in the program?

  Students enrolled in the Digital Media Design program are required to take General Education courses. These courses can transfer to other 4-year colleges and universities. The General Education courses in our program give the student a well-rounded liberal arts education. All of the disciplines represented are needed in the field of Design & Photography. Designers & photographers must work with clients to solve their various design problems, students need to be skilled in Mathematics, English, Social Sciences, and Science aid in the student understanding of diverse design related deliverables. Cultural Competencies aid in the understanding of other cultures.

Section 5: Program Resources, Support, and Viability

- **Discuss demand for the program (in students) and how demand is impacted by trends in the profession, community, and world.**

  Over the last decade, Frederick County high schools have developed sophisticated design/art programs. Students who have participated in these high school art programs come to us increasingly prepared for college. They come to us with the basics already in hand. However, our program's median age is in the high twenties, meaning that many of our students are not recent high school graduates and have had little or no design or art instruction. This makes lower level course instruction a challenge – a balancing act really. We must keep those advanced students challenged while simultaneously raising the absolute beginner's competency.

- **What do your graduates do when they leave FCC? How does the major prepare them for their choices?**

  Many of our graduates go on to 4 year institutions – mostly to Shepherd, UMBC, or MICA. Graduates work in graphics/photo related jobs usually in entry level positions in the Frederick region. There are currently FCC graduates (or those whom transferred from FCC), in major design/photo studios in the Frederick area. Jean Peterson Design, 3 Roads Communications, Aynex Designs, Wantz Distributors, Wormald Industries, and ImmersionActive – this is a partial list of companies employing FCC Digital Media Design and Computer Graphics Certificate graduates.

- **Discuss the qualifications, experience, and achievements of program faculty. Are faculty sufficiently supported?**

  I have been a professional artist, designer, photographer and educator since 1979 when I gained my Bachelor or Fine Arts, and in 1982 I received my Master of Fine Arts, (a terminal degree for studio arts). Over the years I've worked in all facets of design and photography for the following clients: National Geographic, The National Association of Manufacturers, District of Columbia Arts Center, Smithsonian Institution Traveling Exhibition Service. I am an award-winning designer and my work has been published in a number design books. Over the past decade, I've produced large ceramic & glass murals for Baltimore Washington International Airport commissioned by the Maryland Department of Transportation and a glass mural installed throughout the Western MD Health System in Cumberland. Over the past few years I've exhibited work in numerous solo shows from Chicago to Washington DC.

  Our adjunct faculty, past and present, all have Bachelor of Fine Arts, Bachelor of Science or Bachelor of Arts degrees. Many have Masters degrees. All must have at least 3 years of full time professional design or photography experience to teach in the program. The program usually has 10-12 adjuncts teaching each semester.

  Brady Wilks, BA – Art Institute of Pittsburg, MFA – Academy of Art University, San Francisco, CA, Owner Brady Wilks Photography

  Chris Chilcoat, BFA, Shepherd University, Senior Designer, Illustrator, Hood College

  Adam Leviton, BFA, Shepherd University, Designer, Wormald Industries

  Cheryl (Brown) Dapsauski, BFA Maryland Institute College (MICA) of Art, Graphic Designer and Creative Director for PC Creative Group

  Marc Weinberg, Lawyer, Professional Photographer, Instructor, owner Weinberg Photography

  Gary Kelly, MA Maryland Institute College (MICA), Art Education, owner, Gary Kelly Photographer

  Adrea Latson, BA, American Intercontinental University, works for US Navy graphics educator for veterans

  Thomas Lesser, BS degree, Owner Lesser Photography

  John Dean, BFA, BFA Maryland Institute College (MICA) of Art, Freelance Video & Film Designer, Art Director for National Geographic, Smithsonian, Discover Channel

  Adam Frey, BA degree, McDaniel College. Owner Frey Film & Photo

- **Discuss potential or existing co-curricular opportunities with other programs & courses.**

  Graphics and Photography partners with many area of the college and the surrounding community whenever possible. We use community projects as assignments in upper level classes. Currently we treat selected design or photo requests as assignments.

- **Discuss how the program currently utilizes learning support, facilities, technology, and support staff.**

  Most of our support is internal. We employ hourly lab workers who are also well versed in student instruction relating to our program. We have our open lab as an extension of the classroom. We usually require 2-3 learning support tutors per semester.

- **Discuss the budgetary needs of the program. "Are financial resources adequate to meet program needs?"**

  The hourly budget is mostly adequate along with Perkins Funds to purchase larger equipment and software. Where we need budget money is in salaries for 1 full time staff member to assist in the lab and at least 1 full time professor to teach Graphics and Photography classes.

We need more hourly funds to keep the photography lab open for students. We've had a 376% increase in student enrollment. There should be more time and hourly funding spent upon supplementing in class learning to make the darkroom photo area lab equal with the graphics & digital photo lab.

The budget for Computer Graphics and photography needs to include hiring another full time instructor. The number 376% growth is specific to Computer Graphics and photography; it does not include Television Production. This growth demands more than one full time faculty can deliver.

- **Discuss how the program's resources compare to similar programs in MD and the surrounding region.**

  Our hourly, equipment & software budgets are on par with other Community Colleges offering similar programs. Where we exceed is with our open lab. Our Mac Lab Manager (Mike Schlosser) keeps the lab and classroom perfect, there are rarely any problems. When there are, they are dealt with quickly. Because of Mike, we have the highest functioning lab in the region. How do I know this? Our graduates tell me! Students who graduate from FCC after taking classes in the Graphics Program and go elsewhere to school come back and always exclaim – "we miss this lab!'. Where it does not equal its peers is in full time staffing.

- **How does your curriculum demonstrate the variety of topics, methods and approaches important to your program?**

  Our curriculum packs in as much instruction as we can fit into 2 years (for the degree) and 1 year (for the certificate). It begins with technical information, and experience with software and equipment. Then different types of design skills are layered upon the foundation as the student progresses to higher-level courses. The goal is to produce a varied body of design and photography, demonstrating critical thinking, design and software expertise. This portfolio will allow the student to be competitive in seeking an entry to mid-level job. See Appendix for sample course syllabi.

  The overarching philosophy of the program is to relate all instruction to real-world design/photography experiences. We instruct students through, lectures, in class hands on experience, critiques and grading - are all linked to client-related design. It should be noted that we do not allow students to use work produced by outside creative, i.e., stock photography and/or clip art. It is important for students to learn how to design & produce their own imagery

  We begin instruction in the program by introducing the student to equipment, software, basic design projects, critiques and the workings of an SLR camera. In class critiques instruct students on the language of design and allow them to see their work alongside that of their classmates. There are at least 2 critiques per 1 project, sometimes more – a mid-project presentation to make sure the student is on the right track with the design and an end of project, finished design critique.

  Students' progress through the program by learning more levels of software, (demonstrated with hands on, in class work) and increasingly sophisticated projects, giving students an understanding of the type of work found in a professional setting. Real client designs are introduced to students in the level II courses. Clients come into the classes, and students tour company facilities to gain information pertinent to their design concepts. Clients critique the student work along with the instructors and peers. From the time students begin to produce designs, they are generally graded upon:

  • Research
  • Participation in class during critiques and presentation of work
  • Quality of concepts
  • Quality of design
  • Quality of presentation and presented work
  • Craftsmanship

The ultimate goal of the program is to produce a well-rounded student of design & photography with a demonstrable and varied portfolio of contemporary design/photography. Students graduating, or taking courses at FCC should be well-versed on contemporary delivery of design to clients and their intended audiences.

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

- **How has the program changed in the past few years? Where will the program be in five years?**

  An internship was added to the Certificate Program. The Graphics and Digital Photography classroom and lab moved from E building to F building. I am hoping all of the program's classrooms, darkroom and video production will be located in the Art building and we will be able to collaborate with our peers in the Visual and Performing Arts, i.e. Music & Theater.

  We will continue to update the curriculum within the courses to reflect that of the disciplines.

- **What do you think are the most important things that you learned from the program review?**

  In order of Importance

  1) The percentage of students being taught by full time instructors is dangerously low. In 2012 the percentage of students taught by full time instructors was only 16%. That number would be even lower if looked exclusively at Computer Graphics & Photography. We need to hire at least 1 new full time instructor who can teach both photography & graphics and hire a full time lab staff member to help with additional new equipment – like 3D printing.
  2) Student studying General Education make up the largest percentage of those taking courses in the program.
  3) Am awaiting the review of the external reviewers to add to this section
  4) We must be more creative with our delivery of more specific design & photography instruction, i.e. workshops.

- **What are all of the strengths and weaknesses of your program? What are the most important ones?**

  Strengths in order of importance.

  1) Adequately preparing students for transfer to a 4 year institution,
  2) Our open labs are successful in helping students learn the disciplines of design & photography
  3) Caring & qualified faculty & Staff
  4) State of the Art Facilities
  5) Well maintained Facilities
  6) Our graduates are finding employment in Digital Media Design, Photography and related fields
  7) Course content is strong
  8) The majority of our students are successful in their respective internships

  Weaknesses in order of importance.

  1) Only 16% of students are taught by full time faculty with Master's degree
  2) Only 15% of credit hours are taught by full time faculty
  3) Not enough classroom space to expand the program – only 1 classroom for darkroom photography and only 1 classroom shared by digital photography and graphics. Classrooms are booked solid with our current course sections.
  4) Not enough staff to continue to grow – with 3D printing, in our near future - this will have an effect of the workload of current lab manager as he is the only full time staff member
  5) Mike Schlosser is in the IT department, not CHA – this is problematic, because he does not report directly to anyone in CHA department. It has been impossible for us to request more help from IT, we use hourly help to keep the labs open in the evenings and Saturdays. Anyone working in the lab must be trained on our equipment. The Mac Lab Manager (Mike) is crucial to our daily operations, the function of our classes, and outside of class instruction and help for students.
  6) Additional courses and credit hours should be added into the Certificates
  7) Not enough time (credit hours) to teach extensive design history & typography.

- **What official recommendations do you have to improve the program? What resources would be needed for each?**

  The information gathered in this review reinforces the needs of this program. The different categories of need are listed below.

  Staffing, Instructors & Equipment

  Resources are needed to move the program ahead. We need more specialized classroom space (containing additional equipment needed for student learning), a full time lab staff position, and a full time instructor. Movement in that direction will be beneficial to the program and its students. The evidence supporting these additions is contained within this report. If the administration wishes to retain this area and keep it vital, we'll need their help. As the list of requirements for students to gain employment in Design & Photography grows, the staff needed to implement this instruction likewise grows. We currently have only 2 classrooms and 1 full time professor. Scheduling courses for Computer Graphics & Photography students is severely restricted to those times when adjuncts can teach. We have found that our students prefer to take classes during the daytime, but the majority of our adjuncts teach at night when they get off work. There is also an inequity within our department, as most

of the programs instructing hundreds of students per semester have more than one full time professor. I teach 4, 3 credit classes per semester with 1 course release for managing the program. Others in the Communication, Humanities and Arts Department have 2 course releases per semester to help them manage their programs.

Over the years, Computer Graphics & Photography has been largely overlooked by our department. For 8 years I've asked for an additional full time teaching position and supplementary staff to help in our labs, these requests have never made it to the beyond the department level. One of the main reasons for my asking to complete this report a year early was so I could have significant documentation for my requests and could bring my requests to light with our administration. I am aware that programs within our department are requesting new resources for new facilities and staffing. I'm hoping our administration will consider helping established and popular programs like Digital Media before creating and staffing any new programs.

Classroom and Culture

All programs in the Visual and Performing Arts programs should be together in the same building. Currently, Video is located in the Library building and Darkroom Photography is in "C" Building. We are too spread out. The professional world does not see or demonstrate the separation of areas as we have them at FCC.

While we give students a choice of focus between video and graphics, there should ideally be more collaboration between those 2 areas. If the three areas (Graphics, Photo & Video) in our program were physically together we could share resources. We were thrilled to have our Digital Photo/Graphics classroom and Open Lab moved to the Art building but we didn't gain any space; we were merely moved. We need additional classroom space with computers and software in F building to add sections of existing classes and create new classes, add 3D printers, be more flexible and stay state of the art. The Digital Media program would also benefit from FCC's Publications Department being in the same building. This would bring all Digital Media together and strengthen the program. Students could directly observe the promotion of the college in action – see design in action.

When the renovation of F building was first proposed I suggested we have 1 Visual and Performing Arts open lab including: Music, Theater, Art, Video, Graphics & Photography. This would have maximized our resources, staffing, and would have promoted more collaboration between the professors and students across all those disciplines. This idea was eventually scrapped for individual labs, which in some cases are not used very often. I still hold out hope that we can move in this direction in the near future.

Curriculum Revision

Notwithstanding the constraints inherent in being physically separate there are efficiencies in having the Graphics/Photography & Video areas continuing under the same banner of Digital Media Design. As a program, together the students are given a more realistic understanding of what they will encounter in their professional lives. And of course, when combined, the aggregate number of students enrolled impresses the conclusions that it is a vital program within the FCC community, in need of commensurate resources.

Over my tenure as program manager I've made attempts to create more specialized courses, but they have not worked out in terms of enrollment. I've entertained Certificates in Photography and Web but, in general, having separate certificates doesn't project well in terms of student enrollment. There is a delicate balance between the courses students want to take and those they need and should take. In a community college setting, it is very hard to lead all of these horses to water. I've considered allowing only those who enroll in the program to take its courses but that would put the program at risk for low enrollment and would not be in keeping with FCC's mission. The research for this report had lead me to conclude that photography, print and web graphics should be combined into the same certificate and upon consultation with Jason Santelli, perhaps Video should be combined in as well.

Additionally & conversely, our creative community needs a constant update in software needs, and also creative outlets. To this end, we need more collaboration on the non-credit side. This may allow for us to offer specialty workshops that could easily be updated. This will allow us to keep the greater creative community engaged in learning.

Collaborations with Outside Entities

The author has been in a yearlong dialog with The Washington School of Photography about making FCC their satellite campus. We currently have the facilities for this and I believe it would be prudent to pursue this as a possibility for improving our photography area. The school is a venerable, highly rated and revered institution, its mission is closely aligned with ours and it would be in our best mutual interest to pursue this partnership.

External Review Reports:
Introduction:

- Discuss the mission, goals, Objectives, SLOs of the program. Are they relevant for the program?
  Mission: The Program mission statement appears to be in line with the College mission. It also clearly states itself and is, I believe, a reasonable mission for the geographic area and economic climate.
  Objectives: Are similar to HCC's. Creative problem-solving, computer skills, professionalism and the ability to research a problem are skills taught elsewhere and expected in the professional arena. The Program objectives match up to the SLOs.
- Discuss whether goals and standards reflect high quality education and meet the needs of the community.
  I have found that graphic design, web design and photography (especially) have become free-lancer centric. Preparing students for this kind of work should include preparation for starting a business, or at least dealing with them. I know that adding classes is extremely difficult, but BU 109 seems like an excellent class for giving students a fallback should they not find employment immediately. Additionally I think that some students would earn their degrees with the express purpose of wanting to start their own business.

Observations about the Self Study Report:

- Feedback after reading the Program's self-study report and interpreting program data.
  Population: I'm amazed at the enrollment numbers. At HCC we have about half that number taking classes in our Graphic, Web and Digital Simulation programs, and we have 3 full-time faculty and half a dozen adjuncts. 400+ students is not a job for a single faculty. At HCC we would consider that position a program coordinator or a program director.
  Advanced Students: We have run into similar problems at HCC with low enrollment in the advanced classes. Our lower limit to run a class is 8 students, and I often run classes with fewer. However, those advanced classes are only run once a year which helps concentrate students into them.
- Includes Strengths and Weaknesses of the Program.
  Typography: We do have a stand-alone Typography class, which we are emphasizing because we have gotten an incredible amount of feedback from the industry that typography is an essential skill. At our year-end portfolio review, this has consistently remained one of the top skills that professionals and employers need (and are using as a barometer of student skills).

Observations of Program's High-Quality Education:

- Analysis the importance Student Learning Outcomes for the Program and how they are assessed.
  I was unaware of AIGA and NASAD's "Common Body of Knowledge and Skills". These are incredibly useful outside standards to build a program around. I plan on following professor Sheirer's lead on this and adding them to my program.
  Assessment: Assessing through projects is similar to HCC. We do implement student evaluations in every class. We also consider internship evaluations as part of overall assessment
- Overall quality of curriculum, instructional methods, assessment measures within the program.
  The assessment of projects is exactly what is expected in this field, and is not likely to change for a career oriented program of study.
- Includes Strengths and Weaknesses of the Program.
  Strengths: The program is great for local students. I think that there are a great number of employment opportunities in Frederick county and this is servicing those needs.
  Weakness: I would say that lack of typography, business and JavaScript classes could be detrimental to the expected education of a graphic designer.

Observations of Program's Facilities:

- Review of the site visit, tours of program areas.
  Hardware: The hardware is top notch. The computers and printers are exactly what is needed.
  Software: I did notice that the Adobe software was not the most current. HCC has not yet updated to the latest version either. We plan to do so and will continue to keep current. Employers will be expecting all designers to be on and using the Creative Cloud.
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  Weakness: It would be nice (not a weakness) if the classrooms and labs for graphics, photography and TV were located adjacent to each other.
  Strengths: The TV studio and dark room and incredible strengths for the program. This is one of the few dark rooms left in the nation.

Observations of Program's Resources:

- **Rooms:** with over 400 students, and most of them in Graphic design classes, I can't see 1 computer lab of 20 computers being enough. A more efficient use would be to double the number of computers or add a second teaching lab. Having back-to-back classes is indicative of outgrowing the accommodations.
  Tutors: IT support persons should be separate from tutors. Even using second-year students as tutors would be preferable to having 1 person do 2 jobs. At HCC we make extensive use of student tutors.

Recommendations for the Future:

- The primary recommendation, with justification.
  - **More full-time personnel:** The extreme workload of having 400+ students while coordinating 12 adjuncts is beyond the capabilities of one person. This would also allow for greater specialization into web, photography or graphics with added faculty.
  - **Expanded teaching labs:** The facilities seem to be busting at the seams.
- Secondary explanation, with justification
  - Add business course: The curriculum neglects telling students how to start and maintain a business.
  - Add typography course: This is a highly in-demand skill and should have its own designator. This class would articulate with HCC.

Executive Summary:

- I was very impressed with Professor Sheirer's program. The facilities were beautiful. When she told me there were over 400 students, I was amazed. That number is double HCC's. I'm concerned about the heavy reliance on adjuncts. Even with a dedicated core of adjuncts, turnover is inevitable. With Professor Sheirer being gone during her sabbatical, I would be concerned about drift in the program. Keeping outcomes aligned, internships moving forward and portfolios on-track should be the domain of full-time faculty.

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Introduction:

- Discussion of the overall external site visit.

  I chose 3 reviewers from slightly different backgrounds. All 3 are professional designers, 1 owns his own successful design firm with employees and was a graduate of a 2 year technical school, 1 is the program coordinator for a 4 year University where our students often transfer and the 3rd is a professor at a community college which is closest in its curriculum to ours. I feel I was successful in selecting a representative cross section of our regional design community.

  All 3 reviewers were invited to meet me on campus in our open Graphics Computer Lab. After distributing a hard copy of my report, I went over our Digital Media Degree, and Computer Graphics certificate. I explained the make-up of our student population, the general culture of our program and made some projections for our future. We toured the Graphics/Digital Photo classroom, and our Open Mac Lab, both located in "F" building. We then took a walk around campus to see our bookstore, Video Production, Art studio classrooms, Library and then on to the Photo area located in "C" building.

  The reviewers were impressed with our campus and the program facilities. When we returned to the Open Lab for a final discussion the reviewers asked about goals and projections – we discussed the program for hours; the reviewers were very helpful in their suggestions. I am pleased with the information disseminated by these reviewers and thank them for the time and effort they contributed.

  Peppered throughout the report and responses is the need for at least one new full time instructor position, one full time staff position and more space to grow. All reviewers were shocked to know I am the only full time instructor. Their programs serve half as many students with twice as many full time faculty and staff.

  I am pleased with the suggestions made by all 3 reviewers - they represent a diverse group of professionals, each making slightly different suggestions based upon their expertise. Their observations are in line with my own. In addition, they added a few suggestions for curriculum changes that will benefit the program.

- Clarifying points made within the external reviewer introduction.

  The following were statements and suggestions made in the introduction:

  1) Mission, Goals, Objectives, SLOs are in alignment with professional objectives. And student-centered and focus on career preparedness.

  2) One reviewer was most interested in students learning the design process, this is more important than software.

  3) It was suggested that I add a Business course (BU 109) to the curriculum to give students more business preparation.

  4) The Computer Graphics & Photography Program excels at preparing and placing quality students in jobs throughout the region.

Observations about the Self Study Report:

Major Points by reviewers:

- Response to the External Reviewer's overall observations about the Self Study Report.

  All 3 of the reviewers commented positively about gaining a better understanding of the program and its history from the report. They found it most informative. Professor Kaineg was the only one of the 3 that had undergone a program review. Her Bachelor of Fine Arts degree was recently up for an accreditation review from NASAD. She felt our review was on par with that of her institution.

All 3 were struck by the lack of full time personnel and classroom space supporting the program and were surprised to know the program was so successful far less administrative help than any of the surrounding 2 and 4 year colleges.

- Response and clarification of the Strengths and weaknesses highlighted by external reviewers.

Strengths

1) Both a strength and weakness is the sheer number of students taking classes in Computer Graphics & Photography. (We must be doing something right if we have one of the larger programs).

2) The program gives a good general education in design.

3) Good leadership by the program manager – involvement with the greater creative community.

Weaknesses

1) 400+ students is not a job for a single faculty – HCC has 3 full time faculty with less students.

2) The 2 academics on the review team have similar problems with low enrollment in the upper level classes. They run their upper level courses with as little as 5 students – this is necessary to

3) Classes in business, Java Script & typography are important for a well-rounded designer, they should be added to the Associates Degree and Certificate.

There are 2 categories of weaknesses listed, one is a situation that will only be corrected by support from the CHA department and the administration the other is curriculum related. In addressing the latter, I must consult with Jason Santelli (we share the Digital Media Design degree) to see if a business, typography and Java Script course would serve all of our students. I know it would be in our best interest to add these courses but we must be mindful of the number of credits in the Associates degree – we want students to be able to complete the degree in 2 years. These courses could be added into the Computer Graphics Certificate. The business & Java courses already exist, offered in other departments, but I am wary about offering such a specific course as Typography due to low enrollment. All of the instructors teaching in the program are outstanding typographers and incorporate the rules of typography into their lectures, demos and critiques.

We establish with this report that the largest number of students taking classes within the program are taking courses as electives, this fact makes the addition of specific courses difficult. We would need support from the administration to run lower enrolled classes once a year.

Observations of Education within the Program:

- Response to the External Reviewer's overall observations about the quality of education offered by the program.

Our strength is also our weakness. We are doing a good job and our student numbers are high. 400+ students is high by regional standards, but have no expansion possibilities. This will need to change in the near future as design progresses into new territories such as 3D printing, diversification in presentation graphics and industrial design.

Each of the reviewers stated that Computer Graphics & Photography should be under the same roof with video & publications; this would give students the true picture of digital media. I realize this would take a lot of funding – but as a stop gap, we could establish a "Visual & Performing Arts computer

lab where students could collaborate on projects and resources could be shouldered by a number of programs.

Only one of the reviewers mentioned the assessment tool. The research complied during the completion of this report revealed a need for a few additions, this will allow for a better picture of the program. In addition to the initial survey of skills learned on the first project – we need to assess the skills at the end of the semester and for the program; we need to include the surveys from internship sites. These 2 additions will help us to see the program from beginning to end.

- Response and clarification of the Strengths and weaknesses highlighted by external reviewers.

Strengths

1) Program is great for local students and meets the needs are area employers in design related fields.
2) Following AIGA and NASAD's "Common Body of Knowledge and Skills" is a good idea.
3) The Computer Graphics & Photography Program excels at preparing and placing quality students in jobs throughout the region.
4) Professor Sheirer, The experienced Adjuncts, The facility and equipment are excellent
5) The facility is fantastic. The hardware, software and equipment available to the students is great.

Weaknesses

1) Too many students for one full time faculty to handle, HCC has 3 full time faculty for less students
2) Upper level classes will naturally have lower enrollments, this is not an obstacle for other colleges and Universities
3) Not currently offering a stand-alone Typography course. (We currently incorporate this into the general graphics courses.)
4) Lack of business and JavaScript classes
5) There is not enough space for the current student population and the programs are spread out across the campus. The latter really limits the interactions and collaborations that are the current trend in not only the creative professions, but also the corporate world.

Observations of Program Facilities:

- Response to the External Reviewer's overall observations about the quality of education offered by the program.

The reviewers were impressed by our facilities and those few who staff them. To quote one reviewer, "The hardware is top notch. The computers and printers are exactly what is needed." The reviewers were envious of our equipment and its functionality for students – but found the lack of staffing unacceptable.

- Response and clarification of the Strengths and weaknesses highlighted by external reviewers.

Strengths

1) up to date equipment and software

Weaknesses

1) Need to convert to "Cloud Computing" (We are in negotiations with our IT department about how to shift over to cloud computing. This should be resolved by the end of Fall 2013 semester).
2) The TV studio and dark room and incredible strengths for the program. This is one of the few dark rooms left in the nation.

If we could find a way to bring together all of Digital Media and Publications under one roof it

would help with collaboration and more importantly would give students more of a real-world experience.

Observations of Program Resources:

(please note – see observations and response above, Resources and Facilities go together in Digital Media)

- Response to the External Reviewer's overall observations about the quality of education offered by the program.
- Response and clarification of the Strengths and weaknesses highlighted by external reviewers.

Recommendations for the Future:

- Response and clarification for each of the external reviewer recommendations.

  1) Add typography course: "I can't hire anyone without these skills".

  2) Add advanced web technologies course: In the current design environment, it is imperative the

  3) The profession requires that designers have a basic understanding of current web trends. It is not important that they are able to code everything, but they need to know what programming languages exist and what they do.

  4) Business course: Designers need to understand business concepts and vocabulary to effectively operate in today's market

Response Summary:

- The Program summarizes their response to the External Review Report.

  Overall, we are doing a good job offering Frederick County residents an opportunity to study design. Our facilities are top notch but extremely limited (and limiting). Our program has one the largest enrollments in the region, yet it is understaffed and cramped.

Action Plan

Viability of Design & Photography in the Frederick Region

Our region has 2 professional organizations, AIGA Blueridge and GFAF. Both have a combined membership of 108 creative individuals and design firms. These 108 professionals show that there is a strong need for design training. These firms take on our students as interns and hire them. I'm sure there are even more creative businesses out there, as every established business in the region needs the assistance of a designer get the attention of their clientele.

FCC has one of the larger design & photography programs in the region (400+ students taking classes) – this includes four year institutions. Our students are well prepared to enter the creative digital media profession.

Immediate Stop-Gap Measures

In order to maintain and allow this program to continue to grow, the administration must recognize the merits of the program and allow for, and facilitate additional space, personnel and collaborations. Any prestigious program serving 400+ students needs more than one full time employee.

The following are a few immediate steps to ensure the continued viability of the program:

- Allow the program manager an additional course release to ensure time to implement the action plan, supervision of internships, supervision of 2 lab managers & adjunct training/mentoring.
- Hire a part or full time assistant program manager – (Brady Wilks has been the acting program manager while I was on sabbatical, he could continue to help with the program)
- Difficulty with scheduling is an issue due to having only 2 classrooms. The program relies mostly upon adjuncts, who all want to teach in the evenings. The upper level courses have a lower enrollment and if they don't meet a certain number, the class is taught for "head count". None of the adjuncts in the program will teach for "head count". The solution to this problem is to pay the adjunct for a full class. The upper level courses are needed to fulfill the Associates degree and Certificate.
- Revise CMM 111 course assessment to include an evaluation at the end of the semester to measure student's progressive understanding of the design process.
- Assess the entire program by including data from the employer survey of interns.

The following is timeline/outline of the actions to be taken.

Fall 2013

1) Meet with Gerald Boyd, Associate Vice President of Learning & Dean of Academic & Professional Studies and Paula Chipman CHA Department Chair to discuss both the immediate and long term needs of the program.
2) Write proposal and move forward on the hiring of an additional full time faculty for the program & department.
3) Write proposal and move forward on the hiring of an additional full time staff person for the computer lab and classrooms.
4) Revisit one large lab to accommodate the needs of Computer Graphics & Photography, Art, Music, Theater, & Video Production – freeing up space for an additional classroom to be shared with Art & Video Production.
5) Changes to curriculum – possible addition of classes and renaming program.

6) Begin discussion about collaboration with Washington School of Photography

Spring 2014

7) Changes to curriculum based upon a meeting of the advisory board and collaboration with Video Production
8) Begin discussions about more collaboration with Publications and Video Production
9) Begin discussions about moving Computer Graphics & Photography, Video Production, and Publications under one roof.
10) Search and hire a full time instructor, a full time lab assistant – this position should reside within the CHA department.

Section 7: Appendices

- **Additional documentation to support findings and recommendations detailed in the self-study.**

  See attached information:

  Assessment Documentation

Student Name:

Project Name: **FCC Map Redesign**

Digital Media Design Computer Graphics					
	Developing-1	Novice-2	Proficient-3	Distinguished-4	Score
Software Knowledge *Students will be able to demonstrate a comprehensive understanding of computer software programs and their functions.*	‰ Insufficient understanding of the functions of Adobe Illustrator, Photoshop & InDesign is evident, detracting from the final product.	‰ Basic understanding of the functions of Adobe Illustrator, Photoshop & InDesign is evident, limiting the potential of the final product.	‰ Full understanding of understanding of the functions of Adobe Illustrator, Photoshop & InDesign is evident, helping to frame and present the project.	‰ Superior understanding of the functions of Adobe Illustrator, Photoshop & InDesign is evident, creatively enhancing the final product.	
Computer Knowledge *Students will be able to use Windows & Mac OS interfaces to save files, organize files and back up files used to produce class projects.*	‰ Insufficient use of computer ‰ Failure to save, organize photographs, source files and final files and back up files generally detract from the project.	‰ Basic use of computer ‰ Basic organization of photographs, source files, final files and back up files limit the potential of the final product.	‰ Full incorporation of use of computer. ‰ Organization of photographs, source files, final files and back up files appropriate to the project and help communicate the message of the design.	‰ Superior incorporation of use of computer ‰ Superior organization of photographs, source files, final files and back up files appropriate to the project. This organization enhances the over-all message of the design.	
Printing Knowledge *Students will be able to set up files to print properly, prototype prints for quality, assess problems and correct them for the final printout of their design.*	‰ Insufficient understanding of printing quality demonstrated. ‰ Demonstrates inability to size and proportion the final print out. ‰ Demonstrates lack of quality in color brightness, solid area and line rendering. These problems detract from the overall design.	‰ Basic understanding of printing quality demonstrated. ‰ Basic understanding of sizing and proportion in the final print out. ‰ Basic understanding of color brightness, solid area and line rendering. ‰ Inability to prototype and color check printed design limits the potential of the final design.	‰ Full understanding of printing quality demonstrated. ‰ Full understanding of sizing and proportion in the final print out. ‰ Full understanding of color brightness, solid are and line rendering. ‰ Design has been prototyped and color checked enhancing the potential of the final design.	‰ Superior understanding of printing quality demonstrated. ‰ Superior understanding of sizing and proportion in the final print out. ‰ Superior understanding of color brightness, solid are and line rendering. ‰ Design has been prototyped and color checked enhancing the potential of the final design. ‰ Second or third prototype and color check produce a superior design, portfolio ready.	
Craftsmanship Knowledge *Students will be able to check for spelling and rendering errors. Correct all errors, properly trim and mount final design project for critique.*	‰ Insufficient understanding of quality craftsmanship demonstrated. ‰ Demonstrates inability to check for spelling and rendering errors. Correct all errors, properly trim and mount final design project for critique.	‰ Basic understanding of quality craftsmanship demonstrated. ‰ Demonstrates basic ability to check for spelling and rendering errors. Correct all errors, properly trim and mount final design project for critique.	‰ Full understanding of quality craftsmanship demonstrated. ‰ Full understanding of the need to check for spelling and rendering errors. Correct all errors, properly trim and mount final design project for critique.	‰ Superior understanding of quality craftsmanship demonstrated. ‰ Superior understanding of the need to check for spelling and rendering errors. Correct all errors, properly trim and mount final design project for critique.	

Comments:

Total Score ___

Frederick Community College

Academic Program Review: Digital Media Design, Computer Graphics & Photography, and Television Production Report

2st APR Assessment Cycle (F2012-F2013)

Prepared by the Assessment and Research Department
Spring 2012

Program	Degree	Dept. & Faculty	Assessment Method	STUDENT LEARNING OUTCOME
Digital Media SLO #1	A.A	Jason Santelli & Lisa Sheirer		To recognize the elements of design and technique of a work of art
SLO #2	A.A	Jason Santelli & Lisa Sheirer		To analyze and critique works of art within their cultural and historical context
SLO #3	A.A	Jason Santelli & Lisa Sheirer		To produce works of art in a variety of media
SLO #4	A.A	Jason Santelli & Lisa Sheirer		To demonstrate and appreciate the creative process through research, development and execution
SLO #5	A.A	Jason Santelli & Lisa Sheirer		To participate in a professional work environment through an internship

Program	Degree	Dept. & Faculty	Assessment Method	STUDENT LEARNING OUTCOME
Computer Graphics & Photography SLO #1	Cert	Lisa Sheirer		Demonstrate proficiency in use of current industry standard software
SLO #2	Cert	Lisa Sheirer		Research and produce an informed design & photography appropriate to client/assignment needs
SLO #3	Cert	Lisa Sheirer		Produce works of design & photography using a variety of media
SLO #4	Cert	Lisa Sheirer		Comprehend the responsibilities associated with professional behavior by participating in a internship
SLO #5	Cert	Lisa Sheirer		Produce well crafted design & photography appropriate for entry or intermediate level professional work.

PROGRAM EVALUATION: Digital Media Design AA, Telivision Production Cert, Computer Graphics Cert					
	AY2011	AY2010	AY2009	AY 2008	AY2007
TOTAL DECLARED PROGRAM MAJORS	119	95	95	80	75
TOTAL PROGRAM GRADUATES	14	15	11	4	14
	FALL 11	FALL 10	FALL 09	FALL 08	FALL 07
MEDIAN AGE	31	26	26	29.5	29
% FEMALE	50%	46%	38%	50%	60%
% AFRICAN AMERICAN/BLACK	6%	8%	14%	6%	0%
% ASIAN	6%	4%	0%	0%	0%
% HISPANIC	6%	4%	19%	6%	0%
% WHITE	82%	84%	67%	88%	93%
% OTHER/NATIVE AMERICAN	0%	0%	0%	0%	7%
% STUDENTS RETAINED IN PROGRAM	30%	63%	43%	64%	40%
% PROGRAM CLASSES TAUGHT ONLINE or HYBRID	7%	7%	5%	6%	0%
% OF STUDENTS TAUGHT BY FT FACULTY	16%	14%	30%	38%	48%
% OF CREDIT HOURS TAUGHT BY FT FACULTY	15%	14%	30%	38%	48%
% DEV. SECTIONS TAUGHT BY FT FACULTY	0%	0%	0%	0%	0%
% DEV. STUDENTS TAUGHT BY FT FACULTY	0%	0%	0%	0%	0%
	AY2011	AY2010	AY 2009	AY 2008	AY 2007
Grades: 100 Level Courses					
Successful	674	668	610	502	520
Failed	100	103	53	70	64
Withdrew	117	124	102	97	82
% of 100 Level Grades -Successful	76%	75%	80%	75%	78%
Grades: 200 Level Courses					
Successful	94	82	105	87	58
Failed	2	5	5	6	2
Withdrew	5	8	6	6	0
% of 200 Level Grades -Successful	93%	86%	91%	88%	97%
% of ALL Program Grades- Successful	77%	76%	81%	77%	80%

			Adobe Illustrator
9	2/27	Design examples for post cards *and in-class work with Adobe Photoshop & scanning, file formats.*	In class lessons on Photoshop covering resolution, toolbar, workspace
10	2/29	Software lecture and in-class work with Adobe Photoshop	In class lessons on Photoshop: color modes, basic color correction
11	3/5	Idea critique	Ideas for post card series due
12	3/7	Software lecture and in-class work with Adobe Photoshop	In class lessons on Photoshop: making selections, using layers and blending modes
13	3/12	Software lecture and in-class work with Adobe Photoshop	In class lessons on Photoshop: masking, channels
14	3/14	Software lecture and in-class work with Adobe Photoshop	In class lessons on Photoshop: filters, retouching tools
	3/19 & 3/21	Break, No Classes, Lab Open 3/19 & 3/20	
15	3/26	Final critique	Assignment 3 due.
16	3/28	Lecture on poster design. Appropriate use of Adobe Photoshop and Adobe Illustrator. Maintaining large files.	Assignment 4 given. – poster design.
17	4/2	Software lecture and in-class work with Adobe Photoshop	In class lessons on Photoshop: history palette, history brushes. Study sheet on Adobe Photoshop
18	4/4	Idea Critique	Ideas for poster due
19	4/9	Software lecture and in-class work with Adobe Photoshop	In class lessons on Photoshop: painting; customizing brushes
20	4/11	Test on Adobe Photoshop	Test on Adobe Photoshop
21	4/16	**Last Day to Withdraw.** Final Critique	Assignment 4 due.
22	4/18	Lecture on newsletter design, graphic design history and in-class work with InDesign	Assignment 5 given – newsletter design
23	4/23	Newsletter examples critique. Lecture on typography. InDesign demo	Examples of newsletters due. In class lessons on InDesign: workspace, toolbar, frames
24	4/25	In-class work with InDesign	In class lessons on InDesign: importing text, text formatting, styles, master pages
25	4/30	Critique of newsletter dummy	Dummy for newsletter due
26	5/2	working with 2 color files	Study sheet for InDesign and typography. In class lesson on InDesign: Working with graphics
27	5/7	Troubleshooting files, pre-press issues	In class lessons on InDesign: Working with tables, gathering files for output
28	5/9	Critique of rough newsletter layout	Printed out, assembled rough newsletters due.
29	5/14	Test on InDesign and typography	Test on Adobe InDesign and typography
30	5/16	Last class-Final Critique	Final project due at the beginning of class. No late projects accepted.

Please note: Student grades are posted online at the end of the semester. They are not mailed. Check www.frederick.edu for help accessing your grade.

Addendum

Course Syllabus
(CMM132-2 Digital Photography)
Spring 2011

Materials for Course:

Cameras:
While any digital camera may be used, it is highly recommended that students have digital cameras that have separate manual controls for ISO, shutter speed, aperture, and focus. Digital cameras can be checked out in Room E106. Please make sure to review the conditions for camera checkout.

For Storage of Digital Files:
CDR Disks or USB Flash Drives (**very much preferred**). Please bring CDR disks or flash drives to each class, including the first class.
Note: The hard drives in the lab will fill up quickly. *Very important! Students must back up and store digital images on a CD-ROM or USB flash drive. You must be able to transport all files using your own methods of storage.* A second Open Macintosh Lab is located in E-106. You may do your work in that lab.

Other Materials:

- Notebook (Approximately $2.00);

If you choose to mat and mount your own images:

- Ruler that is divided into inches and millimeters for assignments, preferably 18-inch stainless steel and cork-backed (approximately $8.00);
- Exacto knife & blades (approximately $10.00);
- Fine point black felt tip markers for sketching (approximately $5.00);
- Spray mount or rubber cement (approximately $8.00);
- T-square (approximately $15.00);
- Tape (approximately $2.00);
- Portfolio and portable case for materials;
- Mat boards for seven assignment prints (approximately $5.00 each); and
- One foam core board for mounting (approximately $5.00).

Note: Color printing is required for the last seven class assignments. ***Those assignments must be printed on high quality photographic paper at 300 DPI.*** You may use your own color printer or color printing services provided by outside vendors as long as your prints meet these requirements. Not using outside vendor services is preferable to help ensure that you learn printing skills and procedures.

If you will be using the Mac lab printers in Room E106, you must pay a fee for each print. Printing can be purchased at the FCC Bookstore. You will need to present the receipt to the Mac Lab Manager in E106. Prices for individual prints will be posted in the classroom and lab.

Please make a decision on this matter by the second week of the semester. The first printed photo assignment is due that week. Failure to decide about printing cannot be used as an excuse to miss assignment due dates!

If you have your own color printer, you do not have to pay the printing fee.

not be accepted.

Reports *must* be thoughtful, thorough, and complete. Students also must use correct grammar and spelling and must write in full sentences. Failure to meet these standards will result in grade reductions, particularly in connection with the second series of assignments and the final assignment.

Except as otherwise noted above, deadlines are final. Professionalism requires the timely completion of all assigned work. All assignments are due on their due dates.

Course Materials – please note, this is a cross section of design assignments from CMM 111, 112, & 212

Assignment given: 8/24/11

Design & produce 2 posters for

Artomatic®

@Frederick

an independently organized and licensed Artomatic event

These posters will attract the public to the weeks events at Artomatic.

All imagery used must be

ut stereotypes immediately.

Use a CMYK

Ideas presen
Finished pos

Week 1 (Sep
Independent
Wedn

Thurs

Friday

Saturc

Labels for Liquids

Assignment given, Wednesday, March 28, 2012

It is time to consider design for three dimensional objects.
This is a 2 part project: Product Logo & Label on Bottles.

Part One - The Product Identity (Logo)
Choose any kind of liquid - except an alcoholic beverage.
Research. Research. Research.

Design 3 products that work in a series.

The most important idea to retain while designing for consumables is - the packaging must make people want to buy your product. At the minimum, labels contain a logotype, description & nutritional information. They can also contain instructions, illustrations, photography - anything that helps to define the product. Example: If it is a drink, make people thirsty for it!

Designer Primo Angeli makes this comment about TreeSweet Juice product design...

> "Messages reach the tastebuds in both verbal and non-verbal ways. Non-verbal messages that evoke feelings and sensations can be very powerful. If you can say a product tastes good without using words, you're home. If you feel you want to take a bite of the product, wrapper & all, you've really done something."

For part one, do research on your product by going to a store where your chosen product would be sold. Study the competition. Realize your product must stand out in a crowd. Choose a bottle that fits your product. **Label with logo ideas & bottles are due at the beginning of class: Mon., April 2nd. These ideas must include all descriptive parts, you must bring the bottles.**

Part Two — The Labels On the Bottles
Refine your design of the product identity or logo for these 3 similar liquids, and present your ideas for **all 3 labels on the bottles at the beginning of class on Mon., April 9th.** Remember, you must do whatever you need to do to make the layout look like a real product.

Final layouts & digital files packaged in InDesign for all 3 bottles will be due Mon., April 16th at the beginning of class. *(Note: You will be designing an advertising campaign for this product for your next assignment.)*

WARNING: This design must contain all information that would normally appear on the label of a product of this type.

Student Evaluations of Courses – Please note, these are evaluations from Spring 2012 and are a representative group of courses offered for that semester. I have eliminated the cover sheets to save space. Also note that I have been on sabbatical for a year.

Batts-Latson - CMM114-2 Web Design I (Mean Scores) - 20% Response Rate (2 of 2)

	You - Your Department - Frederick		
	Batts-Latson -CM-M114-2 Web De...	CHA	Frederick
The instructor:			
showed enthusiasm when communicating with the class. (4004)	4.00	3.69	3.60
promoted a positive learning environment. (3995)	4.00	3.65	3.57
encouraged me to participate in the learning process. (3990)	4.00	3.65	3.54
related to me with courtesy and respect. (3989)	4.00	3.69	3.63
explained the subject matter clearly. (3985)	4.00	3.54	3.41
constructed assignments and tests fairly. (3983)	4.00	3.61	3.53
graded assignments and tests fairly. (3980)	4.00	3.60	3.56
helped me to achieve the core learning outcomes stated for the course. (3966)	4.00	3.62	3.49

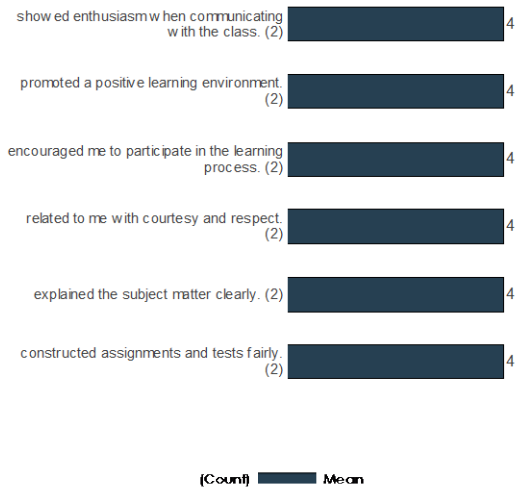
	You - Your Department - Frederick		
	Batts-Latson -CM-M114-2 Web De...	CHA	Frederick
This course has helped me to:			
understand basic facts, concepts, and skills relevant to the course.	4.00	3.57	3.45
improve my writing and/or speaking skills.	4.00	3.42	3.30
think more critically about the information I read or hear.	4.00	3.48	3.40
develop my ability to gather and use information from a variety of sources.	4.00	3.45	3.38
understand the relevance of this field to real-world issues.	3.50	3.54	3.46
feel more comfortable with complex ideas.	3.00	3.44	3.36
develop my critical-thinking skills as they pertain to the subject matter of this course, other academic disciplines, my personal life, my workplace,and/or my community.	3.00	3.50	3.40

	You - Your Department - Frederick		
	Batts-Latson -CM-M114-2 Web De...	CHA	Frederick
Student Self Evaluation: You, the student:			
attended class according to the criteria in the syllabus.	3.50	3.64	3.63
completed the required readings and assignments for the course.	3.50	3.59	3.55
participated in the learning process, including discussions, group discussion and groupwork.	3.50	3.66	3.61
interacted with other students in the learning process.	3.00	3.62	3.58
met with the instructor, when appropriate.	3.00	3.62	3.55
studied, each week, at least two hours for each hour of class time.	3.00	3.31	3.29
integrated knowledge from this course into your other courses, your personal life, your workplace, and/or your community.	3.50	3.55	3.45

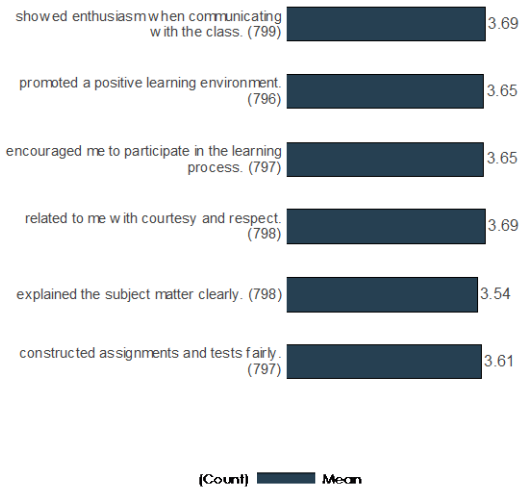
Student Feedback Survey

The Instructor:

Batts-Latson - CMM114-2 Web Design I

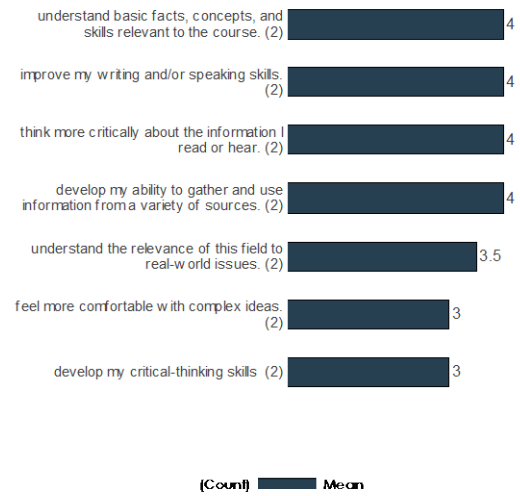


Department - CHA

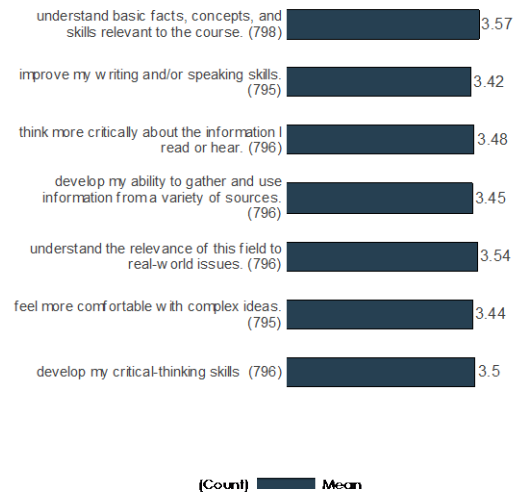


This course has helped me to:

Batts-Latson - CMM114-2 Web Design I

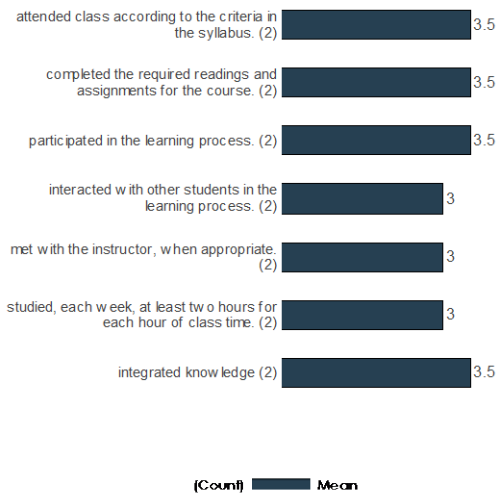


Department - CHA

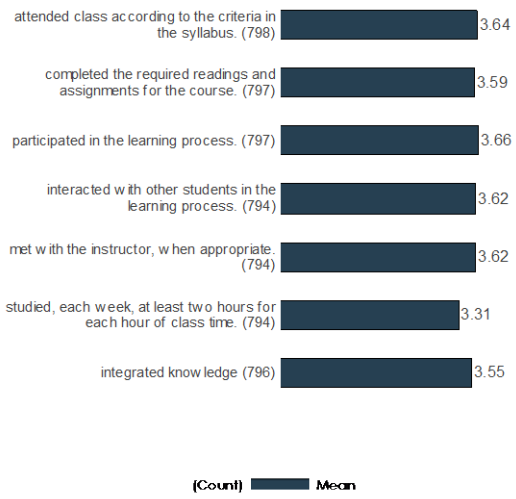


Student Self Evaluation: You, the student:

Batts-Latson - CMM114-2 Web Design I



Department - CHA



Batts-Latson - CMM114-2 Web Design I

What feature(s) of the course best helped you to learn?
Friendly learning environment. Walking through things in class.
How the teacher described the material to everyday use.

Batts-Latson - CMM114-2 Web Design I

What feature(s) of the course did not help you to learn? ...
Very big monitors causes the student to struggle to see what is up front in the classroom.

Dean - CMM111-1 Communications Graphics I (Mean Scores) - 14.29% Response Rate (2 of 2)

	You - Your Department - Frederick		
	Dean -CMM111-1 Communication...	CHA	Frederick
The instructor:			
showed enthusiasm when communicating with the class. (4004)	3.00	3.69	3.60
promoted a positive learning environment. (3995)	3.00	3.65	3.57
encouraged me to participate in the learning process. (3990)	3.50	3.65	3.54
related to me with courtesy and respect. (3989)	3.50	3.69	3.63
explained the subject matter clearly. (3985)	3.00	3.54	3.41
constructed assignments and tests fairly. (3983)	3.00	3.61	3.53
graded assignments and tests fairly. (3980)	2.50	3.60	3.56
helped me to achieve the core learning outcomes stated for the course. (3966)	3.50	3.62	3.49

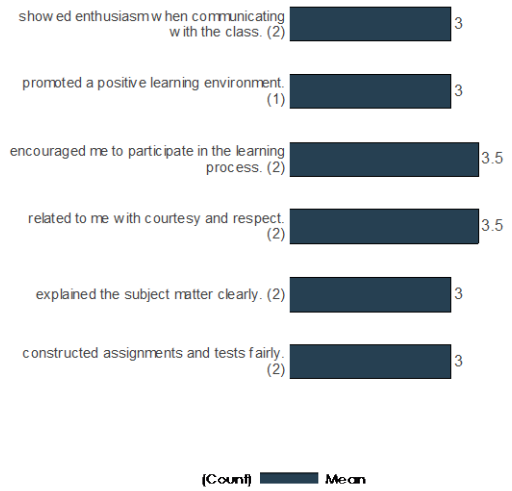
	You - Your Department - Frederick		
	Dean -CMM111-1 Communication...	CHA	Frederick
This course has helped me to:			
understand basic facts, concepts, and skills relevant to the course.	3.00	3.57	3.45
improve my writing and/or speaking skills.	2.00	3.42	3.30
think more critically about the information I read or hear.	3.00	3.48	3.40
develop my ability to gather and use information from a variety of sources.	3.00	3.45	3.38
understand the relevance of this field to real-world issues.	3.50	3.54	3.46
feel more comfortable with complex ideas.	3.00	3.44	3.36
develop my critical-thinking skills as they pertain to the subject matter of this course, other academic disciplines, my personal life, my workplace,and/or my community.	3.50	3.50	3.40

	You - Your Department - Frederick		
	Dean -CMM111-1 Communication...	CHA	Frederick
Student Self Evaluation: You, the student:			
attended class according to the criteria in the syllabus.	3.00	3.64	3.63
completed the required readings and assignments for the course.	3.50	3.59	3.55
participated in the learning process, including discussions, group discussion and groupwork.	2.50	3.66	3.61
interacted with other students in the learning process.	3.00	3.62	3.58
met with the instructor, when appropriate.	3.00	3.62	3.55
studied, each week, at least two hours for each hour of class time.	3.00	3.31	3.29
integrated knowledge from this course into your other courses, your personal life, your workplace, and/or your community.	3.50	3.55	3.45

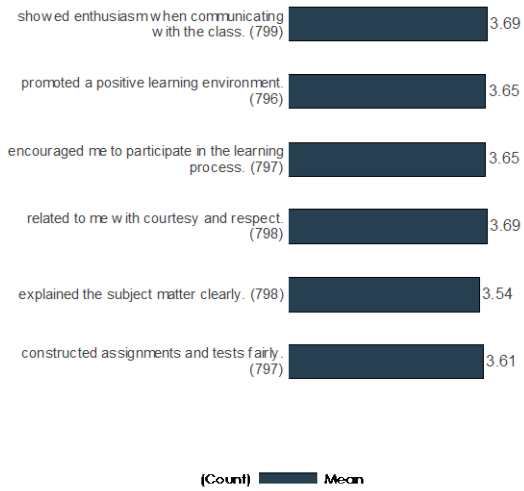
Student Feedback Survey

The Instructor:

Dean - CMM111-1 Communications Graphics I

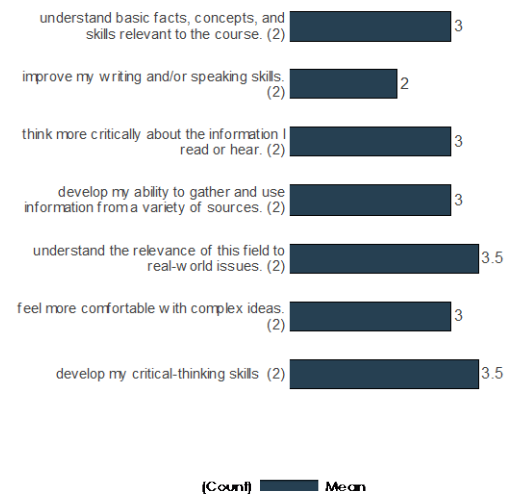


Department - CHA

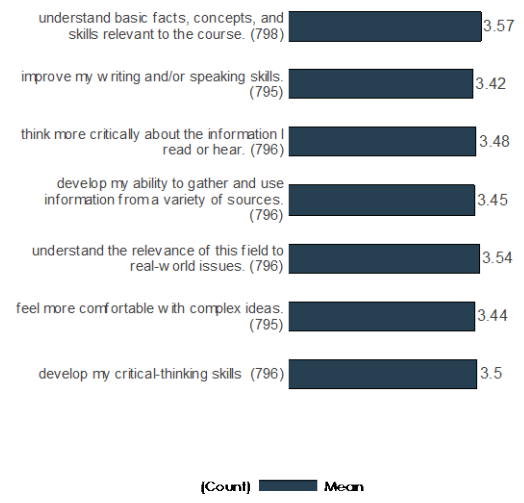


This course has helped me to:

Dean - CMM111-1 Communications Graphics I

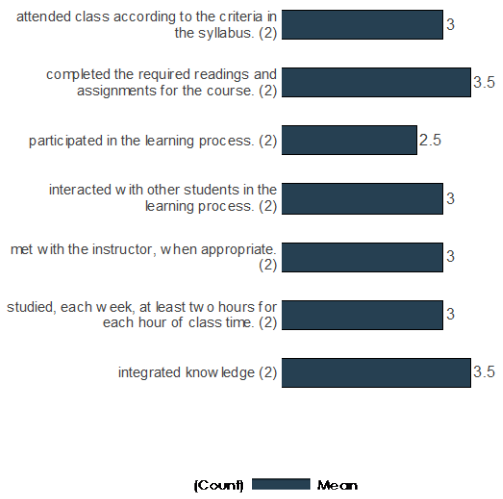


Department - CHA

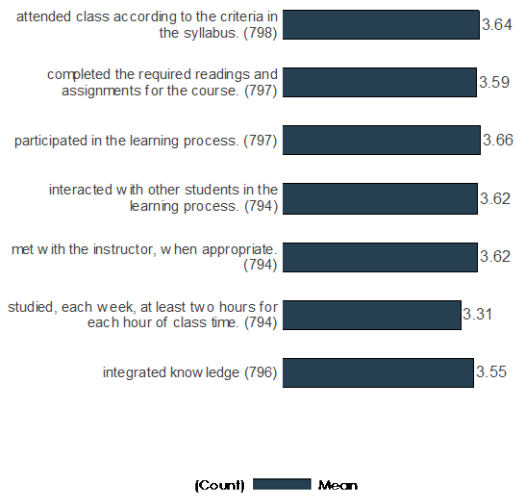


Student Self Evaluation: You, the student:

Dean - CMM111-1 Communications Graphics I



Department - CHA



Dean - CMM111-1 Communications Graphics I

What feature(s) of the course best helped you to learn?
The hands on learning and demonstrations
Interacting with other students when something wasn't clear enough and being able to go to the lab next door to help e in projects/printing.

Dean - CMM111-1 Communications Graphics I

What feature(s) of the course did not help you to learn? ...
The projects could be different. A lot of the time I didn't enjoy the projects we were doing
I did not learn anything new from InDesign or Photoshop, the information was given poorly.

Student Feedback Survey

Lesser - CMM132-1 Digital Photography I (Mean Scores) - 64.29% Response Rate (9 of 2)

	You - Your Department - Frederick		
	Lesser -CMM132-1 Digital Photog...	CHA	Frederick
The instructor:			
showed enthusiasm when communicating with the class. (4004)	3.44	3.69	3.60
promoted a positive learning environment. (3995)	3.44	3.65	3.57
encouraged me to participate in the learning process. (3990)	3.44	3.65	3.54
related to me with courtesy and respect. (3989)	3.56	3.69	3.63
explained the subject matter clearly. (3985)	3.33	3.54	3.41
constructed assignments and tests fairly. (3983)	3.56	3.61	3.53
graded assignments and tests fairly. (3980)	3.56	3.60	3.56
helped me to achieve the core learning outcomes stated for the course. (3966)	3.44	3.62	3.49

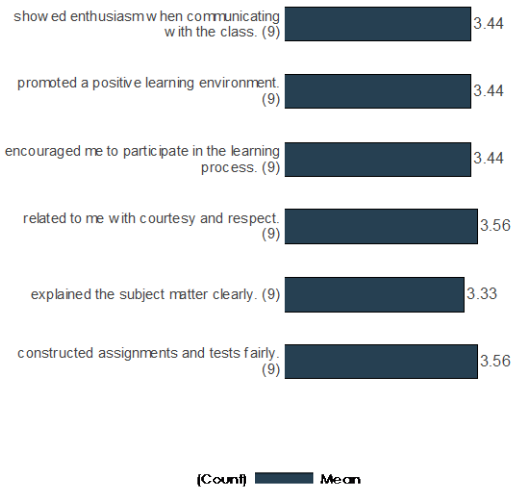
	You - Your Department - Frederick		
	Lesser -CMM132-1 Digital Photog...	CHA	Frederick
This course has helped me to:			
understand basic facts, concepts, and skills relevant to the course.	3.56	3.57	3.45
improve my writing and/or speaking skills.	3.20	3.42	3.30
think more critically about the information I read or hear.	3.80	3.48	3.40
develop my ability to gather and use information from a variety of sources.	3.60	3.45	3.38
understand the relevance of this field to real-world issues.	3.57	3.54	3.46
feel more comfortable with complex ideas.	3.29	3.44	3.36
develop my critical-thinking skills as they pertain to the subject matter of this course, other academic disciplines, my personal life, my workplace,and/or my community.	3.67	3.50	3.40

	You - Your Department - Frederick		
	Lesser -CMM132-1 Digital Photog...	CHA	Frederick
Student Self Evaluation: You, the student:			
attended class according to the criteria in the syllabus.	3.78	3.64	3.63
completed the required readings and assignments for the course.	3.44	3.59	3.55
participated in the learning process, including discussions, group discussion and groupwork.	3.67	3.66	3.61
interacted with other students in the learning process.	3.44	3.62	3.58
met with the instructor, when appropriate.	3.56	3.62	3.55
studied, each week, at least two hours for each hour of class time.	3.63	3.31	3.29
integrated knowledge from this course into your other courses, your personal life, your workplace, and/or your community.	3.86	3.55	3.45

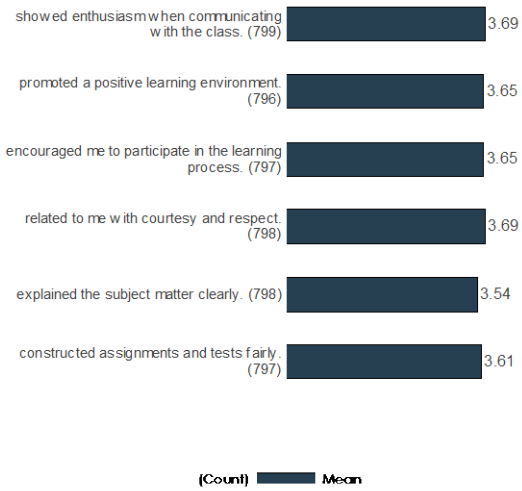
Student Feedback Survey

The Instructor:

Lesser - CMM132-1 Digital Photography I

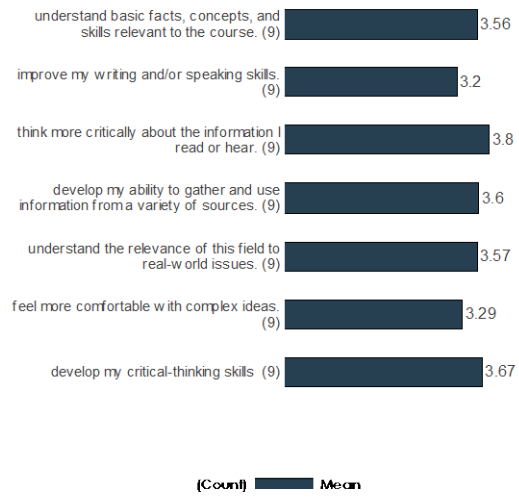


Department - CHA

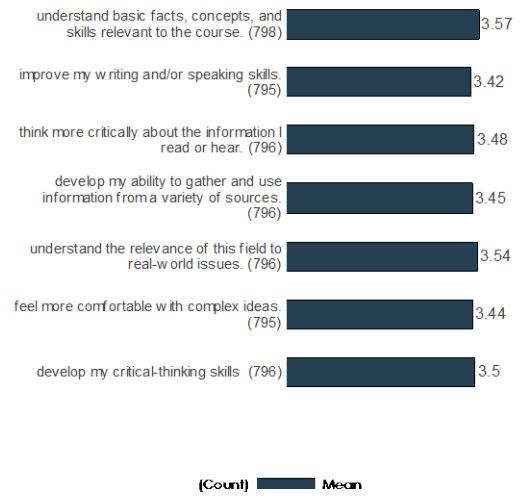


This course has helped me to:

Lesser - CMM132-1 Digital Photography I



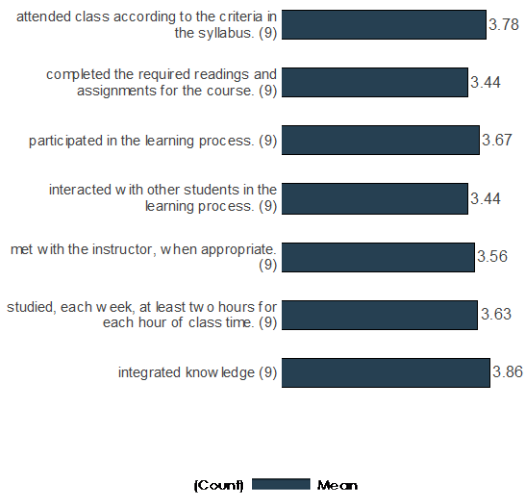
Department - CHA



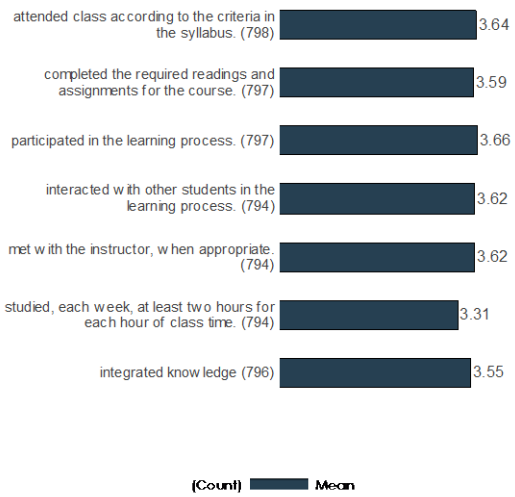
Student Feedback Survey

Student Self Evaluation: You, the student:

Lesser - CMM132-1 Digital Photography I



Department - CHA



Lesser - CMM132-1 Digital Photography I

What feature(s) of the course best helped you to learn?
The professor Mr. Lesser helped me with what I needed and when I emailed Mr. Lesser, he would get back to me in a short period of time. This is the feature that helped me learn the best.
The assignments
All the materials shared and the Homework assignments given were helpful. But what I appreciated most was Mr. Lesser's willingness to help me through some of the questions that I still had after class.
Teacher met with me after class when needed
I liked the different in class assignments we were assigned so that we kind of get and idea of how to shoot and integrate the pictures to be perfected in photoshop and bridge and camera raw.
ICE's (In Class Assignments) were very useful learning tools. Best Photo and Help Analysis helped. HW assignments with specific instructions on how to use given things (depth of field, etc.)
The hands out aspect of it and him showing us how to them by demonstrating it himself.
The homework assignments were helpful for learning different features of my camera.

Student Feedback Survey

Lesser - CMM132-1 Digital Photography I

What feature(s) of the course did not help you to learn? ...
I have no comment. I really enjoyed this course.
It is an end of the day 3 hour class it makes it difficult to focus
I had a hard time moving through some of the in class activities as quickly as we did. But that was also because I've never used a Mac before or Photo Shop, so I think this was more a learning curb on my part.
Sometimes he talked or taught fast and sometimes did not really explain some of the material as well.
I would appreciate an ICE in which we walked all the way through using the work flow folders. I think I know how to use folders 1 and 4, but don't think I'm good at using folders 2 and 3.
I think there were too much to the assignments sometime. Maybe if we spent more time with our cameras in class that would help. Also would like for lighting to be taught using actual lights. Some people are more visual learners
All the nit-picky meticulous methods Mr. Lesser taught were overwhelming. A more straightforward method of teaching and more hands-on camera work would have been helpful. I would have liked to go outside and experiment taking photos with the class and be able to ask questions in the field instead of struggling with the camera on my own. Also the personal project I felt was too demanding for the class, I usually had to spend much more time than 2 hours per hour of class time to keep up with all the homework.

Student Feedback Survey

Mercado - CMM112-1 Communications Graphics II (Mean Scores) - 57.14% Response Rate (4 of 2)

	You - Your Department - Frederick		
	Mercado -CMM-112-1 Communi...	CHA	Frederick
The instructor:			
showed enthusiasm when communicating with the class. (4004)	2.75	3.69	3.60
promoted a positive learning environment. (3995)	3.25	3.65	3.57
encouraged me to participate in the learning process. (3990)	3.00	3.65	3.54
related to me with courtesy and respect. (3989)	3.00	3.69	3.63
explained the subject matter clearly. (3985)	2.75	3.54	3.41
constructed assignments and tests fairly. (3983)	2.50	3.61	3.53
graded assignments and tests fairly. (3980)	2.50	3.60	3.56
helped me to achieve the core learning outcomes stated for the course. (3966)	3.00	3.62	3.49

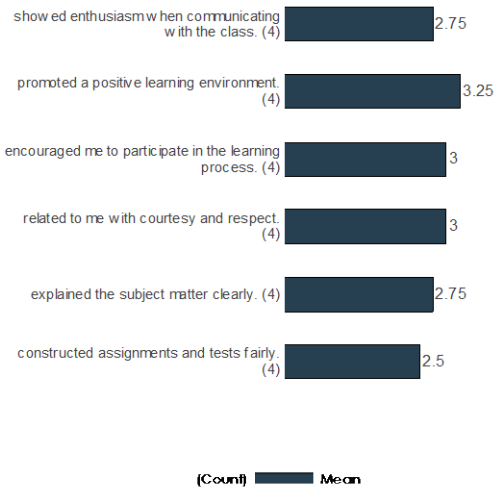
	You - Your Department - Frederick		
	Mercado -CMM-112-1 Communi...	CHA	Frederick
This course has helped me to:			
understand basic facts, concepts, and skills relevant to the course.	3.00	3.57	3.45
improve my writing and/or speaking skills.	3.00	3.42	3.30
think more critically about the information I read or hear.	3.25	3.48	3.40
develop my ability to gather and use information from a variety of sources.	3.33	3.45	3.38
understand the relevance of this field to real-world issues.	3.50	3.54	3.46
feel more comfortable with complex ideas.	3.33	3.44	3.36
develop my critical-thinking skills as they pertain to the subject matter of this course, other academic disciplines, my personal life, my workplace,and/or my community.	3.25	3.50	3.40

	You - Your Department - Frederick		
	Mercado -CMM-112-1 Communi...	CHA	Frederick
Student Self Evaluation: You, the student:			
attended class according to the criteria in the syllabus.	3.50	3.64	3.63
completed the required readings and assignments for the course.	3.67	3.59	3.55
participated in the learning process, including discussions, group discussion and groupwork.	3.50	3.66	3.61
interacted with other students in the learning process.	3.25	3.62	3.58
met with the instructor, when appropriate.	3.50	3.62	3.55
studied, each week, at least two hours for each hour of class time.	3.00	3.31	3.29
integrated knowledge from this course into your other courses, your personal life, your workplace, and/or your community.	3.50	3.55	3.45

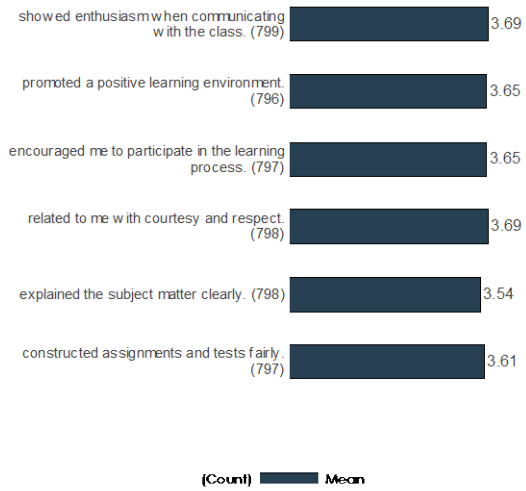
Student Feedback Survey

The Instructor:

Mercado - CMM112-1 Communications Graphics II

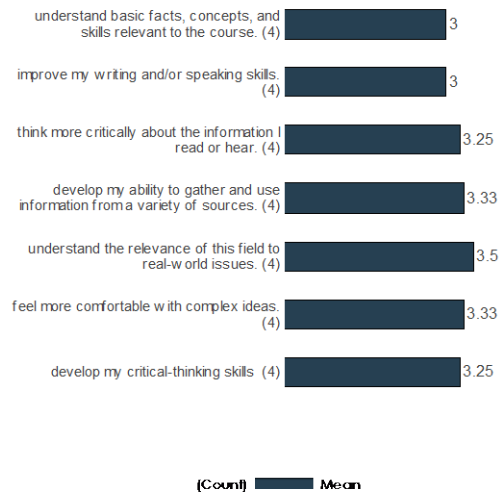


Department - CHA

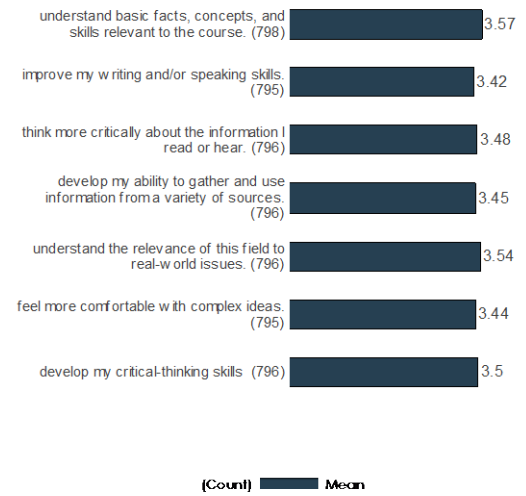


This course has helped me to:

Mercado - CMM112-1 Communications Graphics II

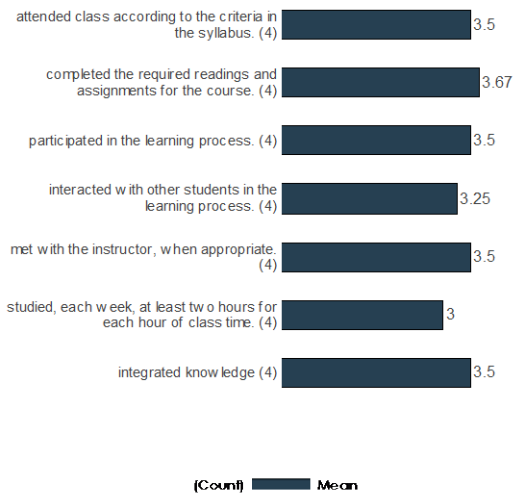


Department - CHA

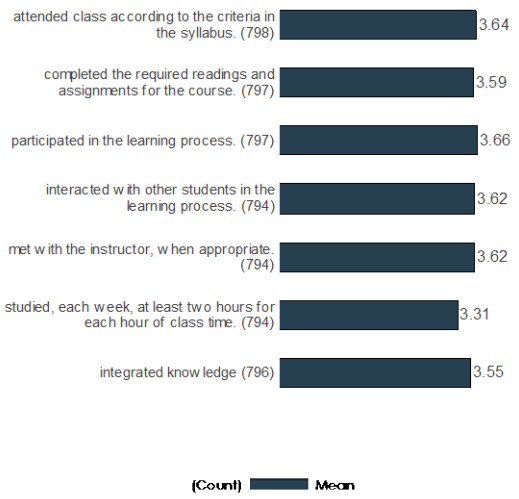


Student Self Evaluation: You, the student:

Mercado - CMM112-1 Communications Graphics II



Department - CHA



Mercado - CMM112-1 Communications Graphics II

What feature(s) of the course best helped you to learn?
Her training on the computer was easy to understand and related easy to us using the software.
The rounded types of assignments. All were differently incorporated to the different things I look to be doing in the field
She explained some of the tools that students are confused about and she emails me back fast with my questions answered.
the types of projects I was given each assembly in what could happen when working in the real life.

Mercado - CMM112-1 Communications Graphics II

What feature(s) of the course did not help you to learn? ...
NA
The teacher was a poor choice of teacher for this course. She lacked much enthusiasm for what she was teaching, and I didn't learn much from the course itself. Some of this could be her lack of knowledge of the English language. She also would never grade me more than a six of ten on participation, when during critiques, I was one of the only students that would speak up, or she would give her feedback on student projects instead of allowing students to finish before she would say her view. She also only gave ONE test so far, didn't explain what the test would be, and noone fini
She changed parts of the project during the time we work on that project and some of us dont know about it until we get our grades. I think if she is going to change it then she should make sure everyone knows about it.
The class is ok But, the way the teacher speaks is kind of hard to understand what she says.

Student Feedback Survey

Mercado - CMM212-1C Communications Graphics III (Mean Scores) - 71.43% Response Rate (5 of 2)

	You - Your Department - Frederick		
	Mercado -CMM2-12-1C Communi...	CHA	Frederick
The instructor:			
showed enthusiasm when communicating with the class. (4004)	3.00	3.69	3.60
promoted a positive learning environment. (3995)	2.60	3.65	3.57
encouraged me to participate in the learning process. (3990)	3.00	3.65	3.54
related to me with courtesy and respect. (3989)	3.40	3.69	3.63
explained the subject matter clearly. (3985)	3.00	3.54	3.41
constructed assignments and tests fairly. (3983)	2.40	3.61	3.53
graded assignments and tests fairly. (3980)	1.60	3.60	3.56
helped me to achieve the core learning outcomes stated for the course. (3966)	2.50	3.62	3.49

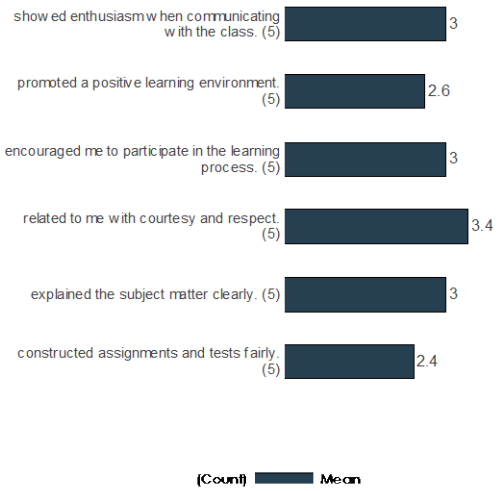
	You - Your Department - Frederick		
	Mercado -CMM2-12-1C Communi...	CHA	Frederick
This course has helped me to:			
understand basic facts, concepts, and skills relevant to the course.	3.00	3.57	3.45
improve my writing and/or speaking skills.	3.00	3.42	3.30
think more critically about the information I read or hear.	3.25	3.48	3.40
develop my ability to gather and use information from a variety of sources.	3.25	3.45	3.38
understand the relevance of this field to real-world issues.	3.25	3.54	3.46
feel more comfortable with complex ideas.	2.60	3.44	3.36
develop my critical-thinking skills as they pertain to the subject matter of this course, other academic disciplines, my personal life, my workplace,and/or my community.	3.40	3.50	3.40

	You - Your Department - Frederick		
	Mercado -CMM2-12-1C Communi...	CHA	Frederick
Student Self Evaluation: You, the student:			
attended class according to the criteria in the syllabus.	3.80	3.64	3.63
completed the required readings and assignments for the course.	3.60	3.59	3.55
participated in the learning process, including discussions, group discussion and groupwork.	3.80	3.66	3.61
interacted with other students in the learning process.	3.60	3.62	3.58
met with the instructor, when appropriate.	3.50	3.62	3.55
studied, each week, at least two hours for each hour of class time.	3.60	3.31	3.29
integrated knowledge from this course into your other courses, your personal life, your workplace, and/or your community.	3.60	3.55	3.45

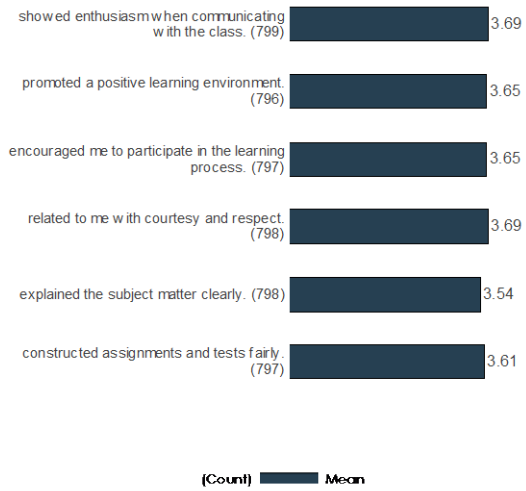
Student Feedback Survey

The Instructor:

Mercado - CMM212-1C Communications Graphics III

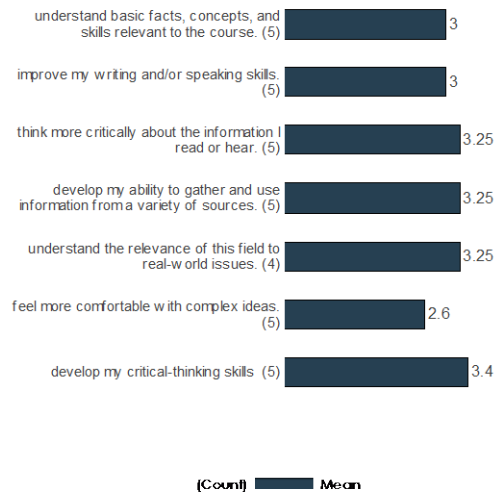


Department - CHA

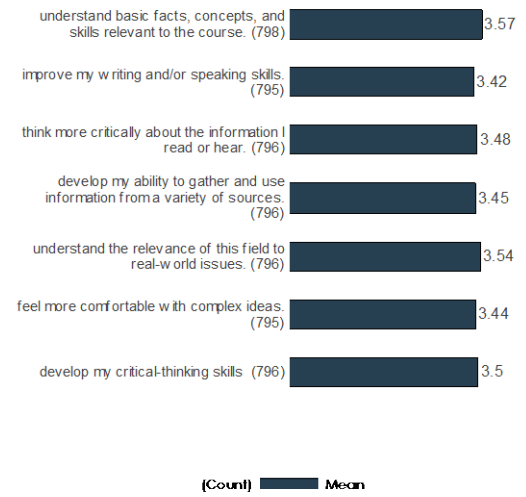


This course has helped me to:

Mercado - CMM212-1C Communications Graphics III

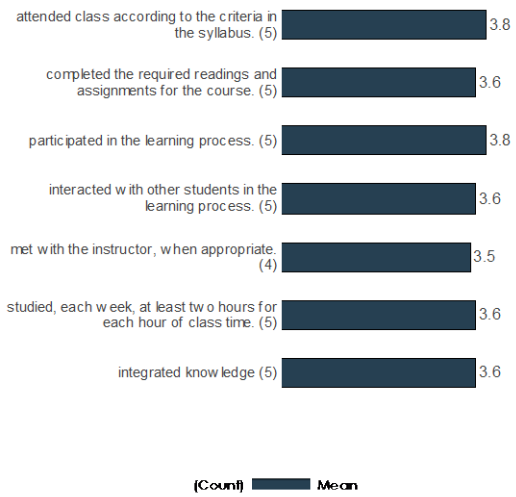


Department - CHA

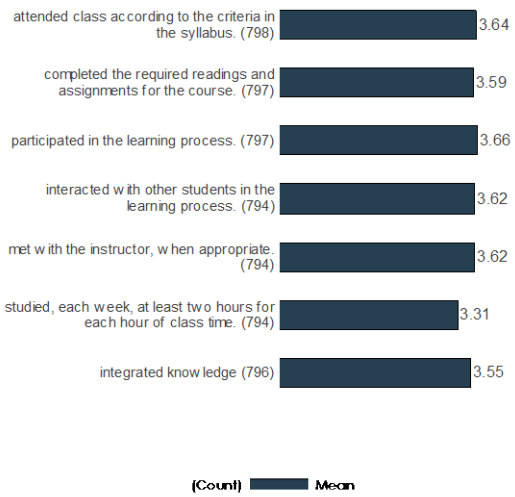


Student Self Evaluation: You, the student:

Mercado - CMM212-1C Communications Graphics III



Department - CHA



Mercado - CMM212-1C Communications Graphics III

What feature(s) of the course best helped you to learn?
As a designer, in order to improve you need feedback among other designers which this course provides.
Though the grading and critiques were a bit harder than in previous classes, they were useful in building good skills related to te field
I learned mainly from doing the projects that were assigned. I learned by getting feedback from my teacher and classmates during the critiques of the projects.
Class discussions/critiques helped by giving me feedback from the instructor and my classmate. It also gave me the chance to evaluate the works of others which helped me look more critically at my own work.
The lectures given by the teacher are flawless.

Student Feedback Survey

Mercado - CMM212-1C Communications Graphics III

What feature(s) of the course did not help you to learn? ...
However, my instructor has left me feeling extremely confident as a student because all of my work that I bring to class is only negatively critiqued with nothing positive said. This is how many of the students in the class feel. This is the only instructor that I have had an issue with.
When critiquing it may be good to start with what it is that you like about the design and then move into what could be changed to make it better, never very good for morale when the teacher starts off with "well I don't like..." even if you are trying to be helpful Also during the group project if we could have spent more time in class actually working on the assignment that would have been great, the critique is useful but was also in the way of class time that could have been spent more effectively
I did not learn very much from the few teaching lectures that we had this semester. I think that it would be a big improvement if some new software material(from the Adobe Creative Suite) was taught. I also think that we missed out on having someone from the graphic design industry come visit our class. I would have liked to have learned from someone in the graphic design field that would help me prepare for a future job. I feel that I could have learned more if the teacher would have encouraged creativity.
The teacher seemed to have given projects a subjective grade and then tried to get an objective point scale to come out with the same grade, resulting in points being taken unfairly. The teacher consistently awarded me 60% of the class participation points even when I had fully participated. I was marked down for things that were not mentioned during the initial critique. Using a subjective grading system like other teachers in the department could have solved part of the problem. Making comments, but not marking off for items not mentioned in the initial review would help.
Visual explantions showing the physical process how to make the brochure would be helpfull. The grading format used excessively if not needlessly to strict. I as a student felt that I was purposely flunked over a simple mistake.

Student Feedback Survey

Wilks - CMM105-3 Basic Darkroom to Digital Phot (Mean Scores) - 30% Response Rate (3 of 2)

	You - Your Department - Frederick		
	Wilks - CMM105-3 Basic Darkroom..	CHA	Frederick
The instructor:			
showed enthusiasm when communicating with the class. (4004)	4.00	3.69	3.60
promoted a positive learning environment. (3995)	4.00	3.65	3.57
encouraged me to participate in the learning process. (3990)	4.00	3.65	3.54
related to me with courtesy and respect. (3989)	4.00	3.69	3.63
explained the subject matter clearly. (3985)	4.00	3.54	3.41
constructed assignments and tests fairly. (3983)	4.00	3.61	3.53
graded assignments and tests fairly. (3980)	4.00	3.60	3.56
helped me to achieve the core learning outcomes stated for the course. (3966)	4.00	3.62	3.49

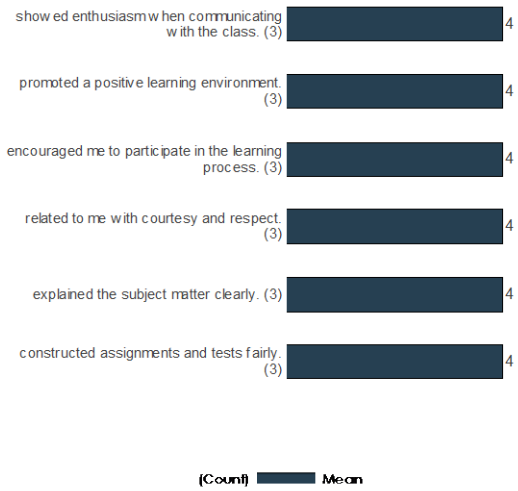
	You - Your Department - Frederick		
	Wilks - CMM105-3 Basic Darkroom..	CHA	Frederick
This course has helped me to:			
understand basic facts, concepts, and skills relevant to the course.	3.67	3.57	3.45
improve my writing and/or speaking skills.	3.67	3.42	3.30
think more critically about the information I read or hear.	3.67	3.48	3.40
develop my ability to gather and use information from a variety of sources.	3.67	3.45	3.38
understand the relevance of this field to real-world issues.	3.67	3.54	3.46
feel more comfortable with complex ideas.	3.67	3.44	3.36
develop my critical-thinking skills as they pertain to the subject matter of this course, other academic disciplines, my personal life, my workplace,and/or my community.	3.67	3.50	3.40

	You - Your Department - Frederick		
	Wilks - CMM105-3 Basic Darkroom..	CHA	Frederick
Student Self Evaluation: You, the student:			
attended class according to the criteria in the syllabus.	3.33	3.64	3.63
completed the required readings and assignments for the course.	3.67	3.59	3.55
participated in the learning process, including discussions, group discussion and groupwork.	3.67	3.66	3.61
interacted with other students in the learning process.	3.67	3.62	3.58
met with the instructor, when appropriate.	3.50	3.62	3.55
studied, each week, at least two hours for each hour of class time.	3.00	3.31	3.29
integrated knowledge from this course into your other courses, your personal life, your workplace, and/or your community.	3.67	3.55	3.45

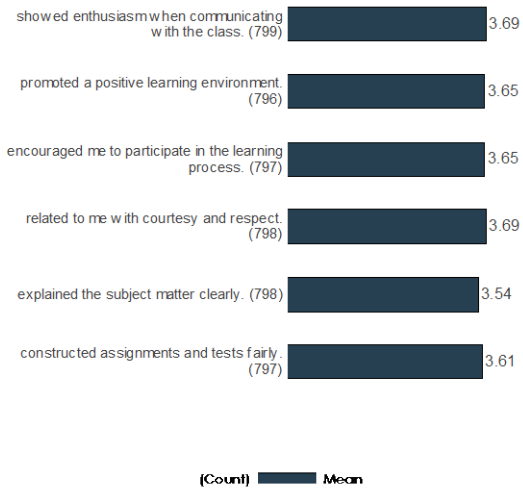
Student Feedback Survey

The Instructor:

Wilks - CMM105-3 Basic Darkroom to Digital Phot

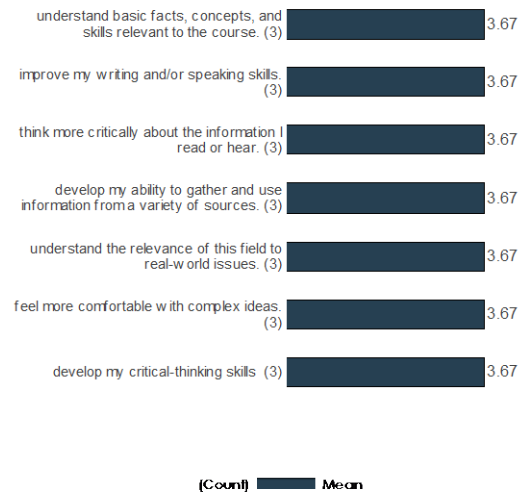


Department - CHA

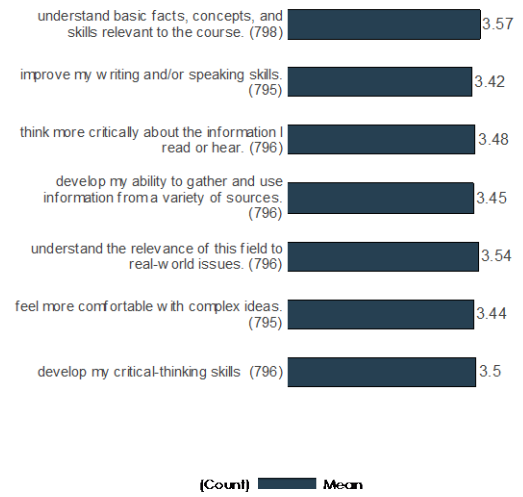


This course has helped me to:

Wilks - CMM105-3 Basic Darkroom to Digital Phot



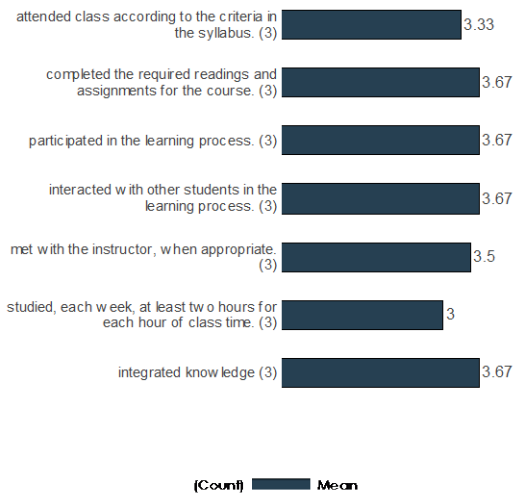
Department - CHA



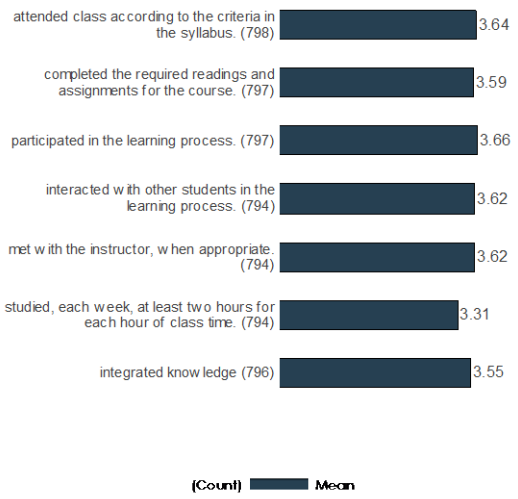
Student Feedback Survey

Student Self Evaluation: You, the student:

Wilks - CMM105-3 Basic Darkroom to Digital Phot



Department - CHA



Wilks - CMM105-3 Basic Darkroom to Digital Phot

What feature(s) of the course best helped you to learn?
Best class ever. Professor Wilks is a true gem at this school. His expertise and guidance helped me unlock a creative side of me that did no exist before. He made me look forward to come to class, I've recommend everyone that is considering taking an art class to take his class.
I enjoyed that we had access to the Mac Lab because personally that helped me the most.
The laid-back atmosphere combined with Brady's genuine and personal interest in the subject made this class one of my favorites!

Wilks - CMM105-3 Basic Darkroom to Digital Phot

What feature(s) of the course did not help you to learn? ...
N/A

Student Feedback Survey

Wilks - CMM131-1LB Darkroom Photography I (Mean Scores) - 25% Response Rate (2 of 2)

	You - Your Department - Frederick		
	Wilks -CMM131-1-LB DarkroomPh...	CHA	Frederick
The instructor:			
showed enthusiasm when communicating with the class. (4004)	4.00	3.69	3.60
promoted a positive learning environment. (3995)	4.00	3.65	3.57
encouraged me to participate in the learning process. (3990)	4.00	3.65	3.54
related to me with courtesy and respect. (3989)	4.00	3.69	3.63
explained the subject matter clearly. (3985)	4.00	3.54	3.41
constructed assignments and tests fairly. (3983)	4.00	3.61	3.53
graded assignments and tests fairly. (3980)	4.00	3.60	3.56
helped me to achieve the core learning outcomes stated for the course. (3966)	4.00	3.62	3.49

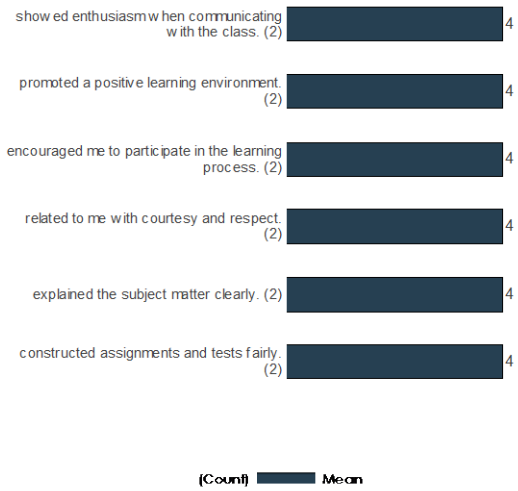
	You - Your Department - Frederick		
	Wilks -CMM131-1-LB DarkroomPh...	CHA	Frederick
This course has helped me to:			
understand basic facts, concepts, and skills relevant to the course.	4.00	3.57	3.45
improve my writing and/or speaking skills.	3.00	3.42	3.30
think more critically about the information I read or hear.	3.00	3.48	3.40
develop my ability to gather and use information from a variety of sources.	3.50	3.45	3.38
understand the relevance of this field to real-world issues.	3.50	3.54	3.46
feel more comfortable with complex ideas.	3.50	3.44	3.36
develop my critical-thinking skills as they pertain to the subject matter of this course, other academic disciplines, my personal life, my workplace,and/or my community.	3.50	3.50	3.40

	You - Your Department - Frederick		
	Wilks -CMM131-1-LB DarkroomPh...	CHA	Frederick
Student Self Evaluation: You, the student:			
attended class according to the criteria in the syllabus.	4.00	3.64	3.63
completed the required readings and assignments for the course.	3.50	3.59	3.55
participated in the learning process, including discussions, group discussion and groupwork.	3.50	3.66	3.61
interacted with other students in the learning process.	3.50	3.62	3.58
met with the instructor, when appropriate.	3.50	3.62	3.55
studied, each week, at least two hours for each hour of class time.	3.50	3.31	3.29
integrated knowledge from this course into your other courses, your personal life, your workplace, and/or your community.	3.50	3.55	3.45

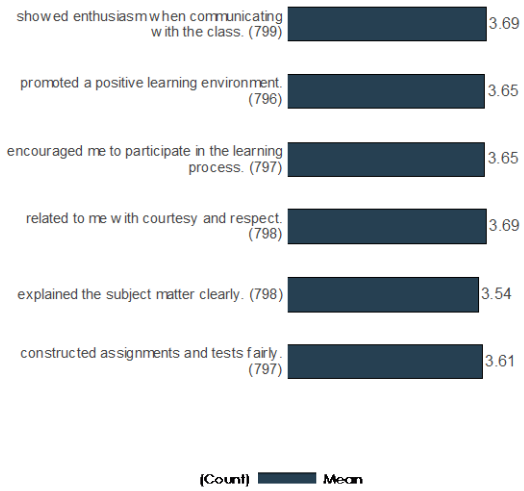
Student Feedback Survey

The Instructor:

Wilks - CMM131-1LB Darkroom Photography I

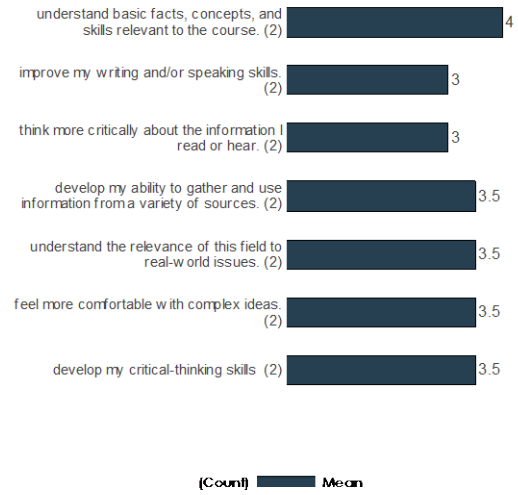


Department - CHA

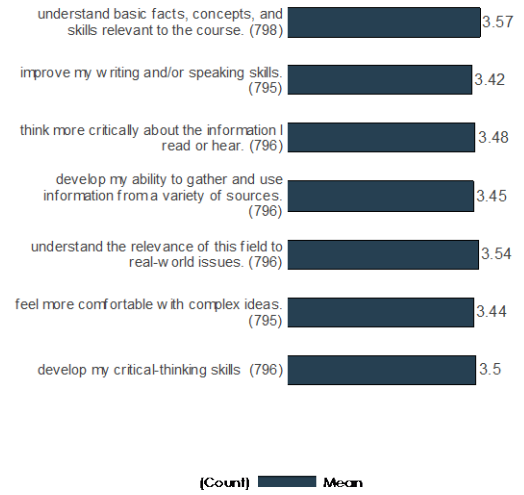


This course has helped me to:

Wilks - CMM131-1LB Darkroom Photography I



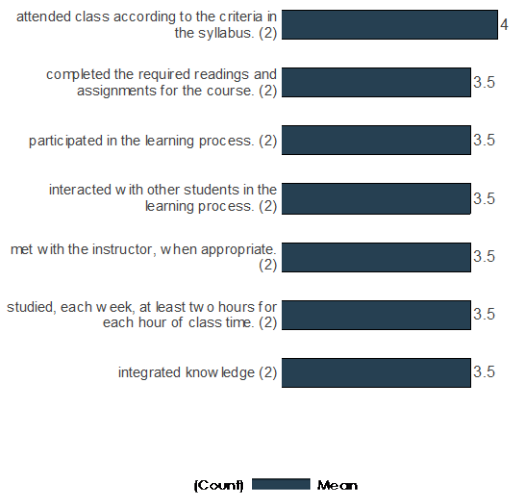
Department - CHA



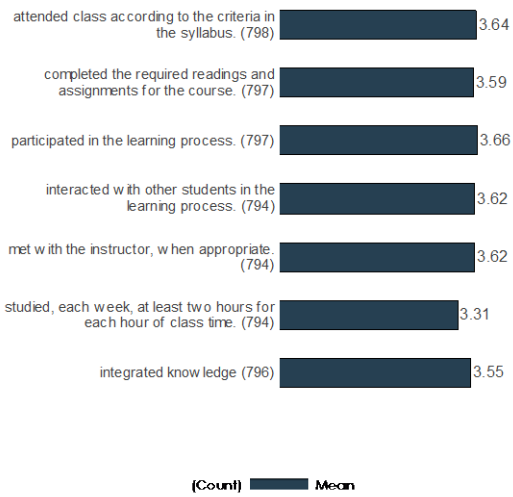
Student Feedback Survey

Student Self Evaluation: You, the student:

Wilks - CMM131-1LB Darkroom Photography I



Department - CHA



Wilks - CMM131-1LB Darkroom Photography I

What feature(s) of the course best helped you to learn?
The instructor was great always willing to help people better understand and give suggestions for how to make your picture come out the way you want it.

Student Feedback Survey

Boyd - CMM112-2 Communications Graphics II (Mean Scores) - 16.67% Response Rate (1 of 2)

	You - Your Department - Frederick		
	Boyd -CMM112-2 Communication...	CHA	Frederick
The instructor:			
showed enthusiasm when communicating with the class. (4004)	4.00	3.69	3.60
promoted a positive learning environment. (3995)	4.00	3.65	3.57
encouraged me to participate in the learning process. (3990)	4.00	3.65	3.54
related to me with courtesy and respect. (3989)	4.00	3.69	3.63
explained the subject matter clearly. (3985)	3.00	3.54	3.41
constructed assignments and tests fairly. (3983)	3.00	3.61	3.53
graded assignments and tests fairly. (3980)	3.00	3.60	3.56
helped me to achieve the core learning outcomes stated for the course. (3966)	3.00	3.62	3.49

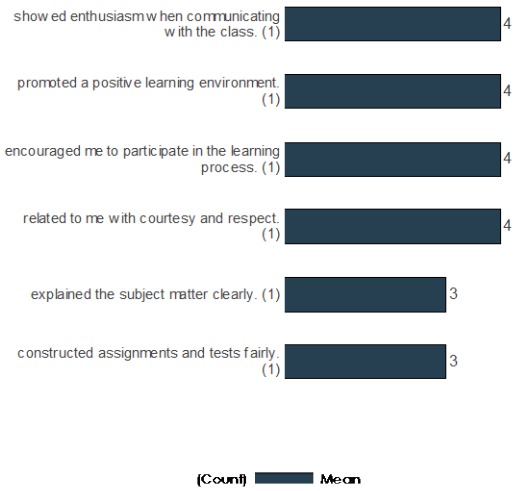
	You - Your Department - Frederick		
	Boyd -CMM112-2 Communication...	CHA	Frederick
This course has helped me to:			
understand basic facts, concepts, and skills relevant to the course.	3.00	3.57	3.45
improve my writing and/or speaking skills.	3.00	3.42	3.30
think more critically about the information I read or hear.	3.00	3.48	3.40
develop my ability to gather and use information from a variety of sources.	3.00	3.45	3.38
understand the relevance of this field to real-world issues.	3.00	3.54	3.46
feel more comfortable with complex ideas.	3.00	3.44	3.36
develop my critical-thinking skills as they pertain to the subject matter of this course, other academic disciplines, my personal life, my workplace,and/or my community.	3.00	3.50	3.40

	You - Your Department - Frederick		
	Boyd -CMM112-2 Communication...	CHA	Frederick
Student Self Evaluation: You, the student:			
attended class according to the criteria in the syllabus.	4.00	3.64	3.63
completed the required readings and assignments for the course.	3.00	3.59	3.55
participated in the learning process, including discussions, group discussion and groupwork.	3.00	3.66	3.61
interacted with other students in the learning process.	3.00	3.62	3.58
met with the instructor, when appropriate.	3.00	3.62	3.55
studied, each week, at least two hours for each hour of class time.	3.00	3.31	3.29
integrated knowledge from this course into your other courses, your personal life, your workplace, and/or your community.	3.00	3.55	3.45

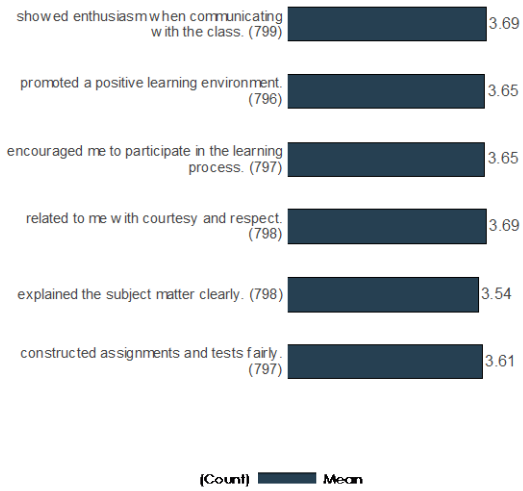
Student Feedback Survey

The Instructor:

Boyd - CMM112-2 Communications Graphics II

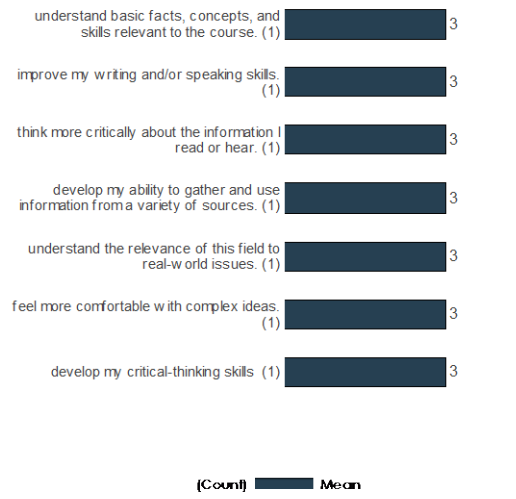


Department - CHA

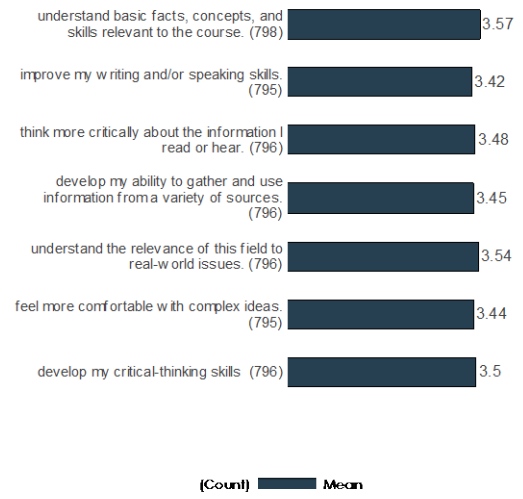


This course has helped me to:

Boyd - CMM112-2 Communications Graphics II



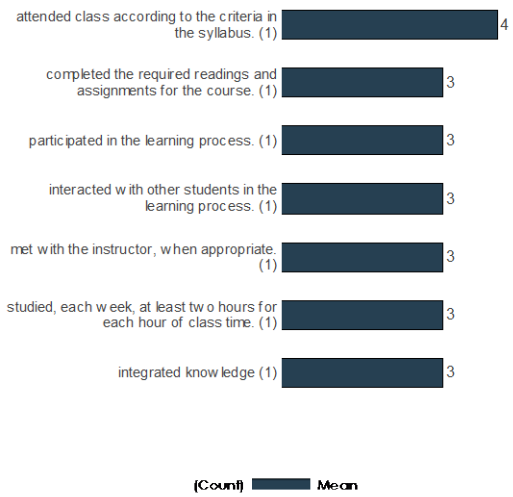
Department - CHA



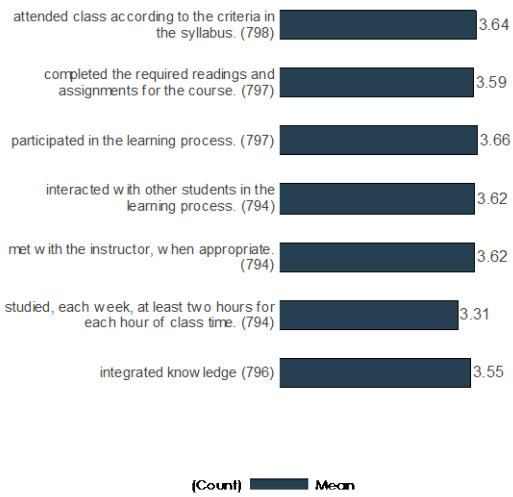
Student Feedback Survey

Student Self Evaluation: You, the student:

Boyd - CMM112-2 Communications Graphics II



Department - CHA



Boyd - CMM112-2 Communications Graphics II

What feature(s) of the course best helped you to learn?
Tracy has been a wonderful instructor. She is organized and prepared for each class. She offered us relevant activities and assignments that helped enhance our knowledge (assigning a design inspiration to each person, involving everyone in critiques, giving us cheat sheets, detailed rubric and feedback on each assignment). She got the class involved from day one. She is awesome!

Boyd - CMM112-2 Communications Graphics II

What feature(s) of the course did not help you to learn? ...
I cannot think of anything.

Student Feedback Survey

Instructor: Adam Leviton (Mean Scores)

	You - Your Department - Frederick		
	Adam Leviton - CHA	CHA	Frederick
The instructor:			
showed enthusiasm when communicating with the class.	3.75	3.69	3.60
promoted a positive learning environment.	3.75	3.65	3.57
encouraged me to participate in the learning process.	3.75	3.65	3.54
related to me with courtesy and respect.	3.75	3.69	3.63
explained the subject matter clearly.	3.75	3.54	3.41
constructed assignments and tests fairly.	3.75	3.61	3.53
graded assignments and tests fairly.	4.00	3.60	3.56
helped me to achieve the core learning outcomes stated for the course.	3.75	3.62	3.49

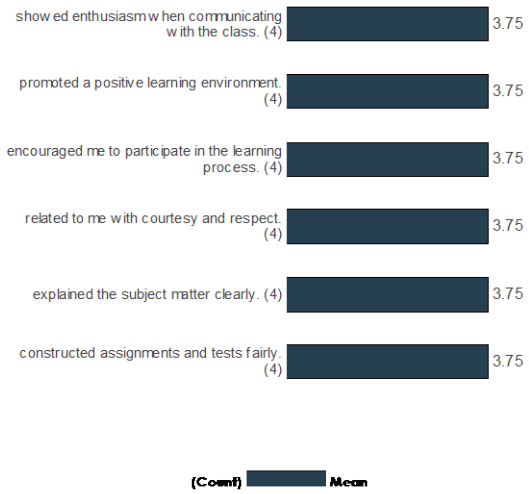
	You - Your Department - Frederick		
	Adam Leviton - CHA	CHA	Frederick
This course has helped me to:			
understand basic facts, concepts, and skills relevant to the course.	3.75	3.57	3.45
improve my writing and/or speaking skills.	3.00	3.42	3.30
think more critically about the information I read or hear.	3.67	3.48	3.40
develop my ability to gather and use information from a variety of sources.	3.75	3.45	3.38
understand the relevance of this field to real-world issues.	3.75	3.54	3.46
feel more comfortable with complex ideas.	3.75	3.44	3.36
develop my critical-thinking skills as they pertain to the subject matter of this course, other academic disciplines, my personal life, my workplace,and/or my community.	3.75	3.50	3.40

	You - Your Department - Frederick		
	Adam Leviton - CHA	CHA	Frederick
Student Self Evaluation: You, the student:			
attended class according to the criteria in the syllabus.	3.50	3.64	3.63
completed the required readings and assignments for the course.	3.75	3.59	3.55
participated in the learning process, including discussions, group discussion and groupwork.	3.75	3.66	3.61
interacted with other students in the learning process.	3.50	3.62	3.58
met with the instructor, when appropriate.	3.75	3.62	3.55
studied, each week, at least two hours for each hour of class time.	3.50	3.31	3.29
integrated knowledge from this course into your other courses, your personal life, your workplace, and/or your community.	3.75	3.55	3.45

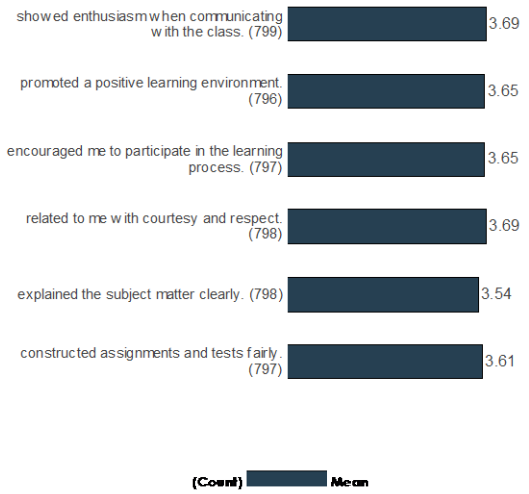
Student Feedback Survey

The Instructor:

Instructor: Adam Leviton

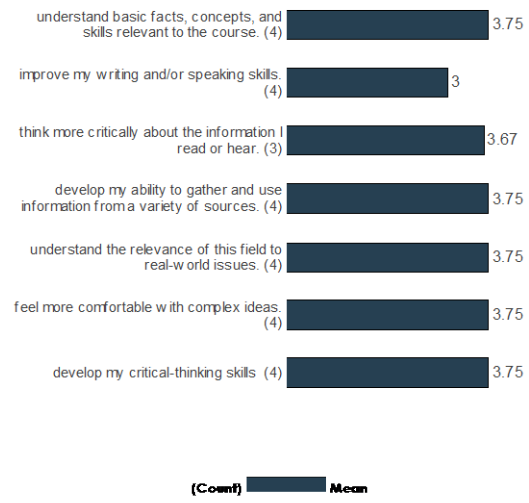


Department - CHA

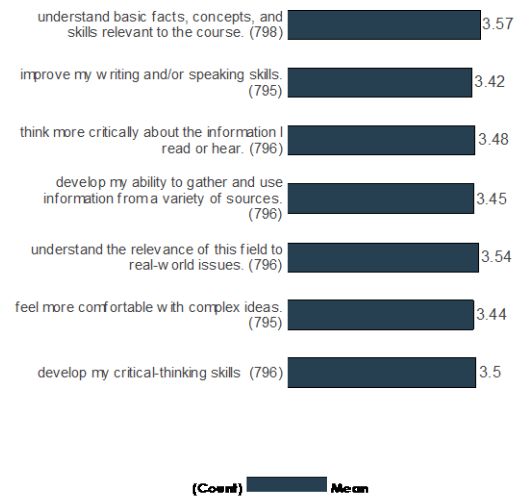


This course has helped me to:

Instructor: Adam Leviton



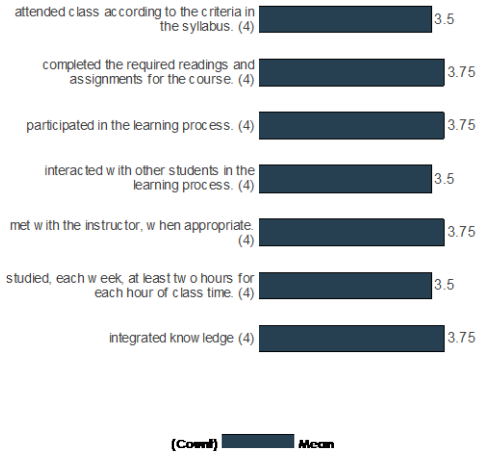
Department - CHA



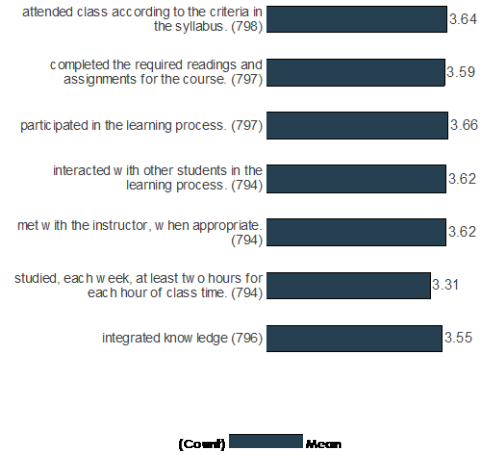
Student Feedback Survey

Student Self Evaluation: You, the student:

Instructor: Adam Leviton



Department - CHA



Instructor: Adam Leviton - CHA

What feature(s) of the course best helped you to learn?
Mr. Leviton really explained everything well and was very good at giving help when needed.
The instructor provides each student with one on one time to help us further understand the material.
I really liked the flexibility of this course and working independently.

Instructor: Adam Leviton - CHA

What feature(s) of the course did not help you to learn? ...
N/A
More class lectures rather than learning most of the material from the book.

NASAD Competencies Summary

Degree: The BFA in Graphic Design, *a professional undergraduate degree*

Essential Note: Items below are excerpts from the NASAD *Handbook*. Items 1 through 6 indicate the content and natures of the competencies expected of those graduating with the above degree. Items 7 and 8 indicate recommendations for competency development.

Only the *Handbook* in its entirety contains all standards and guidelines applicable to and used by all phases of NASAD membership reviews. In the text below "H." indicates the location of the excerpted text in the Handbook; the term "(All)" indicates standards applicable to all professional undergraduate art/design degrees including graphic design; "(Graphic Design)" indicates specific standards for that major.

Item 1. (All)

Common Body of Knowledge and Skills (H.VIII.B.)

1. **Studio.** Studies, practice, and experiences in studio subjects are of prime importance in the preparation of students for professional careers in art and design. The excellence of the creative work produced by students is the best determinant of the adequacy of the studio studies offered by an institution. Creative work includes, but is not limited to, conceptualisation, process, product, and critique.

   Irrespective of major or specialization, students must:

   a. Gain functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.

   b. Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).

   c. Become familiar with the historical achievements, current major issues, processes, and directions of their field(s).

   d. Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

   Studio work normally begins at the freshman level and extends with progressively greater intensity throughout the degree program.

   There should be opportunities for independent study at the advanced level that includes appropriate supervision and evaluation upon completion.

2. **Art/Design History, Theory, and Criticism.** Through comprehensive courses in the history of art/design, students must:

   a. Learn to analyze works of art/design perceptively and to evaluate them critically.

   b. Develop an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge in analysis.

   c. Acquire the ability to place works of art/design in historical, cultural, and stylistic contexts.

   In certain areas of specialization, it is advisable to require that students study the historical development of works within the specialization.

   Normally, studies in art and design history and analysis occupy at least 10% of the total curriculum.

3. **Technology.** Students must acquire a working knowledge of technologies and equipment applicable to their area(s) of specialization.

4. **Synthesis.** While synthesis is a lifetime process, by the end of undergraduate studies students should be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.

Item 2. (All)
Results (H.VIII.C.)

Upon completion of any specific professional undergraduate degree program:

1. Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
2. Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or final presentation in the major area is required.
3. Students must have the ability to form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. They are able to work collaboratively as appropriate to the area(s) of specialization.

Item 3. (Graphic Design)
Essential Competencies (H.IX.K.3.)
(*in addition to those stated for all professional degree programs in VIII.B. and C.*):

a. The ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.

b. The ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.

c. The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.

d. An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include, but are not limited to, drawing, offset printing, photography, and time-based and interactive media (film, video, computer multimedia).

e. An understanding of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication and information theory, technology, and the social and cultural use of design objects.

f. An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.

Item 4. (Graphic Design)
Relevant Competencies for Specialized Programs (H.IX.K.3.)
(*in addition to those stated above for all graphic design programs, and those stated for all professional degree programs in VIII.B. and C.*):

a. For graphic design programs with a special emphasis in advertising, design experiences should include the application of communication theory, planning of campaigns, audience/user evaluation, market testing, branding, art direction, and copyrighting, as well as the formal and technical aspects of design and production.

b. For graphic design programs with a special emphasis in design planning and strategy, design experiences should include working in interdisciplinary teams, systems-level analysis and problem solving, writing for business, and the application of management, communication, and information theories.

c. For graphic design programs with a special emphasis in time-based or interactive media, design experiences should include storyboarding, computer scripting, sound-editing, and issues related to interface design, as well as the formal and technical aspects of design and production for digital media.

Item 5. (Graphic Design)
Essential Opportunities and Experiences (H.IX.K.3.)

a. Easy access to studios and libraries with appropriate graphic design resources and reference material in other relevant disciplines, such as the social sciences and the humanities.

b. Easy access to appropriately equipped labs and technology necessary for the execution of design solutions.

c. Ongoing access to instruction and critique under faculty with educational and professional backgrounds in graphic design. Sufficient numbers of qualified faculty to provide the diversity of expertise required for a comprehensive education in graphic design.

d. Field experiences and internships are strongly recommended.

Item 6. (All)
General Studies Competencies (H.VIII.A.6.)

a. **Competencies.** Specific competency expectations are determined by the institution. Normally, students holding a professional undergraduate degree in art and/or design are expected to have:

(1) The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.

(2) An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences and with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of modern society.

(3) An ability to address culture and history from a variety of perspectives.

(4) Understanding of, and experience in thinking about, moral and ethical problems.

(5) The ability to respect, understand, and evaluate work in a variety of disciplines.

(6) The capacity to explain and defend views effectively and rationally.

(7) Understanding of and experience in art forms other than the visual arts and design.

Item 7. (Graphic Design)
Recommendations for General Studies (H.IX.K.2.)

(see VIII.A.6.). Curriculum requirements and strong advising should direct students to general studies that support their study in design. Appropriate areas of study for all graphic design majors include communication theory, writing, psychology, sociology, anthropology, and business, as well as the humanities. Professional degree programs with a specific focus (example: advertising, design planning/management, interactive media) should require or strongly recommend study in relevant areas, such as marketing, economics, organizational psychology, human factors, systems theory, or computer science. Coursework in the major should make use of concepts and skills acquired through study in areas other than design.

Item 8. (All)

Recommendations for Professional Studies (H.VIII.D.)

Students engaged in professional undergraduate degrees in art/design should have opportunities to:

1. Gain a basic understanding of the nature of professional work in their major field. Examples are: organizational structures and working patterns; artistic, intellectual, economic, technological, and political contexts; and development potential.
2. Acquire the skills necessary to assist in the development and advancement of their careers, normally including the development of competencies in communication, presentation, and business skills necessary to engage in professional practice in their major field.
3. Develop teaching skills, particularly as related to their major area of study.
4. Explore areas of individual interest related to art/design in general or to the major. Among the many possible examples are: aesthetics, theory, specialized topics in art/design history, analysis, and technology.
5. Explore multidisciplinary issues that include art and design.
6. Practice synthesis of a broad range of art/design knowledge and skills, particularly through learning activities that involve a minimum of faculty guidance, where the emphasis is on evaluation at completion (see Section III.G.).

Please Note:

For specific information regarding curricular structure, see H.IX.K.1. Normally, approximately 65% of a 120 semester hour program is in art/design studies to ensure that time is available to develop the requisite competencies.

For a table of contents for all standards, see NASAD *Handbook*.

NASAD Competencies Summary

Degree: The BFA in Photography, *a professional undergraduate degree*

Essential Note: Items below are excerpts from the NASAD *Handbook*. Items 1 through 4 indicate the content and natures of the competencies expected of those graduating with the above degree. Items 5 and 6 indicate recommendations for competency development.

Only the *Handbook* in its entirety contains all standards and guidelines applicable to and used by all phases of NASAD membership reviews. In the text below "H." indicates the location of the excerpted text in the Handbook; the term "(All)" indicates standards applicable to all professional undergraduate art/design degrees including photography; "(Photography)" indicates specific standards for that major.

Item 1. (All)

Common Body of Knowledge and Skills (H.VIII.B.)

1. **Studio.** Studies, practice, and experiences in studio subjects are of prime importance in the preparation of students for professional careers in art and design. The excellence of the creative work produced by students is the best determinant of the adequacy of the studio studies offered by an institution. Creative work includes, but is not limited to, conceptualization, process, product, and critique.

   Irrespective of major or specialization, students must:

   a. Gain functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.

   b. Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).

   c. Become familiar with the historical achievements, current major issues, processes, and directions of their field(s).

   d. Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

   Studio work normally begins at the freshman level and extends with progressively greater intensity throughout the degree program.

   There should be opportunities for independent study at the advanced level that includes appropriate supervision and evaluation upon completion.

2. **Art/Design History, Theory, and Criticism.** Through comprehensive courses in the history of art/design, students must:

   a. Learn to analyze works of art/design perceptively and to evaluate them critically.

   b. Develop an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge in analysis.

   c. Acquire the ability to place works of art/design in historical, cultural, and stylistic contexts.

   In certain areas of specialization, it is advisable to require that students study the historical development of works within the specialization.

   Normally, studies in art and design history and analysis occupy at least 10% of the total curriculum.

3. **Technology.** Students must acquire a working knowledge of technologies and equipment applicable to their area(s) of specialization.

4. **Synthesis.** While synthesis is a lifetime process, by the end of undergraduate studies students should be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.

Item 2. (All)
Results (H.VIII.C.)

Upon completion of any specific professional undergraduate degree program:

1. Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.
2. Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or final presentation in the major area is required.
3. Students must have the ability to form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. They are able to work collaboratively as appropriate to the area(s) of specialization.

Item 3. (Photography)
Essential Competencies, Experiences, and Opportunities (H.IX.Q.3.)
(*in addition to those stated for all professional degree programs in VIII.B. and C.*):

a. Understanding of the visual forms and their aesthetic functions, and basic design principles. Development continues throughout the degree program, with attention to such areas as design, color, and lighting.
b. Knowledge and skills in the use of basic tools, techniques, technologies, and processes sufficient to work from concept to finished product. This involves a mastery of the materials, equipment, and processes of the discipline, including but not limited to uses of cameras, film, lighting/digital technologies, processing in black and white, and color, printing, and work with nonsilver materials. Work in these areas continues throughout the degree program.
c. An understanding of the industrial and commercial applications of photographic techniques.
d. Functional knowledge of photographic history and theory, the relationship of photography to the visual disciplines, and its influence on culture.
e. Work in experimental and manipulative techniques, candid and contrived imagery, documentary photography, archival processing, and interpretive studies should be included.
f. Easy and regular access to materials, equipment, and library resources related to the study of photography.
g. Opportunities for independent study are encouraged.

Item 4. (All)
General Studies Competencies (H.VIII.A.6.)

a. **Competencies.** Specific competency expectations are determined by the institution. Normally, students holding a professional undergraduate degree in art and/or design are expected to have:
   (1) The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
   (2) An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences and with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of modern society.

(3) An ability to address culture and history from a variety of perspectives.

(4) Understanding of, and experience in thinking about, moral and ethical problems.

(5) The ability to respect, understand, and evaluate work in a variety of disciplines.

(6) The capacity to explain and defend views effectively and rationally.

(7) Understanding of and experience in art forms other than the visual arts and design.

Item 5. (Photography)

Recommendations for General Studies (H.IX.Q.2.)

(See Item 4 above.)

Item 6. (All)

Recommendations for Professional Studies (H.VIII.D.)

Students engaged in professional undergraduate degrees in art/design should have opportunities to:

1. Gain a basic understanding of the nature of professional work in their major field. Examples are: organizational structures and working patterns; artistic, intellectual, economic, technological, and political contexts; and development potential.
2. Acquire the skills necessary to assist in the development and advancement of their careers, normally including the development of competencies in communication, presentation, and business skills necessary to engage in professional practice in their major field.
3. Develop teaching skills, particularly as related to their major area of study.
4. Explore areas of individual interest related to art/design in general or to the major. Among the many possible examples are: aesthetics, theory, specialized topics in art/design history, analysis, and technology.
5. Explore multidisciplinary issues that include art and design.
6. Practice synthesis of a broad range of art/design knowledge and skills, particularly through learning activities that involve a minimum of faculty guidance, where the emphasis is on evaluation at completion (see Section III.G.).

Please Note:

For specific information regarding curricular structure, see H.IX.Q.1. Normally, approximately 65% of a 120 semester hour program is in art/design studies to ensure that time is available to develop the requisite competencies.

For a table of contents for all standards, see NASAD *Handbook*.

PURPOSE

The AIGA, NASAD, and their respective members seek to ensure the best possible future for individuals and institutions involved in graphic design. This document addresses two critical issues: relationships among various degree programs and professional preparation; and truth in advertising.

Many institutions offer graphic design courses and curricula; however, content, time on specific tasks, expectations, and required proficiencies for graduation reflect various purposes. The label graphic design **carries many meanings. This diversity is healthy as long as each institution presents itself and its graphic design programs accurately, and as long as students, the public, and the profession can rely on relationships among published purposes and curricula on the one hand, and actual preparation for performance in the field on the other.**

The text that follows is intended to help all concerned – from prospective students to faculties to internal and external evaluators to institutional administrators to employers – consider the extent to which specific graphic design programs can accomplish their published goals and the clarity and accuracy of projections about career preparation. Within higher education, this document is especially useful for:

Planning for the improvement of current programs;
Examining the viability of current programs;
Assessing the need for, the projected viability of, and the ability to support new programs;
Planning new programs.

AIGA/NASAD briefing paper

Two-Year Programs in Graphic Design

Purpose. Some institutions, including community colleges and technical schools, offer courses and curricula described as *graphic design*, *commercial art, graphic arts*, and *visual communications* in a two-year format. *Associate of Arts*, *Associate of Science,* and *Associate of Fine Arts* are typical titles. Effective programs prepare students for: 1) technical support positions in the field of graphic design and visual communications, and/or 2) transfer to a design program in a four-year institution.

Technical support. No other aspect of design practice has experienced the level of growth and change found in technical support. The configuring and networking of technology for design studios, preparing electronic files for output in comprehensives, electronic pre-press, digital manipulation of photography, converting of files from one software program to another and from print-based to electronic formats, scripting and programming for web design, and designing of computer templates for a range of users are just some of the technical functions that did not exist 15 years ago. Mastering these skills, as well as the changes in software, can easily fill a two-year curriculum, especially if students must also understand the design context in which such work must be performed. Design studios, advertising agencies, and corporations search for individuals who have these skills and consistently report shortfalls in qualified applicants. In metropolitan design centers, new companies have formed to provide precisely these services to groups of clients on a contractual basis.

Individuals prepared in two-year programs to provide technical support services are not designers responsible for the invention of appropriate visual form and/or for strategic communications problem-solving. Students who enter two-year programs for the purpose of gaining technical competencies that support the design professions should not expect that their education also prepares them for design and design management level positions.

It is the position of the AIGA and NASAD that two years of study are insufficient to prepare an individual for entry into the field as a graphic designer or strategist, and that there is a limit to what students graduating from two-year programs can expect in employment opportunities in design. To advance in the field, broader competence in the common body of knowledge and skills is required.

Transfer programs. Two-year programs that advertise the potential for student transfer to four-year programs in other institutions are responsible for curriculum coordination, articulation agreements, and graduation expectations that substantiate their claims. It is common for two-year graphic design programs to enroll, in the same courses, students who want only an associate's level education and potential transfers to four-year institutions. The all-too-frequent result is a compressed, generalized set of design courses that may not be accepted as transfer credit by four-year programs in which discrete topics such as typography are examined in greater depth across a longer, sequenced course of study. Transfer students experience surprise and frustration when four-year institutions accept only a few credits. Two-year programs should clearly differentiate courses designed for a two-year technical education from those designed for students who will transfer to a four-year degree program.

MASTER'S DEGREES IN GRAPHIC DESIGN

At present, the master's degree is not required for professional practice in graphic design and there is no professional licensing or certification of graphic designers. The initial *Master of Arts* or *Master of Science* (30 semester hours) is offered by a number of institutions. The terminal *Master of Fine Arts* (60 semester hours) or its equivalent, however, is more typical. It is required by most colleges and universities when hiring graphic design faculty. Consequently, there are no practice-driven criteria that shape master's study in the same way that they indicate certain course work at the undergraduate level. Thus, several profiles of master's study in graphic design have developed. While individual programs will be quite tailored in their approach, several general descriptions might include the following:

General practice orientation. Under one profile, students with educational experiences other than the four-year professional undergraduate degree with a major in graphic design can prepare for graphic design practice or undergraduate teaching careers. In MFA programs, the goal is to ensure completion of the common body of knowledge and skills and to refine and expand visual skills and address issues of complex design problem-solving. Instruction will resemble design office practice and student work will be largely in applied problems. Curricula generally follow the model of fine arts, with high concentrations in studio instruction and a culminating project or exhibition.

Appendix B

NASAD STANDARDS FOR PROFESSIONAL UNDERGRADUATE DEGREE PROGRAMS WITH A MAJOR IN GRAPHIC DESIGN

The following standards statement is preceded in the *NASAD Handbook* by standards for operational areas and resources, and general standards for all undergraduate and professional degrees in art and design. These additional standards must be considered if a complete picture of the standards used by NASAD evaluators is to be obtained. These standards describe the common body of knowledge and skills.

VIII. Standards and Guidelines for Specific Professional Degree Programs

J. Graphic Design

Graphic design is the profession that plans and executes the design of visual communication according to the needs of audiences and contexts for which communication is intended. Graphic designers apply what they have learned about physical, cognitive, social, and cultural human factors to communication planning and the creation of appropriate form that interprets, informs, instructs, or persuades. Graphic designers use various technologies as means for creating visual form and as an environment through which communication takes place.

Graphic designers plan, analyze, create, and evaluate visual solutions to communication problems. Their work ranges from the development of strategies to solve large-scale communication problems, to the design of effective communication products, such as publications, computer programs, packaging, exhibitions, and signage.

Titles normally used to identify the four-year professional programs with a major qualifying students for entry to the field are *Bachelor of Fine Arts in Graphic Design, Bachelor of Fine Arts in Advertising Design, Bachelor of Fine Arts in Communication Design*, or *Bachelor of Graphic Design*. Only schools with sufficient qualified design faculty, technological resources, and a comprehensive curriculum of study in graphic design have the prerequisites to offer these degrees or others with different titles having career entry objectives.

1. Curricular Structure

Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in graphic design. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in graphic design comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art and design history, 10-15%; and general studies and electives, 25-35%. Studies in the major area, supportive courses in art and design, and studies in visual arts and design history normally total at least 65% of the curriculum.

2. Recommendations for General Studies (in addition to those stated for all undergraduate degree programs)

Curriculum requirements and strong advising should direct students to general studies that support their study in design. Appropriate areas of study for all graphic design majors include communication theory, writing, psychology, sociology, anthropology, and business, as well as the humanities. Professional degree programs with a specific focus (example: advertising, design planning/management, interactive media) should require or strongly recommend study in relevant areas such as marketing, economics, organizational psychology, human factors, systems theory, or computer science. Course work in the major should make use of concepts and skills acquired through study in areas other than design. Design faculty, technological resources, and a comprehensive curriculum of study in graphic design have the prerequisites to offer these degrees or others with different titles having career entry objectives.

3. Essential Competencies (in addition to those stated for all professional degree programs)

a. The ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.
b. The ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
c. The ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.
d. An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include, but are not limited to, drawing, offset printing, photography, and time-based and interactive media (film, video, computer multimedia).
e. An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.

4. Relevant Competencies for Specialized Programs (in addition to those stated above for all graphic design programs, and to those stated for all professional degree programs)

a. For graphic design programs with special emphasis in advertising, design experiences should include the application of communication theory, planning of campaigns, audience/user evaluation, market testing, branding, art direction, and copyrighting, as well as the formal and technical aspects of design and production.
b. For graphic design programs with a special emphasis in design planning and strategy, design experiences should include working in interdisciplinary teams, systems-level analysis and problem solving, writing for business, and the application of management, communication, and information theories.
c. For graphic design programs with a special emphasis in time-based or interactive media, design experiences should include storyboarding, computer scripting, sound-editing, and issues related to interface design, as well as the formal and technical aspects of design and production for digital media.

5. Essential Opportunities and Experiences

a. Easy access to studios and libraries with appropriate graphic design resources and reference material in other relevant disciplines, such as the social sciences and the humanities.
b. Easy access to appropriately equipped labs and technology necessary for the execution of design solutions.
c. Ongoing access to instruction and critique under faculty with educational and professional backgrounds in graphic design. Sufficient numbers of qualified faculty to provide the diversity of expertise required for a comprehensive education in graphic design.
d. Field experiences and internships are strongly recommended.

DISCLAIMER

This text is intended to be analytical and consultative only. It was prepared by working groups of the AIGA and NASAD on the basis of observations and experience. Relationships among curricular patterns, professional preparation, and careers described in this paper are derived from observations of present common expectations and practices at the time of writing. They do not constitute a contract with or a guarantee to any individual, institution, or other entity by the AIGA or NASAD.

Although concerned with issues addressed by accreditation, this text is not a statement of NASAD accreditation standards, policies, or processes, and must not be referenced as such. Official accreditation documents, including NASAD accreditation standards, are available from NASAD. The address appears on the second page of this publication.

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Institutions and organizations are invited to use extracts from this document to develop or revise their own policies. This briefing paper is available on the AIGA website at http://www.aiga.org.

AIGA

6.8 **Encourage knowledge sharing.** A design educator will encourage open communication and knowledge sharing among colleagues, students, clients, suppliers and users, to develop product or service systems that support sustainable practices.

6.9 **Foster ecological and ethical literacy.** A design educator will take a responsible role in encouraging a student's ability to identify, understand, interpret, communicate and use environmental and ethical principles in the products, services and systems she/he designs.

Part I
Student Preparation and Workplace Behavior
COMPUTER GRAPHICS

Bethany Inman 2/20/13
Student Date

TCF International
Place of Employment

Karen Matzkin, Project Manager
Supervisor Title

Note: Definitions of terms can be found on page 44 of the Internship Education Workbook.

	Outstanding	Very Good	Average	Marginal	Unsatisfactory	Comments
Personal Qualities						
Responsibility	✓					
Self-Management	✓					
Punctuality	✓					
Dependability	✓					
Appropriate Professional Appearance	✓					
Integrity and Honesty	✓					
Job Related Preparation						
Ability to Relate Content Knowledge to Work Related Tasks	✓					
Interpersonal						
Participates as a Team Member	✓					
Teaches Others New Skills	✓					
Serves Clients and Customers	✓					
Exercises Leadership		✓				
Information						
Acquires and Evaluates Information	✓					
Interprets and Communicates Information	✓					
Uses Computers to Process Information	✓					
Technology						
Selects Technology	✓					
Applies Technology to Tasks	✓					
Maintains Equipment and Troubleshoots	✓					
Thinking Skills						
Creative Thinking		✓				
Decision Making	✓					
Problem Solving	✓					
Knowing How to Learn	✓					

Part I
Student Preparation and Workplace Behavior
COMPUTER GRAPHICS

Sabrina Biddinger — October 22, 2012
Student — Date

Studio Eleven, LLC
Place of Employment

Barbara Campbell — Photographer & Owner
Supervisor — Title

Note: Definitions of terms can be found on page 44 of the Internship Education Workbook.

	Outstanding	Very Good	Average	Marginal	Unsatisfactory	Comments
Personal Qualities						I'm very impressed with Sabrina's performance!
Responsibility	✓					
Self-Management	✓					
Punctuality	✓					
Dependability	✓					
Appropriate Professional Appearance	✓					
Integrity and Honesty	✓					
Job Related Preparation						
Ability to Relate Content Knowledge to Work Related Tasks	✓					
Interpersonal						
Participates as a Team Member	✓					
Teaches Others New Skills	✓					
Serves Clients and Customers		✓				
Exercises Leadership	✓					
Information						
Acquires and Evaluates Information	✓					
Interprets and Communicates Information	✓					
Uses Computers to Process Information						
Technology						
Selects Technology		✓				
Applies Technology to Tasks	✓					
Maintains Equipment and Troubleshoots		✓				
Thinking Skills						
Creative Thinking	✓					
Decision Making	✓					
Problem Solving	✓					
Knowing How to Learn	✓					

May 09 13 12:41p Kent Mull

Part I
Student Preparation and Workplace Behavior
COMPUTER GRAPHICS

icole Danks — 5-2-2013
ent — Date

Miller Omni Media
of Employment

Cindy Miller — President
rvisor — Title

: Definitions of terms can be found on page 44 of the Internship Education Workbook.

	Outstanding	Very Good	Average	Marginal	Unsatisfactory	Comments
onal Qualities						Nico is very serious about her work and never had to worry about [illegible] [illegible]. Her appearance has always been "cool", but she is now more [illegible] and professional looking.
onsibility	✓					
Management	✓					
tuality	✓					
ndability						
opriate Professional Appearance		✓				
rity and Honesty	✓					
Related Preparation						
y to Relate Content Knowledge to Related Tasks		✓				Nico is good at grasping new content but could ask more questions if she notes [illegible]
personal						
cipates as a Team Member	✓					
hes Others New Skills	✓					Nico is very confident in taking the lead for team projects. She is always willing to [illegible] and learn from others.
es Clients and Customers	✓					
cises Leadership	✓					
mation						
ires and Evaluates Information	✓					
orets and Communicates Information	✓					
Computers to Process Information	✓					
nology						
cts Technology	✓					
es Technology to Tasks	✓					I am thrilled to have worked with Nico this semester, and know she will be a star in the future!
ains Equipment and Troubleshoots	✓					
king Skills						
ive Thinking	✓					
sion Making		✓				
em Solving		✓				
ing How to Learn	✓					(Cindy Miller)

Frederick Community College

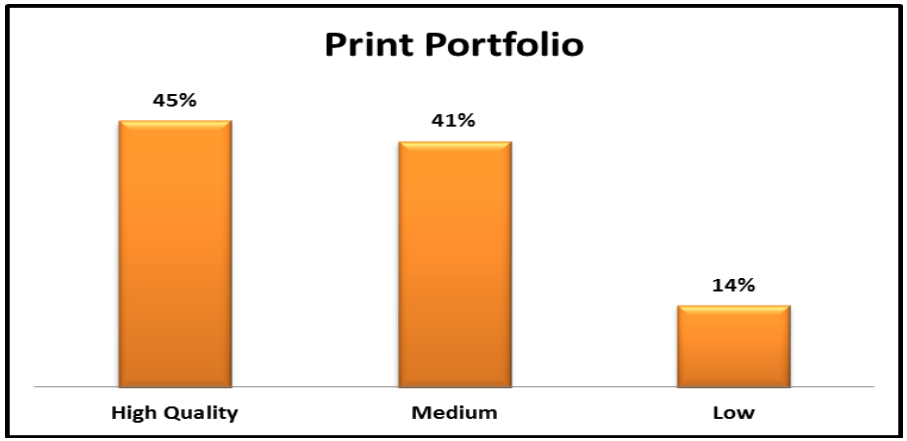
Academic Program Review 2011-2016

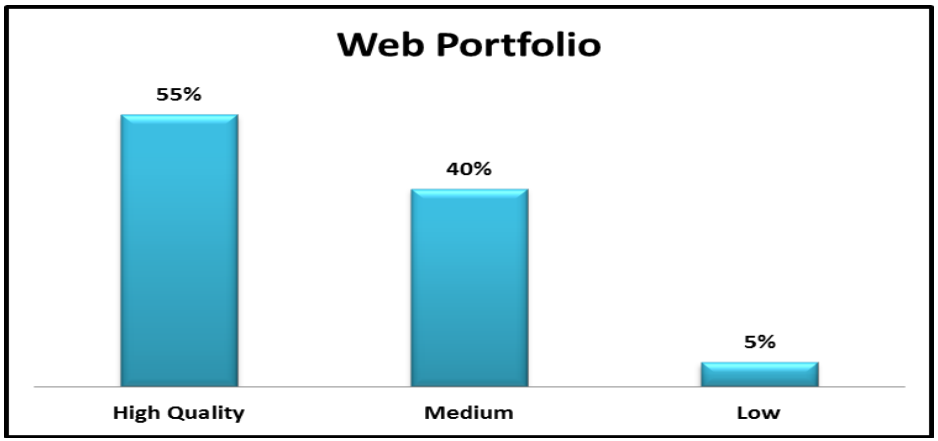
Digital Media Design

(Graphic Design)

Introduction: As part of the college's program review process, the Digital Media Design program manager in coordination with the Institutional Effectiveness Department compiled data from the programs portfolio review process. The data collected below specifically represents portfolio reviewers' perceptions of the work that was presented to them. The data was analyzed using statistical analysis software and the results are listed below.

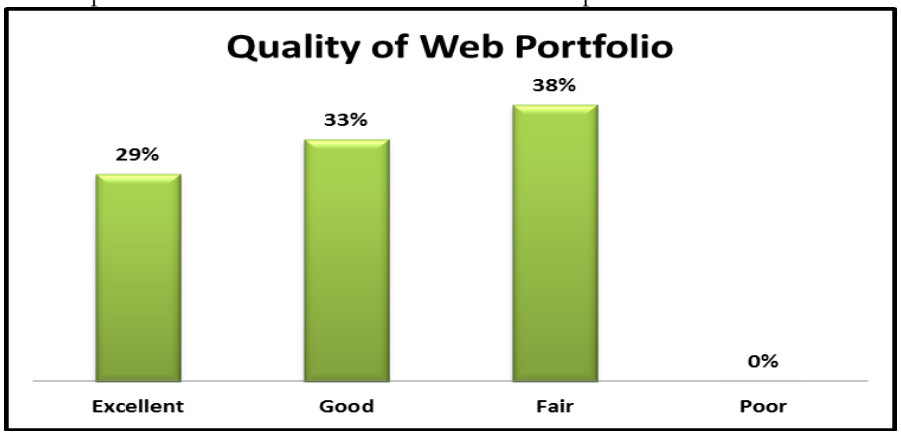
- In response to the question, "What kind of job is this student's work most suitable for?", 1 (4%) student's work was best suited for the web, 24 (88%) students' work were best suited for print, 1 (4%) student's work was best suited for interactive media, and 1 (4%) student's work was best suited for presentation.
- When asked, "Does the work in this student's portfolio indicate an understanding of the mission of design?", 23 (88%) individuals responded yes and 3 (12%) responded maybe. No one responded that the student's work did not indicated and understanding of the mission of design.
- In response to the question, "Is there an acceptable variety of work in the portfolio?", all (23) individuals responded yes. This was also the case for the question, "Is there an acceptable variety of work in the portfolio?" All individuals (21) responded yes to this question.
- When asked, "Does the portfolio have a contemporary look?", 25 (86%) individuals responded yes and 4 (14%) responded no.

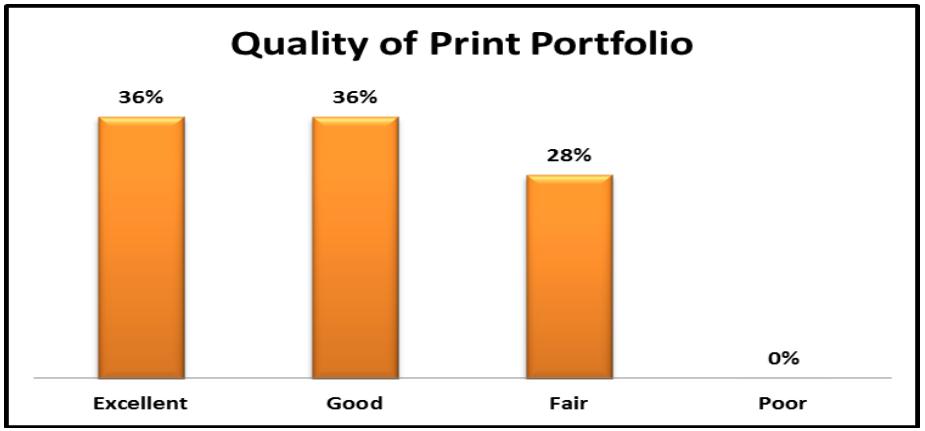


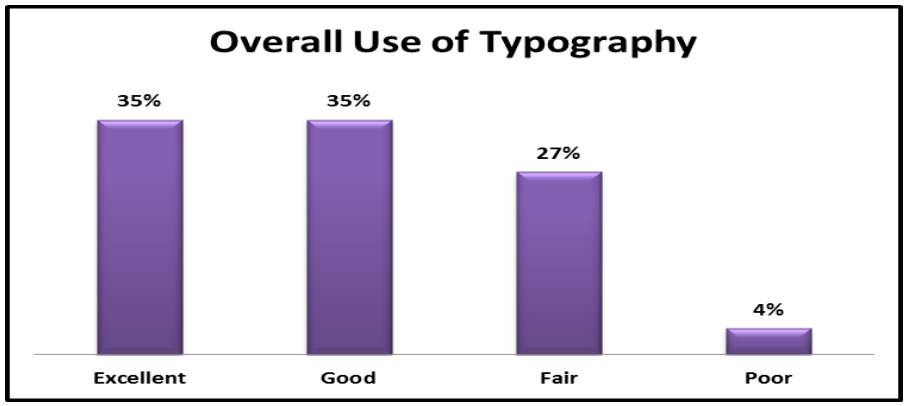


- In response to the questions about students' resumes submissions, 16 (67%) respondents felt the resume would help to get design employment and 8 (33%) felt it should be revised. When asked about their stationery, 16 (59%) individuals felt it was consistent with good solid design. Eleven (41%) respondents felt that students' stationery should be revised.
- When asked about students' print portfolios, 23 (96%) respondents felt it had adequate work and 1 (4%) felt it did not. When asked about students' web portfolio, 18 (86%) respondents felt it had adequate work and 3 (14%) felt it did not.

- In response to the question, "Quality of presentation portfolio?", 19 (73%) respondents felt students did a good job and were well organized. Seven (27%) respondents said students need to revise their presentation skills.







- The charts on this page show the percentage of reviewers rating of student portfolios:
  - The chart on the top left shows the quality of students web portfolios
  - The chart on the top right shows the quality of students print portfolios
  - The chart on the bottom left shows the quality of the use of typography in students' portfolios.
- In all cases, the majority of students scored in the "excellent" and "good" range.
  - Web Portfolio: Excellent=29%, Good=33%
  - Print Portfolio: Excellent=36%, Good=36%
  - Typography: Excellent=35%, Good=35%

- In response to the question, "If you were in a position to hire a designer or take on an intern, would you hire this student?", 16 (62%) of respondents said that they would hire the student if they needed a designer or intern, 7 (27%) of students said they would not hire the student if they needed a designer or intern, and 3 (12%) of respondents said that the student were not a good fit for them but they would recommend them to another studio.

Moving Forward: This information will be forwarded to the program manager for the Digital Media Design (Graphic Design) program for their review and will be included as part of the program review document. The program manager will review the data and consider changes that may benefit student learning in the program.

Frederick Community College

Academic Program Review 2011-2016

EARLY CHILDHOOD DEVELOPMENT PROGRAM

A.A.S. Degree, Early Childhood Development
Early Childhood Development Certificate,
Senior Staff/Group Leader Certificate
90 Hour Early Childhood Letter of Recognition

Self-Study Report
Authored by Delaine Welch, Program Manager/Faculty
August 2013

I. Program Overview (Summary)

Approved by MHEC
Program Manager Delaine Welch, M.A.
Program Location: FCC (H building and), FCC Norma and Carl Millers' Children center and off campus for customized trainings.

Credentials offered: 1year Senior Staff/Group Leader Certificate (12 credits)
6 months: Child Care Teacher Letter of Recognition (6 credits)
1-2 year Early Childhood Certificate (30 credits)
2 year A.A.S. Degree, Early Childhood Development (62 credits)

Enrollment months: Fall, Jan Term, Spring, and Summer
Faculty: 6 Total
1 Full time (Assistant Professor/Program Manager)
5 Part -time

Number of Student Majors: 64

Membership and Affiliation:
National Association of Education of young Children
Maryland Consortium of Early Childhood Educators
Interagency of Early Childhood Frederick County
MSDE Child Care Professional development Fund Grant
Child Care Choices Advisory Board

II. Introduction:

Program History and Overview:

Frederick Community College's Early Childhood Development program has a long history at the college. The Early Childhood Development program has been in existence over thirty years. I have been Program Manager for over seventeen years and six years before that I taught as an adjunct in the program. There have been many changes in the early childhood field since that time. Many years ago the early childhood field was licensed through the Department of Human Resources Office of Child Care and the requirements to work with young children (under five) were minimal. Through the years, the FCC program has responded to the changes in education and training required in the early childhood field. About ten years ago, the Office of Child Care moved under Maryland State Department of Education. There are substantially more requirements for students who teach and work in the field and more opportunities to participate in credentialing and state scholarships. FCC has participated in the MSDE Child Care Professional development fund grant since 2007 and provided over $190,000 in student grants paying full tuition and books that pursue Early Childhood Development. Before that grant, FCC ECD participated in The Bright Horizons grant (through MSDE) with Hagerstown and Garrett funding over $7, 0000 in student scholarships for Early Childhood Students. Our program also has an active advisory board and a Future Educators Club.

This program prepares students for entry level positions such as lead teachers in preschools, infant/toddler rooms, before/after school room, aide and Directors of Child Care center, and family child care providers. Students who have completed this degree have also worked as curriculum specialists, PERKS program (behavioral program), and parent/child programs to name a few. The program offers day, evening, weekend, online and hybrid classes with consistent enrollment. It has an on campus Directed Practicum course at FCC Norma and Carl Miller Children's center that is MSDE accredited and NAEYC accredited.

This program serves students who work in the field of early childhood, recent high school graduates (articulation agreement with FCPS), adult students and traditional age students. The findings from the 2010 Disciple Analysis report showed the program has had steady growth.

How does the program fit into structure of the college? The ECD program is under the Learning Division. The program does not occupy a centralized location however the majority of ECD courses are offered in the H building. The program also offers

the Directed practicum at FCC Carl and normal miller children center and it offers course on child care sites through customized business training (example YMCA).

III. Program Mission, Goals and Objectives:

Mission:
Upon completion of the program the graduates will be competent early childhood professionals and work in settings such as early childhood centers, nursery schools, and family child care as preschool, infant/toddler and school age lead teachers, Child Care Directors or Family Child Care Owners.

Program Goals:

1. Maintain ongoing associations with the local employer community through active advisory board.
2. Provide students with hands on learning through a directed practicum.
3. Provide students with accessible, effective opportunities for learning.
4. Offer courses in various formats.
5. Review program curriculum and courses.
6. Conduct an outcome assessment study on a state approved training course.

Objectives:

1. Make the Program accessible to relevant student populations.
2. Offer quality instruction to Program participants
3. Effectively publicize the Program.
4. Ensure Program relevance to current industry practices.

Student Learning Outcomes:
Students who successfully complete this program will be able to:

1. Identify, apply and discuss major concepts, principles and theories related to child development.
2. Apply developmental knowledge to creation and implementation of activities and programs to promote the whole child (cognitive, physical, social/emotional).
3. Analyze the elements of a quality early childhood program
4. Synthesize their knowledge of the fundamentals and practices of early childhood development through a Directed Practicum/Internship experience.
5. Integrate strategies for working with diverse groups into the curriculum and activities created
6. Explain and identify the major theories, historical roots and theorists in the field of early childhood education.
7. Prepare curriculum that supports young children in the development of learning strategies and skills.

College Mission:
FCC, as a learning college, prepares individuals to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. We are a student-centered community-focused college. FCC offers courses, degrees, certificates and programs for workforce preparation, transfer and personal enrichment. Through these offerings, FCC enhances the quality of life and economic vitality of our region.

The Early Childhood Development program mission, like the college mission, emphasizes a commitment to student learning, workforce preparation and student centeredness. The goals of the early childhood program emphasize the three major knowledge areas needed to be successful to enter the workforce in early childhood.

Section 3: Program Quality

Advisory Committee
For the past 20 years FCC has had an active Early Childhood Development advisory board that has benefited from the guidance of community leaders in the early childhood field. The Advisory Committee meets twice a year. Below is the current list of advisory committee members:

Name	Title	Company

1.Amy Robinette	Regional Services Manager	Head Start/YMCA
2.Kelly Presnell	Program Director	YMCA
3. Shari 0stro-Scher	Early Childhood/Family Involvement Consultant	(formerly FCPS)
	Founder/President	Children of Incarcerated Parents
	Founder/President	Children of Promise/Children of Hope
4.Patty Morirson	Program Manager	Child Care Choices/FCMH
5.Alex Arianna	Family Child Care Provider NAFCC Accredited	FCC Graduate
6.Teri Bickel	Director	Carl and Norma Miller's Children Center (FCC)
	Adjunct	FCC
7.Terry Falkenberg	Early Childhood Specialist	Child Care Choices, FCC Graduate
8.Anne Dayhoff	Director/Owner	Kuddly Bear Child Development Center
	Adjunct	FCC
9 Laura Suguiyama	Trainer	Maryland State Department of Education
10.Anne Maire Whang	Director	Calvary Weekday School

Section 3: Program Trends according to Internal and External Data

- Discuss 5-year trends in undergraduate enrollment, graduation, and other items from the A&R Discipline Analysis Report.
- Student Demographics: In a recent analysis, the Assessment and Research Department on discipline and data analysis showed that number of majors has been consistent since 2007. Eighty-two percent of the students in the program are retained. The program demographics have primarily been white females however in the last five years there has been an increase in African American students. Male students in the program has been low however this year a male graduate from our Early Childhood Certificate degree received the honor of Early Childhood Student of the year in the annual awards ceremony. Our online/hybrid offerings have increased through the years. The ECD program is tiered. The students begin with a 6 credit LOR, then a 12 credit certificate, 30 credit certificate and 62 credit A.A.S. degree. Within the tiers are the classes the students took prior. To help with the awarding of the LOR the Instructors hand them out in class and deliver them to admissions themselves.
- Almost half of the classes are taught by full time faculty. The other classes are taught by qualified adjuncts that range from teachers in Frederick County Public Schools, Trainers for Zero to Three National Organization, Owners/Directors of Child Care centers

PROGRAM EVALUATION: Early Childhood Development (AAS and all sub programs)					
	FY2011	FY2010	FY2009	FY 2008	FY2007
TOTAL DECLARED PROGRAM MAJORS	61	63	62	58	56
TOTAL PROGRAM GRADUATES	56	49	67	45	65
	FALL 11	FALL 10	FALL 09	FALL 08	FALL 07
MEDIAN AGE	26	30	30	30	24
% FEMALE	98%	98%	100%	91%	98%
% AFRICAN AMERICAN/BLACK	20%	14%	15%	7%	9%
% ASIAN	2%	5%	0%	5%	4%
% HISPANIC	8%	4%	12%	8%	5%
% WHITE	68%	75%	68%	80%	79%
% OTHER/NATIVE AMERICAN	2%	2%	5%	0%	3%
% STUDENTS RETAINED IN PROGRAM	82%	71%	71%	70%	47%
% PROGRAM CLASSES TAUGHT ONLINE or HYBRID	33%	40%	38%	20%	13%
% TRANSFERRED	0%	6%	3%	2%	5%
% OF STUDENTS TAUGHT BY FT FACULTY	47%	46%	46%	55%	75%
% OF CREDIT HOURS TAUGHT BY FT FACULTY	47%	49%	38%	60%	75%
% DEV. SECTIONS TAUGHT BY FT FACULTY	N/A	N/A	N/A	N/A	N/A
% DEV. STUDENTS TAUGHT BY FT FACULTY	N/A	N/A	N/A	N/A	N/A
	AY2011	AY2010	AY 2009	AY 2008	AY 2007
Grades: 100 Level Courses					
Successful	177	166	158	149	101
Failed	23	10	14	9	5
Withdrew	14	6	14	6	5
% of 100 Level Grades -Successful	83%	91%	85%	91%	91%
Grades: 200 Level Courses					
Successful	54	44	46	64	28
Failed	1	0	1	1	0
Withdrew	0	1	0	1	0
% of 200 Level Grades -Successful	98%	98%	98%	97%	100%
% of ALL Program Grades- Successful	86%	93%	88%	93%	93%

Course Enrollments: Enrollment in the required ECD/ED courses has remained steady over the last five years. The courses in most demand are ED 100, ECD 104, ECD 106 and ECD 108 (that course is also offered off campus at the YMCA for their staff). Those courses offer the quickest route to employment for students.

Early Childhood Development Course Enrollments					
	2008	2009	2010	2011	2012
ED 100	91	79	101	92	82
ECD 101	66	78	72	88	58
ECD 104	71	65	61	68	62
ECD 106	36	26	31	32	26
ECD 108	14	18	18	12	31
ECD 110	18	N/A	15	N/A	13
ECD 210	10	12	10	13	11
ECD 212	15	20	19	10	16
ECD 213	22	12	16	16	21
ECD 230	N/A	N/A	N/A	15	11
ECD 299	2	1	0	2	0
INTR 103	0	1	0	1	4

The course ECD 299 is an independent study course. This is offered as an alternative for students to take in place of the Directed Practicum. This course is only offered to students who have had many years of experience in the earl childhood field and who want to study an early childhood topic in depth.
INTR 103 is the internship course. Students have the option of completing an internship at their placement of employment. We have worked with many child care centers in the area and Frederick County Public schools to place students in this course.

This chart below includes the noncredit seats that we offer with the credit courses. Working with the noncredit department has helped both of our areas and has benefitted the college. We offer 5 seats for noncredit students to enroll. Those students complete the same work as the credit students and receive a certificate at the end. We also offer classes through Customized Business Training on site at Child Care Centers.

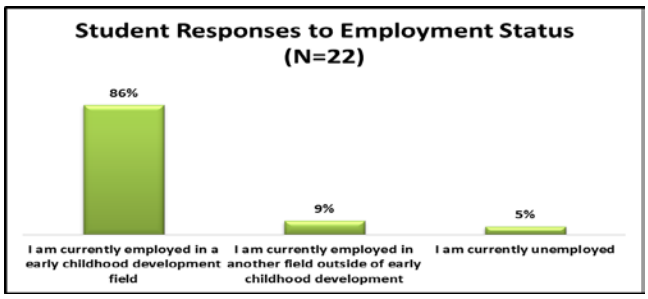
Enrollment in ECD courses			
	Credit	Non Credit (co listed)	Total
Fall 2008	156	22	**178**
Spring 09	125	19	**144**
Sum 09	18		**18**
Total FY 09			**340**
Fall 09	143	24	**167**
Sp 10	161	5	**166**
Sum 10	13		**13**
Total FY 10			**346**
Fall 10	156	7	**163**
Sp 11	161	20	**181**
Fall 11	154	10	**164**
Total FY 11			**508**
Sp 12	140	22	**162**
Sum 12	27		**27**
Fall 12	154	13	**167**
Total FY 12			**356**

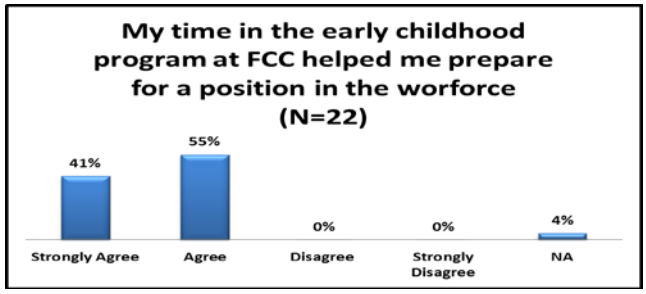
Below are the ECD Current Student Survey results prepared by FCC Research office

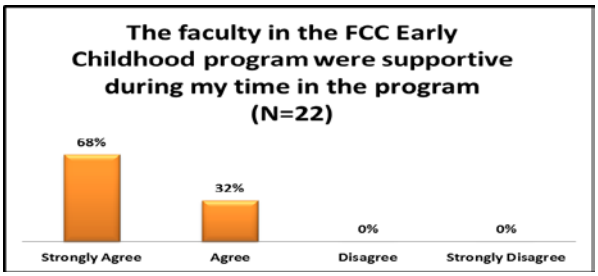
Early Childhood Development
(A.A.S., Cert, Cert, LOR, LOR)

Introduction: As part of the college's program review process, the Early Childhood Development program manager in coordination with the Institutional Effectiveness Department created a questionnaire that allowed the college to collect data about the program. A total of **twenty-two students and eight employers** submitted information about the program. Six of the students who submitted a response were Early Childhood Development graduates, while sixteen students were currently enrolled in the program. The data collected below specifically represents students' responses to questions about the programs student learning outcomes.

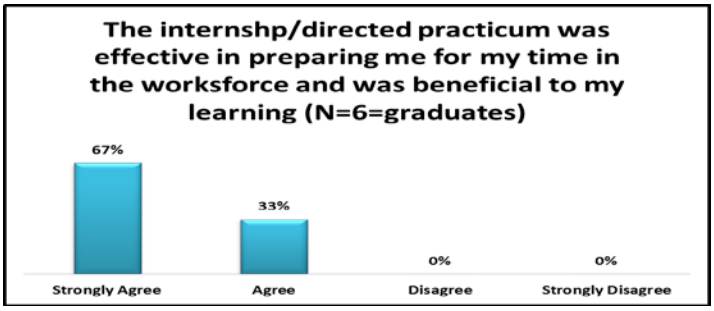
Student Responses:

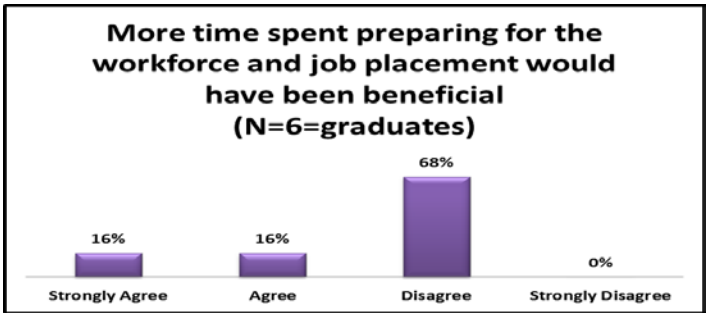




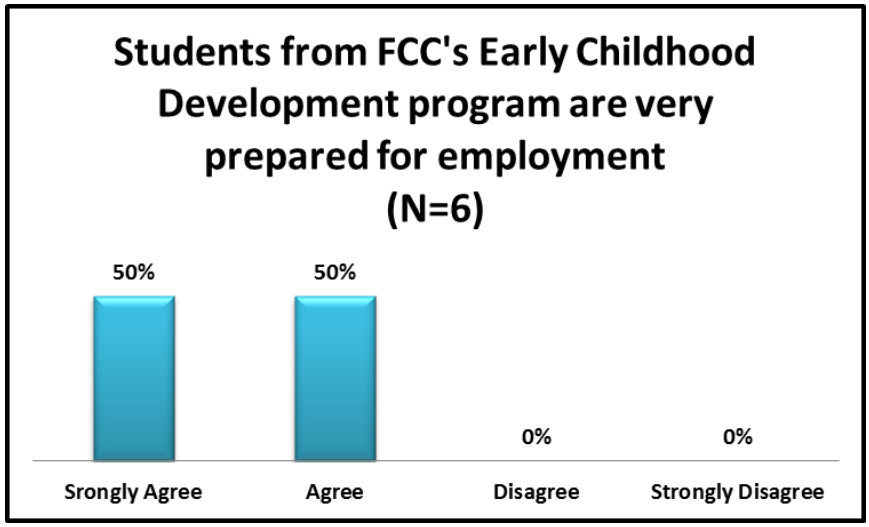


- Overall, the data shows that students found the program to be beneficial to their time in the workforce (96%), the faculty to be supportive (100%), and the internship/directed practicum beneficial as well (100%).
- The majority of respondents were currently employed (95%).
- The majority of respondents (68%) did not feel that more time dedicated to job placement would be beneficial to the program.





The chart above shows student responses to questions regarding the program's student learning outcomes. All students (100%) either strongly agreed or agreed that they had learned the SLO's for the program during their time in the program courses.



- The data to the left shows that all (100%) of employers who responded felt that the FCC Early Childhood education majors who worked for them in the past were very prepared for employment.
- The data below shows employer responses to questions regarding the program's SLO's. Overall, the responses are very similar to those of students. All (100%) of the respondents either agreed or strongly agreed that students learned the competencies on six of the seven SLO's.
- The one area where two employers responded that they disagreed that students had gained competency was, "students were able to integrate strategies for working with diverse groups through curriculum and activities created.
- The program manager should look into this response to see if and how student learning can be improved in this are for future students.

Early Childhood Development SLOEmployer Responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree
The students I employed from the FCC early childhood program were able to identify, apply, and discuss major concepts, principles, and theories related to child development.	50%	50%	0%	0%
The student I employed from the FCC early childhood program were able to apply developmental knowledge to creation and implementation of activities and programs to promote the whole child (cognitive, physical, social/emotional).	63%	37%	0%	0%
The students I employed from the FCC early childhood program were able to analyze the elements of a quality early childhood program.	63%	37%	0%	0%
The students I employed from the FCC early childhood program were able to synthesize their knowledge of the fundamentals and practices of early childhood development through a directed practicum/internship experience.	63%	37%	0%	0%
The students I employed from the FCC early childhood program were able to integrate strategies for working with divers groups through curriculum and activites created.	75%	0%	25%	0%
The students I employed from the FCC early childhood program were able explain and indetify the major theories, historical roots, and theorists in the field of early childhood education.	50%	50%	0%	0%
The students I employed from the FCC early childhood program were able to prepare curriculum that supports young children in the development of learning strategies and skills.	63%	37%	0%	0%

Analysis of Survey data:
Upon reading the survey data, I am pleased with the positive responses that were received from both the students and the employers.
The student responses were very encouraging. I would like the response rate for help with employment to be higher. A recommendation can include: having a speaker from the Career Center visit, post job ads on ECD bulletin board, send the ads to the students through their myfcc email (I already do this), another idea is to contact centers and let them know about our career center job data base and how myself and ECD adjuncts can share job openings which should result in faster employment.
For the employer response I would like to find a way to contact more employers. At this time there is not a way to track students after they graduate with where they are employed. In addition, two employers responded they disagreed that students had gained competency being able integrate strategies for working with diverse groups through curriculum and activities. Since it was an anonymous survey I cannot ask those two employers however I can reexamine the course syllabi to see if we are meeting that goal.

The programs/certificates offered include:

Courses	Credits	Letter of Recognition-Child Care Preschool Teacher	Certificate-Child Care Preschool and School Age Teacher	Certificate-Early Childhood Development	Associates of Applied Science Degree
Child Growth and Development ED 100	3	Required	Required	Required	Required
Activities I for Children ECD 104	3	Required	Required	Required	Required
Infant/Toddler Development and Care ECD 106	3		Required	Required	Required
Activities for the School Age Child ECD 108	3		Required	Required	Required
Introduction to Early Childhood Education ECD 101	3			Required	Required
Understanding and Guiding the Young Child's Behavior ECD 213	3			required	required
Language and Literacy in Early Childhood ECD 230 **OR** Processes and Acquisitions of Reading Ed 214	3			Required	Required
Introduction to Special Education Ed 203 or Early Childhood Special Education	3			Required	Required
Administration of	3			required	required

Child Development Centers ECD 212					
Directed Practicum ECD 210 or Internship INTR 103	3			required	Required
English Composition EN 101	3				Required
Mathematics (Gen. Ed course list)	3				Required
General Psychology PS 101	3				Required
American Sign Language ASLS 102 or Introductory Spanish LS 101	3				Required
Speech Fundamentals CMSP 103 or Group Discussion CMSP 105	3				Required
Biological/Physical Science Elective Gen.Ed	3/4				Required
Introduction to Computer Processing and Information CIS 101	3				Required
Nutrition in a changing world HE 102	3				Required
*General Education Elective- HS 102 recommended	3				Required
Free Elective	3				Required
		6	12	30	60/62

Discuss the program course catalogue descriptions, syllabi, curriculum map, marketing materials, and special program initiatives.

Course Catalogue descriptions:

A.A.S. Degree (Career)
Prepares students to work in child care centers, Head Start programs, nursery schools, and for self-employment as family child care providers or nannies. Program courses fulfill the educational requirements for senior staff, group leader, and director and also meet the

Maryland child care credential and state requirements. A grade of "C" or better must be earned in all ED and ECD courses.

Certificate (Career)
Prepares students to work in child care centers, Head Start programs, nursery schools, or for self-employment as family child care providers or nannies by offering specialized courses in early childhood. It also provides core early childhood courses to professionals who are currently working in the early childhood field. Courses fulfill the educational requirements for senior staff, group leader, director of a small center and also meet the Maryland child care credential and state requirements. A grade of "C" or better must be earned in all ED and ECD courses.

Certificate (Career)
Prepares students to enter the workforce in early childhood development. The certificate targets four courses that are required to meet the educational requirements of the Maryland State Department of Education Office of Child Care. The certificate highlights the following positions: child care teacher of preschools, infant/toddler classrooms, and school age (before and after school programs). Students must complete each course with a "C" or better to receive this certificate.

Letter of Recognition (Career)
Meets the educational requirements of the Maryland State Department of Education Office of Child Care for the position of child care preschool teacher. In this position, students can teach preschool children in various settings. Students must pass both courses with a "C" or better to receive the LOR.

ECD Curriculum Map

Early Childhood Development I= Introduced, E=Emphasized, A=Assessed									
Students who successfully complete this program will be able to:	**ECD 101**	**ED 100**	**ECD 104**	**ECD 106**	**ECD 108**	**ECD 210**	**ECD 212**	**ECD 213**	**ECD 230**
SLO 1: Identify, apply and discuss major concepts, principles and theories related to child development.	I, E, A	E, A	I,E	E,A	E, A	-	E	E,A	E,A
SLO 2 : Apply developmental knowledge to creation and implementation of activities and programs to promote the whole child (cognitive, physical, social/emotional).	i	I	E, A	E, A	E, A	I, E, A	E, A	I,E	E,A
SLO 3: Analyze the elements of a quality early childhood program.	I,E, A	I	E,A	I	I	E,A	E,A	I	I,E
SLO 4: Synthesize their knowledge of the fundamentals and practices of early childhood development through a Directed Practicum/Internship experience.	–					E,A		-	-
SLO 5: Integrate strategies for working with diverse groups into the curriculum and activities created.	-	I, E	E,A	E,A	E, A	E,A	I,E	E,A	I, E
SLO 6: Explain and identify the major theories, historical roots and theorists in the field of early childhood education.	E,A	I,E	I	I	I	-	I,E	I	I
SLO 7: Prepare curriculum that supports young children in the development of learning strategies and skills.	I	E	E,A	E,A	E,A	E,A	E	E, A	E,A
Courses Required for:									
A.A.S. Degree	x	x	x	x	x	x	x	x	x
Early Childhood 12 hour Certificate	x	x	x	x	x	x	x		
Early Childhood Certificate	x					x		x	

Course Descriptions:

ED 100 Child Development and Behavior
Course Description

> Introduces basic group and developmental principles necessary to work effectively with young children from ages birth to 12 years. Emphasizes the social, emotional, physical and intellectual developmental stages of the young child. *This course is 45 hours of the 90 hours of Child Care Training required for Senior Staff. ED 100 is required to complete the 90 Hour Letter of Recognition Early Childhood.*

Recommendation: Change the wording of Senior Staff to Child Care Lead Teacher, this coincides with the wording of Office of Child Care.

ECD 101 Introduction to Early Childhood Education
Course Description

> Examines conceptual framework for understanding the role of the early childhood education professional. Content focuses on the profession of early childhood education in the context of historical, philosophical, and social influences. Units of study also review contemporary trends, issues and practices in the field of early childhood education.

No changes on this course description

ECD 104 Activities I for Children
Course Description

> Introduces the principles, material and methods used with young children ages birth to six, including advancing physical, cognitive, communication, creative and social skills. Students plan and present lesions in the area with young children. *(This course satisfied one-half of the 90-hour State requirement for Senior Staff Certification*

and for Maryland Child Care Credential.)

Recommendation: Change the wording of Senior Staff to Child Care Lead Teacher and include half of the 90 hour LOR.

ECD 106 Infant/ Toddler Development and Care
Course Description

Examines the child's growth and development from conception to age two. The course investigates normal stage development, health, feeding, play, rest, abuse as well as appropriate activities for socialization, position guidance techniques and skills to enhance parent/caregiver communication. *This course meets the State requirement's approved training for Infant/Toddler Senior Staff qualification.*

Recommendation: Change the wording for Child Care Lead Teacher Infant Toddler (after completion of the 90 hour LOR).

ECD 108 School Age Activities for Children
Course Description

Examines developmentally appropriate principles, materials, and methods used with school-age children ages 6 to 12 years. Specific consideration is given to planning activities for school-age children. Students plan and present lessons in the areas of physical, intellectual, and social development. *This course meets Child Care Administration requirements for group leader qualification*
Recommendation: Change the wording to Lead Teacher School Age meeting Office of Child Care (with completion of ED 100).

ECD 110 Special Education in Early Childhood

Course Description: Designed to provide an introduction to students in the field of special education focusing on children
birth to five years old. Students will explore theories and techniques for caring for and teaching children who have been identified as exceptional. The course content focuses on inclusive education, referral process, early intervention, interdisciplinary community services, effects on family, and adaptations to curriculum, materials, and environment.

ECD 210 Directed Practicum
Course Description: Offers students an opportunity to conduct structured observation and participate in activities in an early childhood setting. Students will provide assistance to the classroom instructor and may be required to assume major responsibility for the full range of teaching and care giving duties for a group of young children. In addition, students will complete a course portfolio. Students will participate in 60 hours of directed practicum at an assigned site (4 hours per week).

ECD 212 Administration of Child Development Centers

Course Description*:*

Presents management practices and the administrative functions of child development center directors. Covers state requirements for physical facilities, staffing, and designing programs. Covers budgeting and financing of child development centers.
Recommendation: Add to course description that this course meets the requirements for Director through Office of Child Care.

ECD 213 Understanding and Guiding Young Children's Behavior
Course Description: Understanding and Guiding the Young Child's Behavior is designed for adults who are responsible for the care and development of young children from birth to age eight years of age, primarily in an early childhood setting. This course will focus on developmentally appropriate child guidance philosophies, methodologies of discipline, and guidelines for the responsible adult

ECD 230 Language and Literacy in Early Childhood
Course Description

Designed for adults who are responsible for the care, development and teaching of young children from birth to eight years old in primarily an early childhood setting. This course is a study of the development of oral language by the young child, the relationship between language and development emerging literacy, and the

structuring of the learning environment for the child from birth to eight years. A variety of quality early childhood literature will be reviewed along with methods of using children's literature to enhance language development.

Marketing Materials: The program is marketed through the website, Channel 23, Child Care Choices Resource and Referral Newsletter, program brochure, Early Childhood Advisory board, Frederick County Mental Health Association guide and through education/early childhood classes.

Special Program Initiatives:

1. The Maryland State Department of Education Child Care Professional Development Fund Grant. This initiative has helped many students who work in the early childhood field complete college, paid for by MSDE, and commitment to work in the field. Below are the numbers.

MSDE Grant			
Semesters	# of Students	Yearly Budget	Fiscal year
Fall 09	28	$ 77,290.00	(2009-2010)
Spring 10	26		
Fall 10	25	$ 70,350.00	(2010-2011)
Spring 11	27		
Fall 11	17	$ 64,842.00	(2011-2012)
Spring 12	21		
Fall 12	13	$ 36,839.00	(2012-2013) No new grantees accepted
Spring 13	13		
Fall 13	13	$ 54,333	(2012-2013)

In addition to the MSDE grant, the ECD Program Manager participated in the Bright Futures Grant for two years (prior to the current grant) which paid for $7,000 of student classes/books.

2. FCC ECD program has had an articulation agreement with Frederick County Public Schools for the last twenty years. The agreement has been revisited approximately every two years. The agreement provides students with college credit for their high school Child Development classes.

3. FCC ECD program has collaborated with Child Care Choices Resource and Referral on conferences through the years. Last year we collaborated on their Growing Healthy Kids conference that was offered with FCC's noncredit department, Frederick Memorial Hospital and Johns Hopkins. Another conference is in the works for fall 2013 with Child Care Choices. These conferences are open to students, child care providers, educators and parents.

4. The ECD Program Manager is the advisory for the Future Educators Club. The club has become more active in the last three years. It is a student run club that has provided information on autism, deaf children, volunteered at local elementary schools, collected clothes for local charities and provided speakers for students on current issues.

5. Another continuing initiative is the collaboration with FCC's Customized Business Training department and child care centers in the community. FCC ECD program has offered over 6 classes to the YMCA at their site meeting the needs of their employees. The courses offered have been credit courses needed for the employees to advance in their careers.

- **Discuss external data reviewed by program faculty. How does the program compare to others at MD/Regional colleges?**

Community Colleges in Maryland that were used for external review:
Carroll Community College
Howard Community College
Chesapeake Community College
Hagerstown Community College
Montgomery Community College
Prince Georges Community College

Here is a snapshot of what each college offers:
Chesapeake CC offers:
Early Childhood A.A.S,
Teacher Aide Certificate, 49 credit hours
Early Childhood Advanced Certificate, 32 credits (Paraprofessional)
Basic Certificate, 16 credits

Montgomery CC offers:
Early Childhood Education, A.A.S,
Early Childhood 30 credit One year Certificate
CDA (Child Development Associate)-9 credits,
Early Childhood Education Certificate, 18 credits
Early Childhood Leadership and Management LOR, 9 credits

Prince Georges CC offers:
Early Childhood Education, A.A.S
Mastery in Early Childhood Education Certificate, 27 credits
Proficiency in School Age Care/Management, 18 credits
Proficiency in Infant/Toddler Development, 18 credits
Mastery in Administration of Child Care Programs, 21 credits
Proficiency in Diverse Student Populations, 18 credits
Early Childhood Special Education certificate, 18 credits
Early Childhood Letter of Recognition, 9 credits

Carroll CC offers:
Early childhood Education, A.A.S
ECD Letter of Recognition, 6 credit hours

Howard CC offers:
Early Childhood Development, A.A.S.
Early Childhood Certificate, 30 credit hours

Hagerstown CC offers:
Early Childhood, A.A.S.
ECD Certificate, 30 hours
ECD Certificate, 24 credit hours (fulfills state requirements for level four credentialing)
ECD Letter of Recognition, 9 hours

Frederick CC offers:
Early Childhood Development, A.A.S.
ECD certificate, 30 credits

Child Care Teacher Training, 12 credits
ECD LOR, 6 credits

Differences within the two year offerings:
All six of the community colleges offer the A.A.S degree. Some of the differences include specialized classes like: Hagerstown CC requires MUS 205 Music Skills for the Classroom Teacher & PED 215 Early childhood: Physical Activities Howard CC requires: EDUC 212 Advanced Methods and Materials in ECE & EDUC 250 Advanced Directed Practicum Prince Georges CC requires: TED 1400 Introduction to Multicultural Education. PG offers many offers certificates to the students to complete. MCC and HCC also offer different certificates. Each of those programs might be an idea for FCC for students to complete short term certificates. Some of the colleges require a Child Health, Safety and Nutrition course in their program. FCC offered this course many years ago. I would recommend putting that course back into the program and removing the free elective. That course would meet Child Care Credentialing requirements for Health, Safety and Nutrition.

FCC is the only college that requires students take LS 102, Introductory Spanish or ASLS 102 American Sign Language. These courses are required to help prepare students for the workforce in Frederick County.

Section 3: Program Trends according to Internal and External Data

- **Discuss student evaluations of program courses and the program as a whole (if possible).**
- Courses:

Student Evaluations of adjunct faculty:
The mean for adjuncts three main ECD courses were:

This course has helped me to:

1. understand basic facts, concepts, and skills relevant to the course. Mean: 3.78
2. improve my writing and/or speaking skills. Mean: 3.71
3. think more critically about the information I read or hear. Mean: 3.82
4. develop my ability to gather and use information from a variety of sources. Mean: 3.82
5. understand the relevance of this field to real-world issues. Mean: 3.78
6. feel more comfortable with complex ideas. Mean: 3.77
7. develop my critical-thinking skills as they pertain to the subject matter of this course, other academic disciplines, my personal life, my workplace,and/or my community. Mean: 3.77

These adjuncts all have work experience in the field of early childhood which shows in the evaluation of the course.

Full time faculty: (One)
Instructor Rating: 3.67-4.0
Course Rating: 3.50-4.0
Student Self Rating: 3.60-4.0

One area that I noticed can be worked on is critical thinking. I would like to see more integration of critical thinking in the ECD
course sand will address that with the adjuncts.

- **Discuss external professional literature reviewed by program faculty detailing trends in the program area.**

http://www.naeyc.org/files/naeyc/file/positions/programStandards.pdf
National Association for Education of Young Children has published a position statement on professional Preparation for teachers of young children.
They recommend for future teachers:

1. **Promoting child development and learning**

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child
How FCC prepares students: All of the ECD/ED courses students are required to complete in the ECD programs have lessons and chapters on child development and learning. One of the first courses students take is Child Development and Behavior which spends an entire semester on promoting child development and learning.

2. **Building family and community relationships**

Students prepared in early childhood degree programs understand that successful early childhood education depends on partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.
How FCC prepares students: Many of the ECD/ED courses students are required to complete in the ECD program have lessons and chapters on building family and community relationships. FCC does not have a stand alone course in this area however this concept is covered in ECD 101 Introduction to Early Childhood Education, ECD 104 Activities I for Children, ECD 106 Infant/Toddler Development and Care, ECD 108 School Age Activities, ECD 213 Understanding and Guiding Young Children's Behavior and ECD 230 Language and Literacy in Early Childhood.

3. **Observing, documenting, and assessing**

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
How FCC prepares students: Students complete 15 hours of observation in ECD 101 Introduction to Early Childhood, 10 hours of observation in ED 100 Child Development and Behavior, 9 hours of observation in ECD 104 Activities I for Children, 2 hours of observation in both ECD 106 Infant/Toddler Development and Care and ECD 108 School Age Activities.

4. **Using developmentally effective approaches to connect with children and families**

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
How FCC prepares students: Throughout the early childhood classes there is a strong emphasis on developmentally appropriate practice included in all of the ECD/ED required courses. In ECD 104, Activities I for Children, there is considerable time spent on developmentally effective approaches as in ECD 108, ECD 106 and in ECD 210 Directed Practicum the students spend the semester teaching young children. In ECD 213, Understanding and Guiding the Young Child's Behavior students learn about connecting with children and families using positive relationships.

5. **Using content knowledge to build meaningful curriculum**

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines
How FCC prepares students: Students use their content knowledge to build meaningful curriculum in ECD 104 Activities I for Children and implement this knowledge in ECD 210 Directed Practicum.

Review of the other community colleges earlier in this report shared the differences in the programs. From that review I would like to further examine offering other short term certificates that can help students with employment. Also a suggested sequence of course could help students take the courses in the correct order.

Section 4: Assessment of Student Learning Outcomes

Program Student Learning Outcomes:

1. Identify, apply and discuss major concepts, principles and theories related to child development.
2. Apply developmental knowledge to creation and implementation of activities and programs to promote the whole child (cognitive, physical, social/emotional).

3. Analyze the elements of a quality early childhood program.
4. Synthesize their knowledge through the fundamentals and practices of early childhood development through Directed Practicum/Internship experience.
5. Integrate strategies for working with diverse groups into curriculum and activities created.
6. Explain and identify the major theories, historical roots, and theorists in the field of early childhood education.
7. Prepare curriculum that supports young children in the development of learning strategies and skills.

Assessment Overview

- Are they measurable? Where are they learned in the program, and how did the program assess them? Detail the type of data that you use to determine how many students were able to successfully demonstrate each SLO.

The SLO are measurable. In the ECD curriculum map it states where each SLO is measured. The SLO's are met under the courses in the program. The data used to measure if the student successfully completes the program SLO is in the assignments. Each course has a core learning outcome and then assignments are given to meet them. The data is the assignments the students complete.

- How did students perform on the assessment? What are findings from the Assessment Report (attached in appendices) and what will the program do to try and help students succeed at certain difficult outcomes? Students perform well on the assessments that each course has. The Capstone project for the program is required in the Directed Practicum. The program will help students if they cannot succeed at difficult outcomes. The program offers tutoring and refers students to the writing centers. In addition, the faculty and program manager are available to meet with students on a one to one basis.

- **Below is discussion of the SLO's being met through our course work. The student/faculty surveys also support that the SLO's are being met.**

Outcome number one: Identify, apply and discuss major concepts, principles and theories related to child development. This SLO is assessed through weekly quizzes in ED 100 and in weekly assignments in ECD 101. Major concepts and principles related to child development are covered in all required ED and ECD courses. They are assessed through observation projects in those courses.

Outcome number two: Apply developmental knowledge to creation and implementation of activities and programs to promote the whole child (cognitive, physical, social/emotional). This outcome is assessed in our method courses. In ECD 104, ECD 101, ECD 106, ECD 108, ECD 230 and ECD 210 students create developmentally appropriate lesson plans. In ECD 210 students implement those plans with young children.

Outcome number three: Analyze the elements of a quality early childhood program. This SLO is met through required observations completed in many ECD courses. In ECD 212 Administration of Child Development Centers, students interview Directors of centers, create marketing materials, and program philosophies using the knowledge they have on quality early childhood program. This is one of the courses near the end of the program.

Outcome number four: Synthesize their knowledge through the fundamentals and practices of early childhood development through Directed Practicum/Internship experience. Students meet this SLO in their Portfolio (Capstone project) they complete in this course. Students who do not take the Directed Practicum take INTR 103 Internship and complete assessment projects in conjunction with their faculty advisor (myself) and employer.

Outcome number five: Integrate strategies for working with diverse groups into curriculum and activities created. The surveys from students supported this SLO. Two employers that were surveyed felt the students did not meet these criteria. This SLO is met in each ECD/ED course through the texts chosen, discussion, assignments, readings and videos. In ED 100 Students complete an assignment on working with diverse groups. In ECD 104 students complete lessons differentiating for diverse groups. In ECD 101 students have completed book reviews on diverse groups and discussed strategies for working with them.

Outcome number six: Explain and identify the major theories, historical roots, and theorists in the field of early childhood education. Major theories, historical roots and theorists are covered in every ECD/ED course through discussion, readings and assignments. In ECD 101 students have completed written assignments on theorists. This is the Introduction course for students.

Outcome numbers seven: Prepare curriculum that supports young children in the development of learning strategies and skills. This SLO is met in the method courses: ECD 104, ECD 106, ECD 108. Students also complete curriculum in ECD 230, ECD 213 and complete a semester preparing curriculum in ECD 210. Learning strategies and skills are introduced to students in all ECD/ED courses.

- **How effective is the program in meeting each outcome and achieving the overall educational goals of the program?**

The program appears to meet each outcome in the courses as shown through the curriculum map, the surveys and the explanation above.

- **How are learning outcomes of individual courses and the Program Student Learning Outcomes related?** The learning outcomes of the individual courses were written prior to the Program Student Learning Outcomes however upon reading the course syllabi for all ECD/ED required courses there is a definite connection between them. I have italicized the CLO that directly support the Program SLO. Each courses CLO are below:

Introduction to Early Childhood Education ECD 101

1.*Explain the historical and philosophical roots of early childhood education;*
2.Identify the major theories and theorists in the field of early childhood education;
3.Discuss significant issues and current trends;
4.Identify social and ethical issues that affect the work with young children and their families;
5.Apply knowledge of diversity and commonality within Early Childhood Education programs in communities;
6.Discuss the major roles and responsibilities of Early Childhood Educators; and
7.Compare and contrast the variety of curriculum models and programs in early childhood education.

Child Development and Behavior ED 100

1. *Identify the physical, social, cognitive, and emotional characteristics of the developing child;*
2. *Observe children in various stages of development and describe their typical and atypical characteristics and behaviors*;
3. Demonstrate a knowledge of appropriate positive guidance techniques at various ages;
4. Identify and discuss the signs/symptoms of the child abuse/neglect and professional responsibilities under Maryland State Law and Maryland Child Care Administration Licensing Regulations;
5. *Identify behavior indicators that may indicate a need for special services; and*
6. *Demonstrate a knowledge of hereditary and environmental factors that can influence development.*

Activities I for Children ECD 104

1.*Design a safe, health learning environment with developmentally appropriate areas for an early childhood program;*
2.Develop learning materials that are developmentally appropriate and encourage children to become active participants in the learning process;
3.Identify the components of a balanced, nurturing, caring environment for children;
4.Develop and execute lesson plans for an early childhood program; and
5. Discuss skills in managing children's behavior.

Infant/Toddler Development and Care ECD 106

1.*Demonstrate an understanding of the stages of and milestones in the areas of social and emotional, language, cognitive, and physical development from birth through age three;*
2. *Demonstrate an understanding of how to effectively work with infants and toddlers with a diagnosed disability including: program planning, individualization, environment and equipment modifications;*
3. *Understand and identify the major theories of child development*;

4. Demonstrate an understanding of appropriate interaction and supervision of children birth through age three
5. Understand how to promote safety needs in the infant and toddler environment.
6. *Demonstrate and understand how to support health needs of children birth through age three;*
7. *Demonstrate how to support nutritional and feeding needs of children birth through age three;*
8. Demonstrate and understand how implementing predictable schedules and appropriate care routines when working with children birth through age three supports development;
9. *Identify and demonstrate an understanding of appropriate equipment, materials, and room design for an optimal infant/toddler environment;*
10. *Demonstrate an understanding of how to develop, plan, and implement appropriate activities for children birth through age three;*
11. *Understand how culture and diversity affect infant/toddler development and caregiving;*
12. Understand the importance of and skills necessary for working with parents and families of infants and toddlers.

School Age Activities for Children ECD 108

1. Design a safe and healthy learning environment for school-age children.
2. Identify physical, social, self, and intellectual characteristics of school-age children.
3. Identify major components of a school-age program.
4. Plan and implement appropriate activities for school-age children.
5. Demonstrate effective positive guidance techniques for working with school-age children

Special Education in Early Childhood ECD 110

1.*Become familiar with Early childhood special education program models, including referral process, early intervention, and interdisciplinary community services.*
2.Demonstrate an understanding of the laws and rights that affect children in this population.
3.*Describe typical and atypical development of children birth to age five.*
4.*Discuss significant issues and current trends in the field.*
5. *Identify appropriate adaptations to curriculum, materials and environmen*t.

Directed Practicum ECD 210

1. *Demonstrate the ability to integrate and implement curriculum areas in an early childhood classroom;*
2. *Develop and implement lesson plans for individual and group activities;*
3. Demonstrate the ability of effectively manage behavior patterns of individual children and groups of children using positive guidance techniques;
4. Demonstrate skill in interpreting observed behavior;
5. Function effectively in a teaching environment;
6. *Apply theory and research to classroom practice;*
7. *Assess and respect individual children's needs;*
8. *Promote a safe and nurturing environment for children.*

Administration of Child Development Centers ECD 212

Core Learning Outcomes:
Upon completion of this course students will :

1. Develop an understanding of the roles and responsibility of a program administrator;
2. Exhibit knowledge and understanding of MSDE-Office of Child Care: Child Care Licensing regulations;
3. *Identify and demonstrate and understanding of curriculum and curriculum planning that will promote best practices in their*

childcare program;
4. *Identify selection criteria for purchasing developmentally appropriate materials and equipment;*
5. *Understand appropriate design when creating an environment (shared or permanent) that meets Child Care Regulations and the needs of staff, children and families;*
6. Demonstrate effective and professional communication skills;
7. Demonstrate an understanding of staff supervision, scheduling, evaluation, and ongoing professional development requirements;
8. Demonstrate and understanding of how to and the responsibilities of reporting incidents of child abuse and neglect;
9. Develop an understanding of budget planning and fiduciary responsibility;
10. Demonstrate an increase understanding of sound business practices;
11. *Demonstrate an understanding of available early care and education related resources*

Understanding and Guiding the Young Child's Behavior ECD 213

1. *Compare and contrast developmentally appropriate child guidance techniques as related to specific types of behaviors.*
2. Summarize positive styles of care giving and positive discipline strategies.
3. Integrate elements of developmentally appropriate child guidance to aide children in the development of a healthy sense of self.
4. Analyze child guidance case studies and apply appropriate strategies to them.
5. Identify components of successful classrooms based on developmentally appropriate practices.

Language and Literacy in Early Childhood ECD 230

Core Learning Outcomes

1. Discuss the influence or oral language, reading, writing and literature on literacy development;
2. Review a variety of children's literature along with identifying methods using literature to enhance language development;
3. Summarize each stage of language development and examine strategies for facilitating language;
4. *Demonstrate an understanding of common language disorders in young children;*
5. *Create and present developmentally appropriate activities that encourage growth in Language Arts for an Early Childhood classroom.*

- Are the sequences and curriculum choices, used to build and reinforce student competencies necessary for program success?

The program is on a tier. This enables students to be successful as the go up the tier. It starts with the 2 classes Letter of Recognition and then builds. The curriculum choices are completed by working with the advisory board and meeting Office of Child Care/Maryland State Department of Education requirements.

- How does FCC general education relate to student learning in the program? The FCC general education relates to student learning in the general education courses that are required in the program.

Section 5: Program Resources, Support, and Viability

- Discuss demand for the program (n students) and how demand is impacted by trends in the profession, community, and world.

The program has had consistent enrollment for last five years. It is impacted on the trends in Early Childhood in the state of Maryland. In 1996, when I began as Program Manager for ECD there were less requirements for students who wanted to teach in child care settings and less funding for them. Also back then it was Department of Human Resources who oversaw licensed child care and now it is the Maryland State Department of Education. Some significant programs are:

The Maryland Child Care Credential Program is a ***voluntary*** program that recognizes child care providers who go beyond the requirements of State licensing and registration regulations. There are six credential levels, each one recognizing a child care provider's achievement of a specified number of training clock hours, experience and professional activities important for providing quality child care programs. Participating providers are required to complete training in six Core of Knowledge areas that will help them develop the knowledge and skills to provide the best possible care for the children and families they serve. The Maryland Child Care Credential Program is regulated under COMAR 13A.14.09.
FCC offers courses that meet the credentialing program. Level Three in credentialing requires students to complete FCC ED 100 and ECD 104 90 Hour Letter of Recognition in Early Childhood. There are six levels with educational requirements, professional activity units and monetary bonuses for students (child care employees) who meet those requirements.

The Child Care Career and Professional Development Fund (CCCPDF)
For child care providers and staff who are participating in the Credentialing Program, funding is available through the CCCPDF to pursue a college degree in early childhood education, education for children, child development, family studies, or related disciplines. The CCCPDF is regulated under COMAR 13A.14.09.08.This is the Maryland State Department of Education Child Care Grant that is discussed earlier in the report. FCC has participated in this grant for the last four years.

Maryland EXCELS is a voluntary Quality Rating and Improvement System (QRIS). A QRIS is a program that awards ratings to family providers, center-based and public school child care programs, and school age before and after school programs that meet increasingly higher standards of quality in key areas. Maryland EXCELS has three goals:

- To recognize early care and school age education programs that provide quality care
- To encourage providers to increase the level of quality provided in their programs
- To provide parents with information and choices about quality child care

Maryland EXCELS has standards in five broad program areas of early care and education, including licensing, learning environments, staffing and professional development, developmentally appropriate learning and program practices, child assessment, program administration and policies, and accreditation.

Staff members working in EXCELS participating programs have access to several professional development programs through MSDE. These programs will help individual staff members by defraying some of the costs associated with ongoing professional development or degree programs.

FCC is responding this new requirement by staying abreast of these changes and offering the courses/programs needed for students (staff) to be successful. FCC Carl and Norma Millers' Children's Center participates in MD Excels. This center is used for student observation and the Directed Practicum. .

- **What do your graduates do when they leave FCC? How does the major prepare them for their choices?**

At this time there is no official tracking of FCC graduates. We surveyed students who have graduated but do not know where they work in the early childhood field. As the research survey showed this major does prepare them for their choices.

- **Discuss the qualifications, experience, and achievements of program faculty. Are faculty sufficiently supported?**

Program Faculty:
Delaine Welch, M.A. Adler Dreikurs Institute Bowie State University
Near completion of M.A. Hood Early Childhood Education
Qualifications: Taught at FCC full time for 17 years and part time 5 years prior. Work experience includes directing child care centers, youth programs, recreation programs and counseling programs for teens.

Adjuncts include Director of Norma and Carl Miller Children's Center, Frederick County Public School Teachers, Director of Kuddlebear Child Development Center and Trainer National Organization Zero to Three. Each adjunct has many years' experience in the early childhood field.

- Discuss potential or existing co-curricular opportunities with other programs & courses:

The Early Childhood program has a long standing relationship with noncredit. We have co listed course for many years with them. We also work with their customized business training to offer courses off campus.
Other opportunities with other programs and courses exist through working with Education Program Manager and Observation Coordinator. We collaborate yearly to offer new sites and work together to implement the observation practice. When FCC brings in leaders in Education, the FCC program manager serves on those committees.

- Discuss how the program currently utilizes learning support, facilities, technology, and support staff. The program uses the average learning support (administration , printing etc.), facilities includes classrooms and The Carl and Norma Miller Children's Center, technology include classroom technology and blackboard and support staff is accessed through Social Sciences.

- Discuss the budgetary needs of the program. "Are financial resources adequate to meet program needs?"

Yes. I would like there to be more financial resources for myself and adjuncts to go to professional conferences. Also the FCC Carl and Norma Miller Children's Center is not compensated for the students use of their center through observations and Directed Practicum. Having some type of compensation for the center would be useful.

- Discuss how the program's resources compare to similar programs in MD and the surrounding region.

Our program is similar to other community colleges in the area.

- How does your curriculum demonstrate the variety of topics, methods and approaches important to your program? Our program demonstrates the variety of topics, methods and approaches important to the early childhood field. Through reviewing the curriculum MSDE is requiring for early childhood professionals FCC meets that requirement.

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

- How has the program changed in the past few years?

The program has changed in the past few years in response to the increasing changes in the early childhood field. The program has responded to these changes in the state department of education. The program has been aggressive in pursuing other financial means (grants) for students to complete college.

- Where will the program be in five years?

In five years the program will continue responding to the changes at the state level and national level in early childhood. The program is community based. The Program Manager serves on community advisory boards, works with local resource and referral agencies collaborating conferences at FCC, works with the business community to offer on-site classes and in coordination with the public high schools in articulation agreements. The program will continue to fulfill community needs while offering a program that meets state requirements.

- What do you think are the most important things that you learned from the program review? One of the most important things I learned was this is a student and community based program. As a full time faculty member and Program Manager, I get so busy with all of the tasks that I do not have time to reflect on what we are doing and why we are doing it. This review was overwhelming at times however once it was done it helped me see what has been accomplished and the areas where I can help it grow. I learned it is important to step back and consider the questions that were raised in this report to make sure that our objectives, student learning outcomes, mission and so forth are not just words on a paper but connect the program as a whole.

What all of the strengths and weaknesses of your program?

Weaknesses:

- The program could use more connection with employers. There is no tracking data at this time for graduates. This is a weakness because I have no way to see if they were hired in the field, how they are doing if hired, where they are hired, etc. Some type of follow up through either the research office, working with career center, etc.
- The program curriculum is current but one of the weaknesses is not having in the course descriptions what state requirements these courses meet. Also a sequence of courses would help students and possibly more tiers to meet the state requirements.

Strengths:

- The strong tie to the Early Childhood community. The advisory board is strength. These individuals work in the Early Childhood field and can bring to the meeting what they see is needed in the field, what the changes are at the state level and what they want in future employees.
- Another strong tie is customized business training. Through working with this area of the college our program has responded to the needs of many businesses needing on site classes. For over the last year we have been working with the YMCA, offering one to two courses a semester on their site and will continue to do so.
- Offering seats in noncredit. By offering seats in the noncredit this fulfills the needs of some students to take the courses without having to earn college credit. Students pay the same cost and complete the same requirements. If students want to earn credit at later point they can take a departmental challenge exam. FCC met with other community colleges and created a test bank for our main ECD classes to help students who take it for noncredit to test into credit.
- Funding: applying for state funding for students is a huge strength. This provides students an opportunity to complete college and keeps students in the field of early childhood.
- Participation in community events: FCC has participated and collaborated for many years with Child Care Choices and our noncredit department to host early childhood conferences here at FCC. This fall we will be holding another conference.
- Participation in state committees. Through state committees I can stay abreast of the changes that are going to affect FCC program.
- FCC's Carl and Norma Miller Children's Center-working and collaborating with this program which is both MSDE and NAEYC accredited and has met Maryland Excels shows students what a high quality program is.
- Adjuncts: The adjuncts in this program all work in the early childhood field in some capacity. Having the Director of the FCC Carl and Norma Miller center teach the Directed Practicum provides students with real life teaching and helps prepare them for the field.

- Articulation agreements: FCC has a long standing articulation agreement with Frederick County Public Schools.
- Variety of course offerings: our courses are offered in a variety of formats from day to evening to Saturday to online to hybrid to on site.
- What are the most important ones? I would have to say all of them are equally important. Each one serves the students to help prepare them for the early childhood field.

- **Official recommendations for the program include:**

    - Employer connection: A recommendation can include: having a speaker from the Career Center visit, post job ads on ECD bulletin board, send the ads to the students through their myfcc email (I already do this), another idea is to contact centers and let them know about our career center job data base and how myself and ECD adjuncts can share job openings which should result in faster employment.
    - For the employer response survey, I would like to find a way to contact more employers. At this time there is not a way to track students after they graduate with where they are employed. In addition, two employers responded they disagreed that students had gained competency being able integrate strategies for working with diverse groups through curriculum and activities. Since it was an anonymous survey I cannot ask those two employers however I can reexamine the course syllabi to see if we are meeting that goal.
    - Course description changes include:

ED 100, ECD 104, ECD 106, ECD 108, ECD 212 to meet the language used by MSDE.

- Program evaluation: Consider offering short term certificates to students. PCCC, MCC and HCC had worthwhile certificates offered. Contact the program manager to find out if these programs have student enrollment to support the changes.
- Add Child, Health, Safety and Nutrition back into required course for both the 30 certificate and A.A.S degree.
- Faculty evaluations review: One area that I noticed can be worked on is critical thinking. I would like to see more integration of critical thinking in the ECD course sand will address that with the adjuncts.
- Suggested sequence of course could help students take the courses in the correct order.

What resources would be needed for each? For curriculum changes there is no external resource that could be used. Tracking the students after they graduate would need assistance from Research and Development for creating a survey and the means for tracking. For employer contact, working with Career Center and having a speaker come to specific FCC classes would require use of their time.

Section 7: External Review

Observations of Education with in the Program

External Reviewers**:** One of the strengths of the program is the Advisory Board. Many of the advisory board suggestions are beneficial to the ECE program and help to better prepare students for jobs in the field. The ECE program at FCC has been very accommodating when the board has made suggestions.
FCC Response: N/A

External Reviewers: Include a course in Health, Safety and Nutrition.
FCC Response: Agreed this would benefit the students and is in the program report recommendation section.

External Reviewers: Suggesting a course sequence for new students.
FCC Response: Agreed this would help students and is in the program report recommendation section.

External Reviewers A program change/addition I would like to see would be to add non-credit courses such as Child Care Aide training and Medication Administration
FCC Response: We will meet with non-credit department to discuss this possibility.

External Reviewers: Finding a way to track students once they leave the program is important. Collaborating with FCC's Institutional Effectiveness would be a great start. Another possible area, in which you could track former students and their places of employment, would be to host an evening event, (dessert and coffee), Saturday morning brunch where former students have been invited to attend and asked to share/speak to current students about their experiences after FCC. Provide these invitees with recommended points/concerns/issues that could be addressed when they are sharing information. This could be your best, first hand point of feedback/references for the job market in which the FCC students are being trained to enter into. Students would also be invited to ask questions of those speaking to the group.
FCC Response: This suggestion was addressed in the program review. Currently, there is no tracking in place for graduates and we would welcome creating a method for tracking and inviting graduates to share their experience.

External Reviewers: Review spelling/grammar of report
FCC Response: We will fix that, some of the language is from the catalogue which is being reviewed.

External Reviewers: ECE teachers/professors/adjunct should meet once a year or once each semester to discuss course content, making sure we are consistent in what we are teaching students.
FCC Response: We have meet in previous years however last year we did not. This is a practice that will be planned into the program schedule.

External Reviewers: Mission Statement: Review mission statement and answer reviewer's questions:
Question from reviewer: At any point throughout a student's enrollment within the early childhood program are they provided with the staff regulations as specified by MSDE? As there are different regulations/requirements depending upon whether those positions are lead teachers or directors and the type of setting.
I am sure with the guidance of the staff in the early childhood department students are recommended to review these requirements which are outlined with the COMAR sited below.
FCC Response: Students are provided information on staff regulations in their certificate courses however we can meet with the teaching team (adjuncts) to ensure that it is discussed in all of the classes.

External Reviewers: Examining the SLO's.
SLO Review:

1. Apply developmental knowledge to creation and implementation of activities and programs to promote the whole child (cognitive, physical, social/emotional).

External Reviewers: Perhaps instead of 'to creation,' I would say, Apply developmental knowledge to design, plan and implement learning activities and provide a learning environment that supports and promotes the whole child, etc., etc.

FCC Response: This SLO can be rewritten to the reviewer's suggestion.

2. Analyze the elements of a quality early childhood program

External Reviewer: Not sure what analyze the elements means. Possibly use the term, identify and state what you see as the elements of a quality early childhood program are. Otherwise, it could be subjective to the individual.
FCC Response: This SLO can be re-examined to be clearer in its intention.

3. Prepare curriculum that supports young children in the development of learning strategies and skills.

MSDE requires the use of an 'approved MSDE curriculum,' however at this time that applies to early childhood programs and family child care providers that are applying for or have been accredited through their Early Childhood Accreditation Program. It could be but not required to state that: Follow and implement a state approved curriculum, prepare lessons, and write objects for learning domains for learning activities that supports young children in the development of learning strategies and skills.
FCC Response: We can review the approved MSDE curriculum however not all of the students will work in settings with this curriculum.

External Reviewers: I do feel it is important that students at some point be encouraged to research, investigate, or interview various sources to gain factual and current salaries and benefits offered by the different programs that they might be applying to for employment at the completion of their FCC early childhood learning experience. I feel this allows the student to make better choices for their futures and hopefully encourage them to continue with additional education to better improve their ability to earn a higher income if this is one of their goals or criteria for their futures.
FCC Response: We will consider this and see if there is some way to incorporate this into the higher level ECD courses.

External Reviewers: Invite speakers from centers or another option would be to invite different individuals that are in positions whether it is FCPS, private preschools, corporate child care centers or a highly qualified family child care provider to address their objectives and criteria when interviewing perspective employees with a class of students and again allow students the opportunity to ask questions of them regarding their expectations and requirements, which could also be more than just what is required by MSDE Office of Child Care.
FCC Response: Inviting speakers from centers or other early childhood organization is an idea that could be incorporated into the introduction courses.

Section 8: Action Plan

Action Plan (Subject to Faculty Review)

Recommendation	Assigned to	Due Date	Source	Priority
*Course descriptions	DW	08/14/2014	Program Review	Medium
ED 100 Update description	DW			
ECD 104 Update description	DW			
ECD 106 Update description	DW			
ECD 108 Update description	DW			
ECD 212 Update description	DW			
Consider offering short term certificates similar to PGCC, MCC and HCC	DW	09/01/2014	Program Review	Medium
Add Health, Safety and Nutrition into degree program (is already a course), present to curriculum.	DW	05/15/2014	Program Review External Reviewers	High
Create course sequence for students in the A.A.S and certificate programs.	DW	09/01/2014	Program Review External Reviewers	Medium
Connect with Employers-early childhood professionals as guest speakers.	DW ECD Advisory Board Career Center	06/30/2014	Program Review External Reviewers	High
Work with non-credit to offer Child Care Aide training and Medication Administration.	DW Non-credit	08/15/2014	Program Review External Reviewers	Medium
Track graduates	DW Institute Research Effectiveness	012/2014	Program Review External Reviewers	Medium
Yearly Adjunct meetings	DW	06/30/2014	Program Review External Reviewers	High
Review SLO's	DW	06/30/2014	Program Review External Review	High
Allocate more money for Conferences -ECD adjunct/ Full-time	DW	09/30/2014	Program Review	Medium
Compensation to Carl And Norma Miller Children's Center –Observation/Directed Practicum	DW	08/30/2014	Program Review	Medium

Appendix I

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

Child Care Career and Professional Development Fund

1. Who is eligible for the Fund?

Child care professionals who participate in the Maryland Child Care Credential program and meet the Fund eligibility requirements.

2. How is the Fund accessed?

Applications for the Fund must be submitted to the Office of Child Care – Credentialing Branch by the required deadline date.

3. Where are application forms available?

Forms are available on the MSDE website and participating colleges.

4. How will a person know if they receive an award through the Fund?

An approval or denial letter will be sent to the applicant and the college.

5. How can the Fund be used?

An award under the Fund may be used for the costs of college tuition, fees, and textbooks. Funds may only be used for the actual expense of college course work incurred subsequent to an award toward completion of a college degree in early childhood education or related field.

6. Can a person receive funding every year?

Funding may continue as long as funding is available and the recipient continues to meet the requirements. The recipient must submit a continuation application with the required documentation each year to continue participation in the Fund.

7. How is the Fund distributed?

Funds are distributed directly to the college/university. Funds are distributed on an annual basis as long as funding is available.

8. What must a participant do once the degree is completed or he/she withdraws from the Fund?

The recipient is required to complete the Service Commitment as stated in COMAR 13A.14.09.08. Upon acceptance of the Fund, the recipient committed to remain employed in the child care field (child care center or family child care) upon completion of the college degree or withdrawal from the Fund for a period of, whichever is less, one month for each college credit, two years for a completed associate's degree, or four years for a completed bachelor's degree.

9. Can the employment service requirement be satisfied while still taking classes?

No, Service Commitment begins upon completion of the college degree or withdrawal from the Fund. While taking courses, the recipient is required to maintain employment in an approved child care facility.

10. What happens if a person does not complete the employment requirement?

The recipient is required to repay the State of Maryland the amount paid on his/her behalf for college tuition, fees, and textbooks. An invoice will be issued to the recipient.

OCC-Credentialing Branch
November 2012

Appendix II

MARYLAND CHILD CARE CREDENTIAL – Staff Credential

Level		Education	Experience	PAU	Cont Trng Clock Hrs per year	Bonus
	1	Meet CCA Licensing or Registration Requirements	NA	NA	NA	NA
	2	• 45 clock hours Core of Knowledge training that includes: ► A minimum of 20 clock hours in child development.	NA	1	12	$200 (one time)
	3	• 90 clock hours Core of Knowledge training that includes: ► A minimum of 20 clock hours in child development and 20 clock hours in curriculum methods.	• 1 yr experience, • 1 yr of college, or • Exper/college = 1 year	2	18	$300 (one time)
	4	• 135 clock hours Core of Knowledge training consisting of: ► 45 hrs child development ► 30 hrs curriculum ► 20 hrs health, safety & nutrition ► 15 hrs special needs ► 15 hrs professionalism ► 10 hrs community	2 years	3	24	$500 (one time)
Level	**Option**					
4+	1	• 135 clock hours of core of knowledge training, and • Program Accreditation (family child care only)	2+ years	4	24	$600 (yearly)
	2	• 135 clock hours of core of knowledge training, and • 15 semester hours of approved coursework that includes courses in child development and curriculum planning	7 years			
	3	• 135 clock hours of core of knowledge training, • Enrollment in an approved college course of study toward a degree, and	2 years			
		• Accumulate 55 points by earning 5 points for each early childhood course and/or each additional year of experience				
Level	**Option**					
5	1	• Associate with 15 semester hours of approved coursework and • Course work in Child Development and Curriculum Methods	2+ years	4	24	$750 (yearly)
	2	• 30 semester hours of approved coursework that includes: ► Child Development ► Curriculum Planning ► Health and Safety ► Special Needs ► School Age ► Infant Toddler ► Language and Literacy ► Child Care Administration	2+ years			
	3	• 15 semester hours of approved college coursework, • Enrollment in an approved college course of study toward a degree, and	2 years			
		• Accumulate 45 points by earning 5 points for each early childhood course and/or each additional year of experience				
Level	**Option**					
6	1	• Bachelor's, Masters, Doctorate in ECE, Elem Ed, Spec Ed, Child Psych, related field, and • Courses in Child Development & Curriculum Methods	2+ years	5	24	$1,000 (yearly)
	2	• Bachelor's, Masters, Doctorate (non-related field), and • 30 semester hours of approved coursework that includes Child Development & Curriculum Methods	2+ years			
	3	• Associate or higher degree with 15 semester hours of approved coursework, • Enrollment in an approved college course of study toward a higher degree, and	2 years			
		• Accumulate 45 points by earning 5 points for each early childhood course and/or each additional year of experience				

Appendix III

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on professional preparation standards

Research shows that when early childhood professionals have specialized training and education, children benefit. These standards describe what early childhood professionals are expected to know and do, defining essential learning outcomes in professional preparation programs and presenting a shared vision of excellence.

These standards offer practitioners a framework for applying new knowledge to critical issues. They support important *early learning* goals across settings serving children from birth through age 8. They support critical *early childhood policy* structures including professional credentialing, accreditation of professional preparation programs, state approval of teacher education programs, and state professional development systems.

Preparation for *inclusion* and *diversity* is required to meet each of these standards. Thus, the phrase "each child" is incorporated to emphasize that every standard includes children with developmental delays or disabilities; children who are gifted and talented; children whose families are culturally and linguistically diverse; children from diverse socioeconomic groups; and children's individual learning styles, strengths, and needs.

Early childhood teachers apply specialized knowledge of *child development, families, pedagogy,* and *academic disciplines* to plan and implement culturally relevant curriculum that both supports and challenges young children, building competence in language, literacy, mathematics, and other academic disciplines. Positive relationships with children and families are investments in later social, emotional, and academic competence.

These standards apply across degree levels, varying in depth and breadth. Strong associate and baccalaureate degree programs keep *transfer* options open, offering high-quality professional course work concurrently with general education. For students already working in the field, these programs enhance current practice and build pathways from associate to baccalaureate to graduate degree programs.

Each standard includes a key element requiring application of knowledge and skills through *field* or *clinical experiences*. Excellent teachers are decision makers, engaged in a continuous interplay of theory, research, and practice.

Early childhood degree programs may voluntarily seek NAEYC *accreditation* through a rigorous process of self-study, external peer review, and documentation of key assessments and student performance data for each standard. The goal of accreditation is to support ongoing improvement in high-quality programs.

Significant Changes and Implications for Accreditation

- Standard 4 has been separated into Standards 4 and 5, increasing the total number of standards to six. The separation ensures that both pedagogy and content receive focused attention.
- The phrase "all children" is changed to "each child," emphasizing inclusion and diversity across all standards.
- The standards are presented in one NAEYC position statement emphasizing the essentials that unite the profession.
- Materials used in NAEYC Early Childhood Associate Degree Accreditation and NAEYC Recognition of baccalaureate and graduate degree programs in institutions accredited by the National Council of Teacher Education (NCATE) were revised in 2010. The full standards position statement and accreditation updates can be found online at www.naeyc.org/positionstatements/ppp.

What tomorrow's teachers should know and be able to do

1. Promoting child development and learning

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

2. Building family and community relationships

Students prepared in early childhood degree programs understand that successful early childhood education depends on partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

3. Observing, documenting, and assessing

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

4. Using developmentally effective approaches to connect with children and families

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

5. Using content knowledge to build meaningful curriculum

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in early childhood curricula. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

6. Becoming a professional

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Programs seeking NAEYC Accreditation or Recognition must provide field experiences in at least two of these three early childhood age groups (0-3, 3-5, 5-8) and in at least two of these three early learning settings (P-12 schools, child care centers and homes, Head Start).

Related Position Statements

NAEYC offers related position statements on early childhood teacher certification; developmentally appropriate practice; early childhood curriculum, assessment, and program evaluation; early childhood mathematics; early learning standards; learning to read and write; responding to linguistic and cultural diversity; professional development; and school readiness. All NAEYC position statements are available online at **www.naeyc.org/positionstatements**

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Appendix IV

Maryland EXCELS is a voluntary Quality Rating and Improvement System (QRIS) designed to meet the needs of both families and child care programs. Maryland EXCELS recognizes the accomplishments of early childhood and school-age programs and providers, offers information to families on choosing quality child care, and articulates to the public the level of quality in early and school-age care and education programs. Maryland EXCELS awards ratings through five progressive check levels that define a pathway to excellence. When a program joins Maryland EXCELS, the program has made a commitment to continuous quality improvement. This rating system helps Maryland achieve the following goals:

- To recognize early childhood and school-age child care programs of all kinds that provide high-quality care and education;
- To encourage programs to increase the level of quality they provide and to define a pathway to help them achieve excellence; and
- To provide families with information and choices about high-quality early childhood and school-age child care options.

Want to Learn More?

Visit us online at
www.marylandexcels.org

Email us at
mdexcels@msde.state.md.us

Visit the Maryland State Department of Education EXCELS Branch at
http://marylandpublicschools.org/MSDE/divisions/child_care/mdexcels.htm

JOHNS HOPKINS UNIVERSITY | CENTER FOR TECHNOLOGY IN EDUCATION
School of Education

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

MARYLAND EXCELS

CHECK FOR QUALITY EARLY CHILDHOOD AND SCHOOL-AGE PROGRAMS

A New Quality Rating System to Meet the Needs of Families and to Recognize Quality in Early Childhood and School-Age Programs

www.marylandexcels.org

Why is high-quality in child care and early education so important?

Children who do well in school typically do well in life. Children who are prepared when they start school are more likely to do well throughout their school careers. High-quality child care helps children gain essential skills they need to be successful learners such as:

- Social, emotional and communication skills;
- Pre-literacy and basic mathematical skills and concepts;
- An awareness of their environment and the roles of the people in it.

How do families choose child care or other early education programs?

There are many variables that impact child care choices for families. The cost, location and hours of operation are basic considerations – but just as important is the quality of care. High-quality child care and early education includes the following:

- Children are in a safe, healthy and developmentally appropriate environment;
- The staff is well-trained, promotes positive interactions and is responsive to the needs of all children; and
- Learning opportunities are available for all children based upon curriculum planning that includes children's interests and skills, and with activities that will help prepare them for Kindergarten and beyond.

While every family wants these qualities in a child care program, it's not always easy to be sure that a program can provide them. And all programs – whether they are based in a center, a home or a public school – need ways to describe themselves to families, to paint a picture of the quality of the program that they provide.

How does Maryland EXCELS help early childhood and school-age programs?

Maryland EXCELS is a voluntary program, so why should busy child care providers choose to participate? Maryland EXCELS:

- Gives you credit for the good work you are already doing;
- Helps you communicate with the families who are looking for quality child care;
- Provides financial incentives and technical supports to achieve higher ratings and improve the quality and market profile of your program; and
- Helps you achieve your goal of providing the highest- quality care possible to the children you work with every day.

How does Maryland EXCELS help families?

Maryland EXCELS helps families in three key ways:

- Provides information on services that meet the individual needs of your child;
- Helps you find and choose a high-quality child care program in your area; and
- Improves the quality of child care and early education throughout Maryland by offering participating programs incentives and supports that encourage and reward them for their participation and for increasing their quality level rating.

MARYLAND EXCELS

www.marylandexcels.org

Frederick Community College

Academic Program Review 2012-2013

Honors College

Summer 2013

Self-Study Report

Authored by:
Bruce Thompson, Program Manager

Introduction:

Departments organized around disciplines tend to be homogenous. Honors programs, conversely, vary from college to college. Yet, through the National Collegiate Honors Council (NCHC), honors leaders have found commonality. Academic excellence, innovation, interdisciplinary, and research are all hallmarks of honors learning. To help programs reach for these hallmarks, NCHC has published a set of standards entitled "Basic Characteristics of a Fully Developed Honors Program."

Thus, it makes sense for Frederick Community College's Honors College to use NCHC's 17 basic characteristics as the foundation for its program review. Data and analysis determined whether the standard has been met by the program. Recommended next steps follow.

By implementing the recommended next steps, FCC Honors can go from providing applied learning opportunities to producing "emerging scholars" who have training in interdisciplinary research. This new focus will transform honors learning to better serve our students.

Program Assessment:

1. **The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.**

For the past ten years, the Honors College has functioned as an enrichment program at Frederick Community College (FCC) that allows students to pursue academic excellence and develop leadership and service skills. Honors classes include all General Education categories and support most transfer programs.

Membership in the Honors College is by invitation. Students automatically qualify with the following test scores: SAT = 1650 overall with at least 550 on verbal, or ACT = Reading 21+, or FCC placement exams = honors level reading (103) and proficient college level writing. A writing sample may be requested. However, applicants with strong academic records (3.5 gpa) or faculty recommendations are encouraged to apply. We also offer an Open Campus membership for high school or home school students with a 3.5 gpa and a completed Honors College recommendation form.

Students are expected to pursue academic excellence and be engaged in the honors program, FCC, or the community. Any student whose gpa drops below 3.0 or violates FCC policy will no longer be in good standing with the honors program. Students who started college poorly but whose recent work is honors caliber can apply to the Honors Coordinator for an exception.
See #5 for the FCC Honors graduation policy. In 2010-2011, FCC Honors piloted a tracking system to determine who was in the program and if they were making progress toward completion. The following year, the program began asking students to set their completion goal through an honors goals survey; the options include Open Campus, Interest, Transfer, Graduating FCC, and Graduating the Honors College at FCC. The Honors Coordinator met with students and tracked progress every semester.

The results have been quite positive. In 2006, FCC began the practice of recognizing Honors College graduates at the graduation ceremony and making a permanent notation on their transcripts. From 2006 through 2010 there were 41 Honors College graduates. With tracking and goal setting, the number of Honors College graduates from 2011 through 2013 jumped to 62. Moreover, the 2013 completion statistics also show 19 Honors College graduates, 29 Open Campus, 19 FCC graduates, and 10 planned transfers); 15 students were dismissed for academic performance and 8 others did not reach their declared goal for a completion percentage of 73.66%. The completion rate for students whose declared goal was to graduate from the Honors College was 50%, which easily exceeds the national, state, and FCC rates.

Standard met.

2. **The program has a clear mandate from the institution's administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.**

The Honors program, established at FCC in 1982, has experienced its share of ups and downs. When I was asked to assume the role of Honors Coordinator in January 2004, my charge was to revive and build the program. I was sent to NCHC conferences to learn best practices for honors, included on the Learning Leadership Council, and reported directly to the Vice President for Learning. The new mission was to create applied learning opportunities so students could pursue excellence both inside and outside the classroom. With a program name change (to Honors College), an honors strategic plan, and a small bump in the honors budget, FCC Honors has grown both in size and scope of activities.

That said, institutional support for the program has stagnated in recent years. The budget has not changed since FY2010 ($6,871.00) and is projected to remain the same for FY2014. The last Vice President for Learning restructured reporting lines so only three Associate Vice Presidents reported directly to her. Honors was not even listed on the new chart for the Learning Division! By necessity and/or default, Honors now reports to the Associate Vice President who oversees all credit programs at the college. Programs with problems get attention. Honors is a victim of its own success. Consequently, FCC Honors has become severely understaffed. In 2004, the Honors Coordinator received 3 credits release time (roughly 8 hours per week) to coordinate classes, serve as faculty advisor for the Honors Student Association, and to develop strategic initiatives. Growth in terms of students (94 in September 2010 to 190 in May 2013) and learning activities (see examples throughout this report) and stagnant support has made the program overly dependent on the Honors Coordinator and the goodwill of faculty to provide undercompensated (e.g., stipend for mentoring Honors Independent Study projects) or free services (e.g., Honors contracts, Honors Forums).

Conservatively, the Honors Coordinator works 25-30 per week on Honors most of the year. Peers at Montgomery College (6-12 credits), Prince Georges Community College (full time plus 6 credits for faculty advisor), and Community College Baltimore County at Essex (9 credits) have more release time as well as staff support. Colleagues on the NCHC Two-Year College Committee listserv convey a similar range of support.

Standard not met.

3. **The honors director reports to the chief academic officer of the institution.**

The Vice President for Learning is the chief academic officer at Frederick Community College. From 2004 to about 2010, Honors was a direct report to the Vice President for Learning. Then there was a re-organization with three Associate Vice Presidents overseeing all employees in Learning. At present, FCC's Honors Coordinator reports to the Associate Vice President/Dean for Academic and Profession Studies.

Standard not met.

4. **The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.**

Every semester, FCC Honors schedules a variety of general education and elective courses. All classes have the same core learning outcomes as regular courses, but the small class size (15) allows students to be active learners. For example, many classes use a seminar format in which students read material and drive the class discussion. Writing assignments, class activities, co-curricular events, and research projects challenge students to engage the topic of study in a meaningful way.

Linked courses focus on the relationship between two subjects. FCC traditionally offers a combined English Composition and Speech Fundamentals course as well as an American Literature and U.S. History course. Other linked courses are offered periodically. ID 200H (Honors Seminar: Special Topics in Interdisciplinary Studies) is general education course that focuses on issues of importance in today's world. Students synthesize work from at least two different academic content areas, which enhances their ability to think critically and draw conclusions based on multiple points of view.

With permission, students can also earn honors credits through Honors contracts. In this arrangement students enrolled in a regular course agree to complete all class assignments and to produce an honors-caliber research project with the instructor serving as the faculty mentor. A student completing contracts in Calculus must also enroll in IS 912H and present their findings at the Honors Forum. Currently, it is recommended for all other topics, but not required. Students enrolling in IS 912H must pay the associated tuition (one credit) and fees.

Honors Independent Study (HIS) provides students an opportunity to explore a topic of interest. Students get to develop their research skills and get hands-on experience to see if they like working in the field before ever declaring it as a major.

Steps:
1. Meet with a faculty mentor to discuss project ideas. Together you can design a project that includes primary research, and a written analysis with appropriate documentation. Film documentaries and artistic projects are also encouraged.

2. Complete the HIS Application [replace with updated file] and meet with the Honors Coordinator. Approval and signatures of both the Honors Coordinator and faculty mentor are required.

3. Register for HIS project (IS 9XXH – 3 credit hours) and Honors Forum (IS 912H – 1 credit hour). In the Honors Forum students learn how to present a 10-12 minute executive summary of their projects. This is done at the end of the semester to the campus community.

Students who complete this unique learning experience hone their skills and gain confidence as emergent scholars.

Standard met.

5. **The program requirements constitute a substantial portion of the participants' undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.**

Students who complete 12 honors credits (3 honors credits must be at the 200-level with an honors research project or completion of an honors independent study project) with an overall grade point average (gpa) of 3.25 or higher are eligible to graduate from the Honors College. Graduates receive a notation on their transcripts recognizing this achievement. Further, at the graduation ceremony they wear an Honors College medallion and stand to be recognized. The transcript notation and color of the medallion are based on the student's grade point average at the time of graduation:

GPA	Transcript Notation	Medallion
3.25-3.49	Honors College	Bronze
3.5-3.749	Honors College – Honors	Silver
3.75-4.0	Honors College – High Honors	Gold

An A.A. degree requires 60 hours. Twelve honors credits constitute 20%.

Standard met.

6. **The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and pre-professional or professional training requirements.**

Students can earn through Honors all of their General Education requirements and the cultural competency requirement for an Associate's degree. Thus, Honors supports all transfer programs at FCC.

FCC Honors also works well with many career programs. An example is the Memorandum of Understanding FCC Honors signed with FCC Nursing. Honors schedules several courses (PS101H, ED/PS208H, MA206H) to support Pre-Nursing and Nursing majors, and the agreement calls for students to receive extra consideration when applying to Nursing program.

Standard met.

7. **The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.**

Examples of excellence from 2012-2013 include:
Honors College graduations (19). Three earned three bronze medallions (3.0-3.49 gpa), five silver medallions (3.5-3.749 gpa), and eleven gold medallions (3.75-4:00 gpa). The average gpa of the 19 Honors College graduates was 3.719.
Honors Independent Study projects (8)
Honors Forum presentations (21)
Conference presentations by students (12)
MCHC – state honors conference
Emma Branzell, "The Economic and Social Effects of China's One Child Policy"
Samuel Choi & Lawra Gudgeon, "Jonathan Edwards: Sinners in the Hands of a Gracious God of Wrath"
Eric Corbie, "More Than a Song: The Achievements of Billie Holiday"
Devin Drummond & Michael Torres, "Gabriel's Horn: The Infinite Meets the Finite"
Shanna Hoopengardner, "Put the Students First: Abolish Tenure"
Gordon Kordell, "An Analytical Examination of the Greek Water Clock"
Krista Schmidt, "American Individualism"
Sanje Sripanjalingam, "Proof of Kepler's First Law of Planetary Motion"

NRHC – regional honors conference
Katherine A. Huseman, "Why Drop the Bomb?"
Gabriela Roque, "Being 'Illegal': The Dehumanization of Immigrants"
Awards
Portz Award Nomination (outstanding honors student in MD) – Katherine A. Huseman

Anne Slater Honors Excellence Award (honors research project)
Michelle Krieger, "America's Drug Policy: A Victor-less War," 1st Place

Kate Barnett, "Animal-Assisted Therapy," 2nd Place

Phi Theta Kappa/USA Today Academic All American – Kirstie Howard
Dr. Lee John Betts Outstanding Student Leader Award – Katherine A. Huseman
Outstanding Secondary Education Student – Emily Downs
Tuscarora Review's Editorial Board Award – Laurence Dague
Frederick Woman's Civic Club History Award – Katherine Hicks
Best Legislative Proposal, Maryland Student Legislature – Christian Oropeo
Transfer Academic Excellence Scholarship (full tuition scholarship,
University of Maryland) – Eric Corbie

Standard met.

8. **The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.**

Officially, department chairs and program managers select who teaches classes, including Honors. The Honors Coordinator, however, has been able to negotiate with department chairs and recruit full-time faculty with reputations for teaching excellence and mentoring.

Program growth and technology needs suddenly turned teaching excellence into a concern this past year. FCC Honors has experienced tremendous enrollment growth over the past five years: from 277 in 2008-2009 to 461 in 2012-2013 for a 66.42% increase. Strategic enrollment and planning has H-248 scheduled for use typically from 8:00 a.m. to 7:35 p.m. Average class size in Fall 2012 was 13.18 (capped at 15) for an 87.86% capacity. For Spring 2013 class size was 13.0 (capped at 15) for an 86.66% capacity. Meanwhile, the full-time to part-time faculty ratio at FCC has slipped down about 35%. So, there are more classes to teach and fewer full-time faculty available.

Compounding the problem is the absence of LAN school technology and computers in H-248 now standardly used to teach EN101 and EN101H. Full-time English faculty consider this a best practice and insist on using the technology. Efforts to address the problem this year were unsuccessful and contributed to the high number of adjunct faculty teaching EN101H. Of the 16 honors classes that ran in Fall 2012, full-time faculty taught nine. A sabbatical contributed three classes to the total, and adjuncts taught four of the six EN101H classes, and the two full-time English faculty taught in other rooms. Scattering students across campus undermines efforts to build an honors student community. The numbers for Spring 2013 mirror Fall 2012: full-time faculty taught 9 of 13 Honors classes. Adjuncts taught both EN101H classes. Fortunately, three of the four adjuncts received excellent reviews! The other one will not be asked back to teach for Honors.

The use of Honors contracts to support student work in STEM or to complete their programs or study further exemplifies the situation. When possible, the Honors Coordinator tries to arrange contracts with full-time faculty (9 of 11 in Fall 2012 and 16 of 22 in Spring 2013), but it is getting more challenging. The Honors Coordinator vetted adjunct faculty used, met new faculty members (adjunct and full-time) to discuss expectations and procedures, and served as a mentor throughout the semester. It appears that the training and mentoring role of the Honors Coordinator will continue to grow as new faculty (both adjunct and full-time) are brought into the program.

Standard met.

9. **The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.**

FCC Honors has an excellent suite of rooms in a modern building. H-244 functions as the Honors Coordinator office and has a small conference table that allows for meetings with students. H-245 serves as the Honors office with desk, computer, desk, printer, Honors College file cabinets, and a bookshelf. Currently, student interns assist students and faculty and help the Coordinator run the program; it would be suitable space for an Honors staff person (Assistant Coordinator/Advisor). The Honors Lounge in H-247 has whiteboards, lounge furniture, and five computers linked to a printer which allows students work on assignments or collaborate on projects between classes. H-248 is the Honors classroom and includes a Smart board, projector, computer, 18 tables and chairs on wheels usually configured in three small pods, and lounge furniture in the back of the room for seminar instruction. The room is often showcased on campus tours.

That said, H-248 is already in desperate need of a technology upgrade. English faculty cannot use the LAN school technology which has become standard fare in EN101 classes. Moreover, several faculty from multiple disciplines have requested in-class research capability. Installing a wireless LAN school system in the room and purchasing 15 laptops and a laptop cart would address both learning needs.

Standard met.

10. **The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.**

The Honors Advisory Board (HAB) is the governing body for the Honors College. When established in 2004, the goal was to provide campus wide buy-in and support for Honors. Thus, the membership is broad based with interested faculty constituting the largest and most active sub-group. Other members include students, associate vice presidents, department chairs, and learning support staff (e.g., Advising, Center for Student Success, etc.). HAB meets 1-2 times per year, but there are numerous informal consultations throughout the year with faculty and students.

Standard met.

11. **Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.**

Students played an integral role in the operation of FCC Honors. The Presidents of the Honors Student Association (HSA) and campus Phi Theta Kappa chapter are members of the Honors Advisory Board.
HSA is a student organization open to all students at FCC. The Honors Coordinator serves as the faculty advisor, but students design and engage their own service projects and team building activities. The FCC Talent Show has been a featured event for the past ten years. Other activities have included: white-water rafting, hiking, field trips, bike rides, trash clean-up, and other service projects.
Starting in 2010, Honors Interns have become invaluable contributors to the administration of the program. Interns run the Honors office, interface with students and faculty, serve as the face of FCC Honors at campus events, assist with recruiting, serve as a sounding board for ideas, and assist with strategic initiatives. For example, this past year one intern generated a list of Honors College graduates, conducted social media searches on the graduates, and generated a draft survey for Honors alumni.

Standard met.

12. **Honors students receive honors-related academic advising from qualified faculty and/or staff.**

Advising is a critical need for FCC's Honors College. Every fall semester, Honors hosts an annual transfer & scholarship workshop led by an FCC advisor. Otherwise, Honors students must access the advising services available to all students at FCC. The Advising office sponsors 1st Year Focus Sessions during which students get an overview of the college, its services, and the general requirements for completing a degree. Students then register for their first semester classes. All FCC advisors are empowered to place students in Honors classes. Afterwards students are on their own unless they contact the Advising office.

All of the literature on completion (see Phi Theta Kappa and 2nd Annual MACC Summit on Completion) indicate that there are three keys to completion success: 1) human contact, 2) goal setting, and 3) professional advising (mandatory and active are best). Experience with FCC Honors completion/tracking initiative launched in 2010 bears this out. Many honors students were coming to FCC for a semester or two and then leaving. Now, the Honors Coordinator meets with every student who wants to join the Honors College. The student completes an honors goal survey and we discuss how FCC Honors can help meet his or her goals. The Honors Coordinator then tracks students every semester and contact the students to see if plans have changed, obstacles they have encountered, or other concerns. The Honors Coordinator serves as an advocate, facilitator, and sometimes mentor. The initiative has been an overwhelming success, but I am not a qualified, professional advisor.

There is new leadership in advising who just named Laura O'Leary as the point of contact for Honors Advising. This is a good start, but more will need to be done to serve the needs the Honors students. Suggested best practices from the 2011 NCHC conference include:

- Goal setting (includes time line, awareness of opportunities)
- Network of support (peer mentoring, workshops)
- Co-curricular learning to help students grow as people and to learn outside the classroom (leadership and service activities)
- Tracking student progress
- Mandatory one-to-one advising each semester
- Completion benchmarks

Standard not met.

13. **The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.**

FCC Honors has been using linked classes and Honors Independent Study projects since the 1990s. A major development in the past decade has been ID200H "Honors Seminar: Special Topics in Interdisciplinary Studies." The goal is for students to examine a current topic of interest from multiple perspectives. Topics have included: pop culture, Shakespeare today, cyber culture, and sustainability. Students earn credits in the "Emerging Issues/Interdisciplinary Studies" category of the State of Maryland's general education requirements, which transfer to four-year colleges and universities. Regularly adding new Honors courses brings in new faculty and approaches to learning to the program. HI217H "Honors African-American History," EN230H "Honors African-American Literature," ID209H "Honors Ethnic Diversity," and CMSP105H "Group Discussion" added cultural competency options to the Honors schedule of classes. AR100H "Honors Introduction to the Creative Arts" and

CMM101H "Honors Introduction to Digital Media" provide an Arts General Education option for students. CMSP107H "Honors Career Communication" is scheduled for Fall 2014 and will support Business majors.

To support students working in the STEM (Science, Technology, Engineering, & Math) disciplines, FCC Honors has worked collaboratively with the STEM faculty to develop strategies. Rather than running an under-enrolled course in Physics, we piloted the use of an Honors contract. Students had to complete all course requirements as well as an honors caliber research project. The contracts were so successful, that they are now a standard option in the Honors program.
BI104 "Anatomy & Physiology" is a gateway course for all Nursing and Allied Health majors. The BI104 professors created an Honors version of the course that required students to serve as the lab aides for BI103; the way to learn something is to teach it. Two advanced Nursing students developed the lab manual as their Honors Independent Study project. BI104H runs every spring semester with full enrollment.

Honors already offered MA206H "Honors Statistics" every spring semester, but the Math faculty wanted an Honors experience for their higher-level students. Building the Honors Contract model, faculty identified students in their Calculus classes (I, II, & III) with potential to do Honors-level work. Students who agreed to do Honors Calculus complete all course assignments plus an applied research project. A faculty mentor supervised the project and the score from the project was incorporated into the student's final grade in the course. Students presented their project to the College at the end of the semester. In Fall 2012, eight students completed Honors Calculus projects and four of them were selected to present at the state honors conference! Another five students completed projects in Spring 2013.
Faculty and students frequently use Honors to test innovative learning strategies. A new initiative in Fall 2012 was the Veterans Oral History Project. Students divided into teams and interviewed a veteran. Then they transcribed the interviews and wrote narrative essays about the veterans. Then they donated the recorded interviews, release forms, transcripts, and narrative essays to the Library of Congress' Veterans History Project. The students not only got to meet veterans like 93-year-old Betty-Printz Sims, a U.S. Marine aviation instructor during WWII, but they got their narratives published in a book entitled, Since You Asked: Arizona Veterans Share Their Memories (Grand Rapids, MI: Color House Graphics, 2013). One student described the project as "paradigm shifting" and made her think about college as something more than just a transcript with grades.

Students are also generating virtual field trips. Using Google Earth and blogger.com, students can upload photos or video, locations, and comments to produce a virtual field trip which allows the student to show other students what they learned from the sites he/she visited.
Finally, a student is working with a faculty member this summer to set up an online publication for honors student writing. They will start with a collection of essays written about veterans interviewed for oral histories in Spring 2013. Hopefully, this will become an annual project that will allow a student

to gain experience with online editing and publishing; plus, it will result in a first publication for many honors students.

Standard met.

14. **The program engages in continuous assessment and evaluation and is open to the need for change in order to maintain its distinctive position of offering exceptional and enhanced educational opportunities to honors students.**

In the summer of 2006, the Honors Coordinator and two former Honors Coordinators conducted a needs assessment and developed the Honors Strategic Plan, 2006-2011. The plan produced numerous improvements that helped the Honors program grow in scope and size. Annual strategic plan reports to the Vice President for Learning as well as annual self-evaluation for the Honors Coordinator documented the changes and set goals for the upcoming year. This process continued from 2011 through 2013 as FCC Learning underwent restructuring and leadership changes. Throughout 2012-2013, the Honors Coordinator has been conducting a Program Review, which will produce a new strategic plan for 2013-2016 to be approved by the Honors Advisory Board (HAB).

As part of the Program Review process this past year, FCC Honors piloted three new assessment tools. An Exit Survey sent to 19 students graduating from the Honors College netted five respondents. Although the response rate is too low to be definitive, the data and comments convey positive experiences. Honors classes and overall satisfaction with the FCC Honors experience rated "4 Excellent" across the board. All the students credited FCC Honors with improving their academic skills (research, communication, writing, and critical thinking), and 3 of the 5 students presented at an honors conference. In summarizing their FCC Honors experience, one student wrote: "…being in the FCC Honors College helped me in a very engaging way to facilitate learning." Another commented, "Honors helped me develop confidence in my schoolwork. Because the classes were smaller and open discussions, I did not feel like I was just another body in the seat. The teachers actually care about your thoughts on the topics."

While not as uniformly effusive, 46 student evaluations from four Honors courses in Spring 2013 corroborate the findings. Question #1 asked, "Did your honors course achieve the following: strengthen your academic skills, increase your understanding of the subject, and engage you as a learner." Students responded "yes" 42, 45, and 39, respectively. Most of the "no" votes and negative comments came from one class and matched concerns reported to the Honors Coordinator during the semester.

The Honors Rubric provided a common tool for assessing all research and creative arts projects, which are required for each Honors course or Honors contract. The rubric evaluated the Honors core learning outcomes of communication, critical thinking, project management, and research methods or creative challenge. There were six rankings available for each outcome, ranging from Unacceptable (1-

2), Meets Course Standards (3-4) – uses General Education standards, and Honors Level (5-6). The aggregate scores were: communication = 4.63, critical thinking = 4.54, project management = 4.56, and research method/creative challenge = 4.38. The lower score in research method/creative challenge reflects the multiple comments from faculty regarding the lack of student familiarity with research methods. One adjunct faculty member noted, "I think I assumed they were getting a heavy dose of research methods in other classes….I was surprised that so many did not seem to realize they needed to cite their research."

The truth is, beyond the minimal coverage of research methods in EN101, a student can graduate FCC without conducting another research project. Yet, research is an essential skill in the 21st century. By requiring a research project in each Honors class, adding a capstone project to the program, and focusing on scholarship and the research/creative process, FCC Honors can begin to address this gap in student learning.

Standard met.

15. **The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.**

FCC Honors provides many learning opportunities outside the classroom. Every year FCC Honors students present at the Maryland Collegiate Honors Council (MCHC) conference. This past spring two FCC Honors students presented at the Northeast Regional Honors Council (NRHC) conference in Philadelphia. Our students typically do very well when presenting at conference because we teach them the executive summary method and ask them to practice before faculty and students. Both students and faculty laud the experience as "meaningful" and an advantage over other students so early in their academic careers.

In 2012, FCC Honors also hosted the MCHC conference and celebrated the 30th anniversary of the program by having Dr. Jessica Cannon speak on "Antietam at 150: Memory and Meanings through Time." Dr. Cannon graduated with an Associate of Arts degree in History from the FCC Honors College in 2000. She then transferred to Wake Forest University where she received her bachelor's degree. She attended Rice University for her Master's and Doctoral studies. Her dissertation focused on the social history of Maryland during the Civil War. Dr. Cannon is now an assistant professor of history at the University of Central Missouri.

Leadership and service are staples of FCC Honors. This past year, HSA raised $300 for Hope Alive, an organization that helps women and children break the cycle of homelessness. The 10th annual FCC Talent Show raised $535 for the Warrior Canine Connection, a group that trains service dogs for

veterans. In 2012-2013, students earned certificates in leadership (2) as well as service (12). They also serve as officers (13) for several campus groups.

FCC Honors supports experiential learning on an ad hoc basis. Students who travel internationally can arrange to earn Honors credits for study abroad learning. Two recent examples involved a film student who traveled to Russia and documented how orphanages work in that county. Another student on a six-month stay in Australia visited WWII memorials to study how Australia remembered its role in the war. FCC Honors attempted to run a Spring Break trip to London in which students would be able to use the Place as Text methodology as a research project on a given topic that could be substituted for a class assignment in non-honors classes or produce a virtual field trip to fulfill an Honors Contract. The enrollment was insufficient, but we hope to try again in the future.

Three students are currently engaged in experiential learning activities. A student with interest in social activism and peace studies is doing a Washington DC Summer Internship with Rachel's House, a homeless shelter for women. Another is developing a marketing plan and an advertising clip for FCC Honors and is scheduled to serve an internship with FCC Marketing this fall semester. Finally, a student is participating in the NCHC Partners in the Park program, an experience that supports her future major in environmental landscape design.

Standard met.

16. **When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.**

FCC's Honors College has two articulation agreements with four-year honors programs: Hood College and Towson University. A draft agreement was never signed with the University of Baltimore, but FCC Honors has sent three students to that school in the last three years on a full-tuition scholarship. The University of Maryland College Park and St. Mary's College of Maryland do not take transfers into their honors programs. The University of Maryland Baltimore County has rebuffed our overtures. There seems to be some potential interest from Bowie State University, Frostburg State University, McDaniel College, and Notre Dame University of Maryland. FCC's Honors Coordinator also led a workshop at the Maryland Collegiate Honors Council (MCHC) conference in March 2013 pitching the idea of a general framework/template for honors-to-honors agreements that could be used statewide The two-year college representatives were excited, but the four-year college representatives were wary. Discussions are slated to continue this coming year. By producing "emerging scholars" with interdisciplinary research training, FCC Honors graduates should be even more attractive to four-year honors programs.

Standard met.

17. **The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.**

In collaboration with the Registrar, FCC Honors had a Group Code (HON) set up in PeopleSoft and then piloted priority enrollment for students in the group code (semester?). The process seemed to work fairly well, but Vice President for Student Support at the time opposed its continuation.

Standard not met.

Recommended Next Steps:

All recommended next steps correspond with the NCHC's 17 basic characteristics for successful and fully developed honors programs. They align with Learning's Tactical Plan as well as the strategic plans for FCC and the Maryland Higher Education Commission (MHEC). These next steps will allow FCC Honors to: 1) implement new best practices, 2) address the four NCHC basic characteristics that are currently unmet [2, 3, 12, & 17], and 3) bridge the research gap found in Honors student learning discussed in the above Program Review.

1. Adopt new policy requiring a "C" or better be earned to receive Honors course credit.
2. Increase institutional support to support new Honors College mission.

a. Revise Honors College mission statement to focus on producing "emerging scholars and artists."

b. Increase release time for Honors Coordinator [half time recommended].

c. Create part-time Assistant Honors Coordinator position that focuses on student success through advising and assessment. [Could collaborate with Advising create a dual position using Multicultural Student Services model.]

d. Revise faculty compensation fee structure for Honors learning activities and fold into the Honors College budget.

e. Draft 3-year planning budget for Honors College.

3. Change Honors Coordinator's title to Honors Director and create a dual report with the Vice President for Learning and Associate Vice President/Dean for Academic and Professional Studies.
4. Establish online tutorial on research methods for students attempting an Honors Contract or Honors Independent Study who have not completed ID200H or an equivalent course.
5. Require capstone Honors-caliber research or creative arts project to graduate from the Honors College. This can be fulfilled through completing ID200H, Honors Independent Study (IS900H-912H), or an Honors Contract with a program designated course. The Honors Coordinator should be authorized to review and accept, if warranted, capstone projects from other sources.
6. Expand access to FCC Honors.

a. Develop agreements with FCC programs (e.g., Nursing, Nuclear Medicine, Education, Human Services) about implementing Honors capstone projects requiring applied research or original creative work.

b. Implement Honors Open Campus initiative to introduce more high school students to the program.

7. Create Honors workshops to familiarize students with opportunities and standards of excellence.
8. Develop faculty training for Honor topics, including EN101H expectations, Honors research, and ID200H teams.
9. Upgrade technology capability in H-248 by installing wireless LAN school software and purchasing 15 laptops with a cart.
10. Increase the number of student members on the Honors Advisory Board from 2 (presidents of the Honors Student Association and Phi Theta Kappa) to 4-5 (HSA, PTK, & Honors Interns).

11. Implement peer mentoring system to help incoming students adapt to Honors.
12. Establish an active model of Honors Advising with a qualified advisor.
a. Develop a 3-year draft schedule of Honors classes.
b. Develop a template of Honors Advising benchmarks for each semester, which will include 20-credit and other best practice benchmarks.
c. Create Honors Advising Handbook.
d. Create online tutorials for transfer and scholarships that students must complete.
e. Generate Honors course sequences for various programs and majors.
13. Develop innovative Honors research mechanisms.
a. Create Honors research portal that students and faculty can access.
b. Revamp ID200H so that it is team taught and stresses interdisciplinary research. This will be in collaboration with the General Education Committee and create a new model for how all interdisciplinary courses at FCC are taught.
14. Continue to develop Honors assessment tools and activities.
a. Differentiate between 100-level and 200-level research, writing, critical thinking on Honors Rubric.
b. Produce annual report describing the highlights of the program.
c. Produce annual strategic plan report.
d. Implement longitudinal survey with Honors alumni.
e. Invite Maryland community college honors leader to conduct a peer review of the FCC Honors College using the NCHC's "Basic Characteristics of a Fully Developed Honors Program."
f. Host NCHC site visit in 2015-2016 to assess progress and get recommendations for next Honors strategic plan.
15. Expand experiential learning opportunities for Honors students.
a. Increase funds available in Honor budget for travel to Honors conferences (faculty and students).
b. Seek funds to provide student grants for experiential/research expenses.
c. Work with FCC Foundation to establish a performance-based scholarship for students in the Honors College.
16. Sign two more articulation agreements with 4-year honors programs in the next three years.
17. Work with FCC's leadership in Learning and Learning Support to implement priority registration for Honors College students in good standing.

Executive Summary:

FCC Honors meets most (13/17) of NCHC's basic characteristics for a successful and fully developed honors program. Meeting so many basic characteristics corresponds with the program's growth over the past ten years and its dedication to providing applied learning opportunities for students to pursue excellence both inside and outside the classroom. Kudos to all involved for a job well done!
There is, however, room for improvement. FCC Honors came up short in four basic characteristics – institutional support, reporting to the chief academic officer, honors advising, and priority registration. More troubling is the research methods gap in student learning identified in the Honors Rubric assessment. This is especially troubling for honors students, but frankly all students need to have solid research skills. The plethora of "data" available through the internet demands discernment and the ability to examine an issue from multiple perspectives.

Students who complete an Honors Independent Study project and/or present at conference rave about what a great learning experience it was. Why not infuse the entire program with this focus on scholarship and research methods? To accomplish this, FCC Honors can realign its mission to develop emerging scholars. This will require several strategic initiatives to support the new mission, such as upgrading the honors classroom technology; revamping ID200H into a team taught, capstone course that engages students in interdisciplinary research; developing an honors research portal; establishing applied research projects in programs such as Nursing and Education; and so forth.

The recommended next steps will allow FCC Honors to: 1) implement new best practices, 2) address the four NCHC basic characteristics that are currently unmet [2, 3, 12, & 17], and 3) bridge the research gap found in honors student learning. They align with Learning's Tactical Plan as well as the strategic plans for FCC and the Maryland Higher Education Commission (MHEC).
By meeting this challenge, we support institutional strategic goals, pursue innovation and excellence, and improve student learning in the process. We continue to answer the call for Greater Expectations (2002) in undergraduate learning.

Appendix A

Basic Characteristics of a Fully Developed Honors Program
National Collegiate Honors Council
Although no single or definitive honors program model can or should be superimposed on all types of institutions, the National Collegiate Honors Council has identified a number of best practices that are common to successful and fully developed honors programs.

1. The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.
2. The program has a clear mandate from the institution's administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.
3. The honors director reports to the chief academic officer of the institution.
4. The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.
5. The program requirements constitute a substantial portion of the participants' undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.
6. The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and pre-professional or professional training requirements.
7. The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.
8. The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.
9. The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.

10. The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.
11. Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.
12. Honors students receive honors-related academic advising from qualified faculty and/or staff.
13. The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.
14. The program engages in continuous assessment and evaluation and is open to the need for change in order to maintain its distinctive position of offering exceptional and enhanced educational opportunities to honors students.
15. The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.
16. When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.
17. The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.
Approved by the NCHC Executive Committee on March 4, 1994; amended by the NCHC Board of Directors on November 23, 2007; further amended by the NCHC Board of Directors on February 19, 2010. Source: NCHC website: www.nchchonors.org.

Appendix B

FCC Honors	NCHC	Learning Tactical	FCC	MHEC
Adopt new policy requiring a "C" or better be earned to receive Honors course credit	1	Goal 2: Learner Success	Goal 2: Increase student success and goal achievement	Goal 2: Access, Affordability and Completion
Increase institutional support to support new Honors College mission	2	Goal 2: Learner Success Goal 3: Staffing	Goal 1: Promote academic excellence in teaching and learning Goal 5: Identify and secure additional funding to meet the College's mission	Goal 1: Quality and Effectiveness
Change Honors Coordinator's title to Honors Director and create a dual report with the Vice President for Learning and Associate Vice President/Dean for Academic and Professional Studies	3	Goal 3: Staffing	Goal 2: Increase student success and goal achievement	Goal 2: Access, Affordability and Completion
Establish online tutorial on research methods for students attempting an Honors Contract or Honors Independent Study who have not completed ID200H or an equivalent course	4	Goal 1: Teaching and Learning Goal 2: Learner Success Goal 4: Learning Environments	Goal 1: Promote academic excellence in teaching and learning Goal 7: Utilize new and emerging technologies that improve learning and business operations	Goal 1: Quality and Effectiveness Goal 4: Innovation
Require capstone Honors-caliber research or creative arts project to graduate from the Honors College	5	Goal 1: Teaching and Learning Goal 2: Learner Success Goal 5: Curriculum	Goal 1: Promote academic excellence in teaching and learning Goal 2: Increase student success and goal	Goal 1: Quality and Effectiveness Goal 2: Access, Affordability and Completion

			achievement	Goal 4: Innovation
Expand access to FCC Honors	6	Goal 6: Access	Goal 3: Enhance access, support, and opportunities that meet the needs of diverse and changing populations	Goal 2: Access, Affordability and Completion
Create Honors workshops to familiarize students with opportunities and standards of excellence	7	Goal 2: Learner Success	Goal 2: Increase student success and goal achievement	Goal 2: Access, Affordability and Completion
Develop faculty training for Honor topics, including EN101H expectations, Honors research, and ID200H teams	8	Goal 1: Teaching and Learning Goal 3: Staffing Goal 5: Curriculum	Goal 4: Expand opportunities for employee excellence and professional development	Goal 1: Quality and Effectiveness Goal 4: Innovation
Upgrade technology capability in H-248 by installing wireless LAN school software and purchasing 15 laptops with a cart	9	Goal 1: Teaching and Learning Goal 4: Learning Environments	Goal 1: Promote academic excellence in teaching and learning Goal 2: Increase student success and goal achievement Goal 7: Utilize new and emerging technologies that improve learning and business operations	Goal 1: Quality and Effectiveness Goal 4: Innovation
Increase the number of student members on the Honors Advisory Board	10	Goal 6: Access	Goal 3: Enhance access, support, and opportunities that meet the needs of diverse and changing populations	Goal 2: Access, Affordability and Completion
Implement peer mentoring system to help incoming students adapt to Honors	11	Goal 2: Learner Success	Goal 2: Increase student success and goal achievement	Goal 2: Access, Affordability and Completion

Establish an active model of Honors Advising with a qualified advisor	12	Goal 2: Learner Success	Goal 2: Increase student success and goal achievement	Goal 2: Access, Affordability and Completion
Develop innovative Honors research mechanisms	13	Goal 1: Teaching and Learning Goal 2: Learner Success Goal 4: Learning Environments	Goal 1: Promote academic excellence in teaching and learning Goal 2: Increase student success and goal achievement Goal 7: Utilize new and emerging technologies that improve learning and business operations	Goal 1: Quality and Effectiveness Goal 4: Innovation
Continue to develop Honors assessment tools and activities	14	Goal 2: Learner Success Goal 5: Curriculum	Goal 6: Advance the College's commitment to and success in assessing its effective-ness in achieving its mission and goals	Goal 2: Access, Affordability and Completion
Expand experiential learning opportunities for Honors students	15	Goal 1: Teaching and Learning Goal 2: Learner Success Goal 5: Curriculum	Goal 1: Promote academic excellence in teaching and learning Goal 2: Increase student success and goal achievement Goal 5: Identify and secure additional funding to meet the College's mission	Goal 1: Quality and Effectiveness Goal 4: Innovation
Sign two more articulation agreements with 4-year honors programs in the	16	Goal 2: Learner Success Goal 5: Curriculum Goal 6: Access	Goal 2: Increase student success and goal achievement	Goal 1: Quality and Effectiveness

next three years			Goal 3: Enhance access, support, and opportunities that meet the needs of diverse and changing populations	
Work with FCC's leadership in Learning and Learning Support to implement priority registration for Honors College students in good standing	17	Goal 2: Learner Success	Goal 2: Increase student success and goal achievement	Goal 2: Access, Affordability and Completion

Appendix C

FCC Honors Highlights, 2012-2013

Mission – ***developing emerging scholars and artists***

Academic Achievements

Honors College graduates (19)

Bronze medallion	Silver medallion	**Gold medallion**
(12+ honors w/ 3.0-3.49 GPA)	(12+ honors w/ 3.5-3.74 GPA)	(12+ honors w/ 3.75+ GPA)
Joshua D. Morse	Daniel Corbin	Samuel S. Choi
Jessica M. Paschal	Merce M. Goodwin	Emily B. Downs
Amanda Scott	Angela H. Khong	Diana C. Garro-Torres
	Michelle F. Krieger	Daniela Gomez
	Nickolas W. Krstanovic	Katherine K. Hicks
	Sarah C. Shulman	Kirstie D. Howard
		Katherine A. Huseman
		Corrine E. Lloyd
Average gpa: 3.719		Cherry D. Nichols
		Emily J. Welch

Honors Independent Study projects (8)

Fall 2012	Katherine A. Huseman, Corrine Lloyd
Spring 2013	Diana Garro-Torres, Katherine A. Huseman, Laura Penn, Gabriela Roque
Summer 2013	Natalie Knight, Aliya Merhi

Honors Forum presentations (21)

Fall 2012 Juan Bonilla, Daniel Corbin, Devin Drummond, Gordon Kordell, Alexandre Leao, Corrine Lloyd, Mohammad Malikzada, Mathew Pittman, Erick Shepherd, Sanje Sripanjalingham, Michael Torres

Spring 2013 Gordon Boltz, Samuel Chmelik, Devin Drummond, Diana Garro-Torres, Katherine A. Huseman, Laura Penn, Gabriela Roque, Erick Shepherd, Sedeck R. Kamgang Tema, Michael Torres

Conference presentations by students (12)

MCHC – state honors conference

Emma Branzell, "The Economic and Social Effects of China's One Child Policy"

Samuel Choi & Lawra Gudgeon, "Jonathan Edwards: Sinners in the Hands of a Gracious God of Wrath"

Eric Corbie, "More Than a Song: The Achievements of Billie Holiday"

Devin Drummond & Michael Torres, “Gabriel’s Horn: The Infinite Meets the Finite”
Shanna Hoopengardner, “Put the Students First: Abolish Tenure”
Gordon Kordell, “An Analytical Examination of the Greek Water Clock”
Krista Schmidt, “American Individualism”
Sanje Sripanjalingam, “Proof of Kepler’s First Law of Planetary Motion”

NRHC – regional honors conference
Katherine A. Huseman, “Why Drop the Bomb?”
Gabriela Roque, “Being ‘Illegal’: The Dehumanization of Immigrants”

Michelle Krieger,

Awards
Portz Award Nomination (outstanding honors student in MD) – Katherine A. Huseman

Anne Slater Honors Excellence Award (honors research project)
“America’s Drug Policy: A Victor-less War,” 1st Place
Kate Barnett, “Animal-Assisted Therapy,” 2nd Place

Phi Theta Kappa/USA Today Academic All American – Kirstie Howard
Dr. Lee John Betts Outstanding Student Leader Award – Katherine A. Huseman
Outstanding Secondary Education Student – Emily Downs
Tuscarora Review’s Editorial Board Award – Laurence Dague
Frederick Woman’s Civic Club History Award – Katherine Hicks
Best Legislative Proposal, Maryland Student Legislature – Christian Oropeo
Transfer Academic Excellence Scholarship (full tuition scholarship, University of Maryland) – Eric Corbie

Leadership & Service Achievements

Leadership
Certificates (2) – Katie Fidder, Caitlyn Land

Honors Interns (2) – Laura Arias, Christian Oropeo

Officers
HSA (3) – Katherine A. Huseman, President; Laura Arias, VP; Christian Oropeo, Secretary
PTK (2) – Kellianne Dubbin, VP; Kirstie Howard,VP
SGA (1) – Katherine A. Huseman, VP of Communication
Business Club (1) – Erin Demas
Feminist Club (1) – Gabriela Roque
Maryland Student Legislature (5) – Laura Arias, Samuel Choi, Katherine A. Huseman, Christian Oropeo, Diana Garro-Torres

Service
Certificates (12)

Samuel Choi, Kellianne Dubbin, Katie Fidder, Merce Goodwin, Breann Harwood, Katherine A. Huseman, Eden Johnson, Natalie Knight, Jenny Krause, Michelle Krieger, Ibtihal Raja, Kathleen Rodkey

Hike for Hope – raised $300 for Hope Alive, an organization that helps women and children break the cycle of homelessness

Talent Show – raised $535 for the Warrior Canine Connection, a group that trains service dogs for veterans

Honors College Program Profile

Enrollment

Fall 2008 – 132	Spring 2009 – 139	Summer 2009 – 6
Fall 2009 – 181	Spring 2010 – 181	Summer 2010 – 2
Fall 2010 – 211	Spring 2011 – 189	Summer 2011 – 4
Fall 2011 – 235	Spring 2012 – 181	Summer 2012 – 1
Fall 2012 – 247	Spring 2013 – 212	Summer 2013 – 2

Enrollment growth: 277 to 461 for a 66.42% increase over the past 5 years
Fall 2013 avg. class size: 13.18 (capped at 15), 87.86% capacity
Spring 2013 avg. class size: 13.0 (capped at 15), 86.66% capacity

Memberships

Sept. 1, 2010 – 94	Sept. 1, 2011 – 143
Sept. 1, 2012 – 144	May 1, 2013 – 190

Graduations

In 2006, FCC began the practice of recognizing Honors College graduates; these students completed 12 honor credits and graduated FCC with at least a 3.0 gpa. The requirement raised to 3.25 gpa for students joining the program in 2012.

2006 – 5	2007 – 14	2008 – 7
2009 – 7	2010 – 8	2011 – 24
2012 – 19	2013 – 19	

2012-2013 Non-HC Grad Completions (63)
- FCC Graduations (19)
- Planned Transfers (10)
- Open Campus (19)
- Goal Completion Rate = 72%

Affiliations
- Maryland Collegiate Honors Council (MCHC)
- Northeast Regional Honors Council (NRHC)
- National Collegiate Honors Council (NCHC)

Articulation Agreements
- FCC Nursing
- Hood College Honors Program
- Towson University Honors College

Program Innovations in 2012-2013
- Launched Honors Calculus Initiative in Fall 2012
- Offered AR100H for the first time in Spring 2013
- Revised and implemented Honors Contracts Application
- Revised and implemented Honors Rubric for research projects
- Developed new FCC Honors annual highlights report

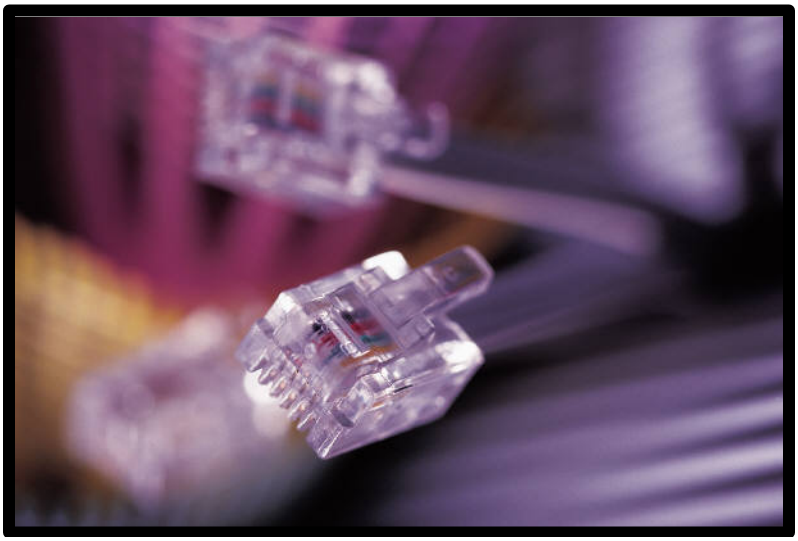
Conducted program review
Constructed Honors Strategic Plan, 2013-2016

Frederick Community College

Academic Program Review 2011-2016

Information Technology Option II: Network Engineer A.A.S.

Spring 2013



Self Study Report

Authored by:
Andy Yao, Program Manager
Susan Boyne
Lisa Hawkins
Susan Johnson
Walter Martynenko
Frank Seidel

May 2013

Introduction

The Information Technology Option II: Network Engineer Program is an Associate of Applied Science (Career) Degree which was approved initially as Information Processing Program Career Option V: Network Engineer: Cisco Track on December 4, 2000 by Frederick Community College's Curriculum Committee. The program modernized its name to Information Technology for the 2003-2004 college catalog and subsequently became option II after the removal of program options no longer needed. The program serves the needs of the local and regional Information Technology workforce as determined by program manager and CIS faculty based upon current industry trends and the recommendations of the FCC Information Technology External Advisory Committee. As of March 2013, there are currently 50 students enrolled in this program.

This program is design to prepare students with the technical skills and general knowledge needed to gain entry-level employment in the network engineering field. In addition to the general education requirements, the degree consists of courses related to computer hardware troubleshooting, operating systems management, information assurance, computer and network security, application of network routing and switching technologies, network analysis and design, cultural competence in a work environment and an internship or networking related major project.

This program fulfills a part of Frederick Community College's mission to anticipate and respond to the needs of our local, regional and global communities. More specifically, FCC provides an effective program in response to business and community needs by meeting the technical networking workforce needs of these communities. Students completing this program are integral to the technical workforce preparation mission of the college.

Physical Space Description

The Information Technology (IT) program is located mainly on the second floor of the C building where all five full-time faculty members have offices. There are five computer classrooms located on the second floor of the C building and one computer classroom located in the L building. All classrooms are equipped with one instructor's workstation, data projector and screen, and at least one white board. Two of the classrooms have 20 student work stations, three classrooms have 18 student workstations, and one classroom has 16 student workstations. All classroom layouts are different; however, there are some basic problems with many of the classrooms. The problems include:

- Instructor has limited use of the white board while using the data projector
- The screen is behind the instructor's workstation so the glare from the data projector is in the instructor's eyes
- The instructor's workstation is too low for many faculty members
- Student workstations are too small for the students to work comfortably
- Student workstation rows are too close together which makes it difficult for the instructor to work with students at their computer. (See Appendix A: Classroom Description table)

Program Mission, Goals, and Objectives

College Mission: FCC, as a learning college, prepares individuals to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. We are a student-centered, community-focused college. FCC offers courses, degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment. Through these offerings, FCC enhances the quality of life and economic vitality of our region.

Although the Information Technology program does not have a mission statement, all IT faculty members are committed to student learning, workforce preparation, and student centeredness. However, a mission statement needs to be created.

The objects for the IT Option II: Network Engineer are listed below:

By the completion of this program, students will be able to:

1. Prepare a networking plan and identify problem requirements that demonstrate understanding of administrative and technical needs.
2. Analyze alternative networking solutions to determine the optimal result.
3. Design and document networking solution that solves the requirements.
4. Integrate hardware, software, networking technologies and security models that facilitate project outcomes.
5. Maintain the hardware, software, networking technologies and security implementation of an existing network.

Program Trends according to Internal and External Data

Enrollment and Graduation:

The A&R Discipline Analysis Report indicates enrollment ranging from 27 students to 67 students during the years FY2007 to FY2011. With overall numbers are relatively low there are fairly wide swings in data changes for the Program. For example, the trend in African American/Black students ranges from 0% to 33% then over the next two years at 0% and finishes at 20% in FY2011. Graduation rates range from 0% in FY2007 and FY2010 to 16.6% in FY2011.

Retention rate in the program ranged from 20% in 2008 to 50% in FY2009.

Trends indicate courses are offered in traditional face to face, hybrid, and purely online formats. According to the A&R Discipline Analysis Report none of our students transferred to a four year school upon completion of our program.

Catalogue Description, Syllabi, Marketing Materials, and Program Initiatives:

The catalog uses a one sentence description to describe the Network Engineering degree program:

"Prepares students for entry level positions in the network engineering field."

Individual course descriptions can be found in the catalog. All syllabi follow a standard template and include sections for course description (which should mirror what is found in the College catalog), core learning outcomes (which are approved by the College's curriculum committee), class by class topical outline and breakdown of how grades are calculated for the course.

The Frederick Community College website shows a basic description of the program http://www.frederick.edu/courses_and_programs/degree_info_network_engineer.aspx with the rest of the page blank. There are links to request more information, display learning outcomes, and contact details for the program manager and academic office manager.

External Data, and Comparison to Other Colleges:

Eleven of sixteen community colleges in Maryland offer a degree in Networking, Network Management, Network Engineering, Network Support and Network Administration. The degree program at Frederick Community College is

comparable to the other Colleges that offer the same or a similar degree in terms of course sequencing and requirements necessary to earn a degree.

The table below shows networking degree programs offered at other Maryland community colleges and if there is no direct degree match the nearest degree programs are listed in the third column.

College	Networking Degree Program Offered	Closely Related Degree Programs Offered where no Networking Degree
Allegany College of Maryland	Computer Science and Technology – Network Option	
Anne Arundel Community College	Computer Network Management	
Baltimore City Community College		The Computer Information Systems Degree Program at BCCC emphasizes business computer program design and development. Practical experience is gained in networking, databases, and programming applications utilizing various system environments such as UNIX, NOVELL, Microsoft Windows, and other state-of-the-art multi-user/ microcomputer-based operating systems.
Carroll Community College		Computer Information Systems
Cecil College		Computer Aided Drafting & Design Computer Applications Oracle Certification Computer Programming Simulation Design & Gaming Web Design & Multimedia Web Development
Chesapeake College	PC and Network Management	
College of Southern Maryland	Information Services Technology: Microsoft Certified Windows Network Administrator	
Community College of Baltimore County	Network Technology	
Garrett College	Computer Information Technology: Network Administration	
Hagerstown Community College	Network Administration, Information Systems Technology	
Harford Community College		Computer Information Systems
Howard Community College	Network Administration	
Montgomery College	Network and Wireless Technologies with Tracks in Wireless, Cisco, and Microsoft	
Prince George's Community College	Computer Engineering Technology	
Wor-Wic Community College	Computer Technology, Computer & Network Support Technology Option	

Network Engineering, as a degree, has been replaced as a degree option at a few colleges with more specific specialties related to network engineering. Other community colleges are offering degree programs in Wireless Technologies, Cybersecurity, Health Information Technology, and Interactive Technology.

Student Evaluations:

The program courses are listed below. Student feedback from the Spring 2013 7W1 semester for the courses taught by adjunct faculty at the time of writing give evidence that students find program courses helped them understand basic facts, concepts and skills relevant to the course. Students also found program courses helped them understand the relevance of this field to read world issues.

Courses taught in Spring 2013 not evaluated at the time of writing:

- CIS111M Personal Computer Operating System Concepts
- CIS203 Systems Analysis & Design
- CIS218 Introduction to Information Security and Assurance
- CIS204 Computer Information Sciences Project
- INTR103 Internship
- CIS190 Cisco Networking Fundamentals: Internetworking 1O
- CIS193 Cisco Project-Based Learning: Internetworking 4

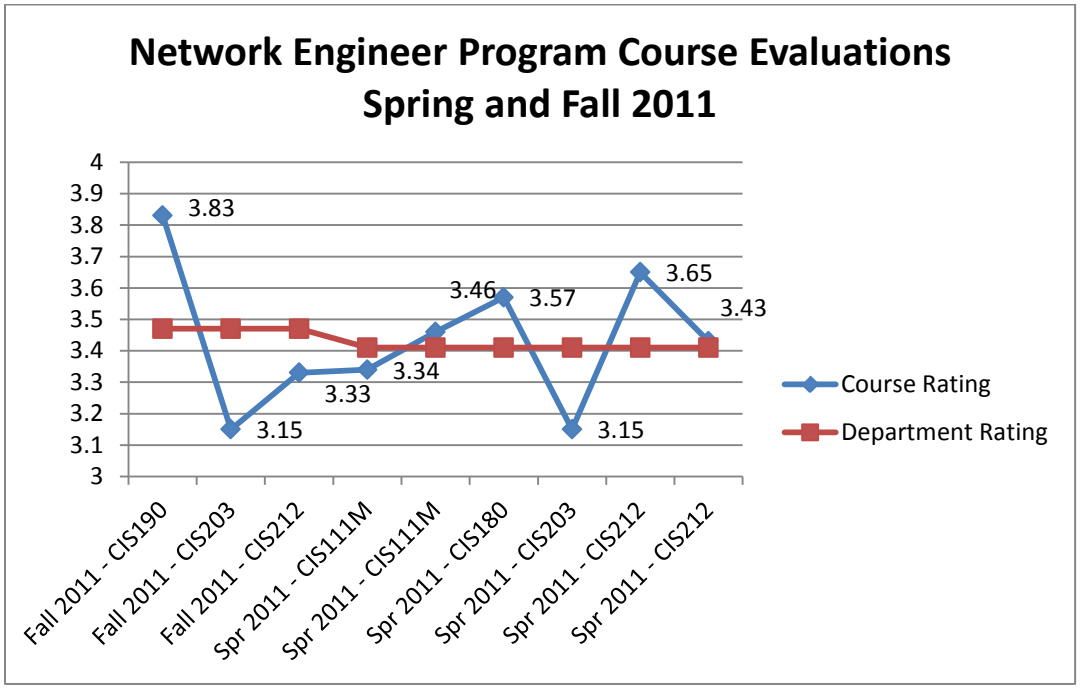
Evaluated program courses taught in Spring 2013:

- CIS180 Network Fundamentals
  This course has helped me to understand basic facts, concepts and skills relevant to the course - 9/12 strongly agree
  This course has helped me understand the relevance of this field to real world issues - 9/12 strongly agree
- CIS212 Personal Computer Repair & Diagnostics

This course has helped me to understand basic facts, concepts and skills relevant to the course - 15/15 agree or strongly agree
This course has helped me understand the relevance of this field to real world issues - 15/15 agree or strongly agree

- CIS191 Cisco Networking Router Technologies: Internetworking 2
  This course has helped me to understand basic facts, concepts and skills relevant to the course - 5/5 agree or strongly agree
  This course has helped me to understand the relevance of this field to real world issues - 4/5 agree or strongly agree
- CIS192 Cisco Advanced Routing and Switching Technologies: Internetworking 3
  This course has helped me to understand basic facts, concepts and skills relevant to the course - 4/5 strongly agree
  This course has helped me understand the relevance of this field to real world issues - 4/5 agree or strongly agree

Data captured from the Spring and Fall 2011 student evaluations of program courses taught by adjunct faculty shows consistent patterns with overall course satisfaction across the department as indicated from the chart below:



Literature Review:

According to the Occupational Outlook Handbook (OOH), 2013 Edition:

"employment of network and computer systems administrators is expected to grow 28 percent from 2010 to 2020, faster than the average for all occupations. Demand for these workers is high and should continue to grow as firms invest in newer, faster technology and mobile networks. In addition, information security concerns are increasing for many businesses as managers realize that their current security measures are not enough to combat growing threats. More administrators with proper training will be needed to reinforce network and system security.

Growth is expected in healthcare industries as their use of information technology increases. More administrators will be required to manage the growing systems and networks found at hospitals and other healthcare institutions."

The field itself is changing in that network nodes and servers historically were built, owned and managed by organizations. Today's landscape includes virtualization, cloud computing, growth of wireless devices and networks, and Bring Your Own Device (BYOD) which all impact the potential curriculum of a network engineering degree.

Consistent themes of development were identified during a review of professional literature with respect to industry trends and include:

- Virtualization - where computers or servers, called virtual machines or virtual servers, that are simulated using software.
- Cloud Computing – using files and applications over the Internet.
- Wireless Networks – the shift toward wireless networking.

- BYOD - in this movement network administration has become more challenging from the aspect of managing privately owned smartphones, mobile devices, and computers that access company networks.

Mr. Saar Gillai, Vice President for Advanced Technology and CTO at Hewlett-Packard Networking described 5 key trends impacting the future of networking in an article he wrote in 2012 located at hp.com:

1. Mobility
2. Consumerization of IT
3. Pace of change
4. Globalization meets centralization
5. Prevalence of the cloud

Mr. Gillai elaborates, "with explosive growth in mobility and increased adoption of cloud computing, unified communications and collaboration services, along with a change in consumer behavior,…organization(s) will have to change how (to) think about information technology today… IT staff will be challenged to keep up with the translation of employee's personal expectations into their work environment. Additional stress is added to an organization's network with the need to keep up with today's digital life, which requires more flexibility and bandwidth requirements to support new content and applications."

Montgomery College is the only community college in the state of Maryland that offers a Wireless Networking degree option. A review of other community college degrees in the area of network engineering indicates that required course titles have not adapted to adjust to the trends noted above. Degree program courses at Frederick Community College contain elements/modules covering some, if not all the trends above, but not in a single dedicated course.

Assessment of Student Learning Outcomes

The student learning outcomes for this program were finalized during a meeting of the relevant faculty on October 8, 2012. These outcomes were designed measurable through instruments at the course level and follow-up surveys with students and/or employers. The manner in which the program assessed the results will be determined by the program manager in coordination with the faculty teaching each of the relevant courses. Since the student learning outcomes were recently created, the measurement of the outcomes will occur in a future outcomes assessment project.

This first student learning outcome is that the student will be able to: Prepare a networking plan and identify problem requirements that demonstrate understanding of administrative and technical needs. Students learn topics related to this outcome during the following courses:

- CIS 190 Cisco Networking Fundamentals: Internetworking 1
- CIS 191 Cisco Networking Fundamentals: Internetworking 2
- CIS 192 Cisco Advanced Routing and Switching Technologies: Internetworking 3
- CIS 193 Cisco Project-Based Learning: Internetworking 4
- CIS 203 Systems Analysis and Design

This second student learning outcome is that the student will be able to: Analyze alternative networking solutions to determine the optimal result. Students learn topics related to this outcome during the following courses:

- CIS 190 Cisco Networking Fundamentals: Internetworking 1
- CIS 191 Cisco Networking Fundamentals: Internetworking 2
- CIS 192 Cisco Advanced Routing and Switching Technologies: Internetworking 3
- CIS 193 Cisco Project-Based Learning: Internetworking 4
- CIS 203 Systems Analysis and Design

This third student learning outcome is that the student will be able to: Design and document networking solution that solves the requirements. Students learn topics related to this outcome during the following courses:

- CIS 190 Cisco Networking Fundamentals: Internetworking 1
- CIS 191 Cisco Networking Fundamentals: Internetworking 2
- CIS 192 Cisco Advanced Routing and Switching Technologies: Internetworking 3
- CIS 193 Cisco Project-Based Learning: Internetworking 4

This fourth student learning outcome is that the student will be able to: Integrate hardware, software, networking technologies and security models that facilitate project outcomes. Students learn topics related to this outcome during the following courses:

- CIS 111M Personal Computer Operating Systems Concepts
- CIS 212 Personal Computer Repair & Diagnostics
- CIS 218 Introduction to Information Security and Assurance
- CIS 190 Cisco Networking Fundamentals: Internetworking 1
- CIS 191 Cisco Networking Fundamentals: Internetworking 2
- CIS 192 Cisco Advanced Routing and Switching Technologies: Internetworking 3
- CIS 193 Cisco Project-Based Learning: Internetworking 4

This fifth student learning outcome is that the student will be able to: Maintain the hardware, software, networking technologies and security implementation of an existing network. Students learn topics related to this outcome during the following courses:

- CIS 111M Personal Computer Operating Systems Concepts
- CIS 212 Personal Computer Repair & Diagnostics
- CIS 218 Introduction to Information Security and Assurance
- CIS 190 Cisco Networking Fundamentals: Internetworking 1
- CIS 191 Cisco Networking Fundamentals: Internetworking 2
- CIS 192 Cisco Advanced Routing and Switching Technologies: Internetworking 3
- CIS 193 Cisco Project-Based Learning: Internetworking 4

The attainment of Student Learning Outcomes has not been assessed for this program. This is due to the fact that the Student Learning Outcomes did not exist for this program until October 2012. The program manager will work with FCC Institutional Effectiveness to develop a plan for assessing the student learning outcomes.

The CIS program manager is currently working with Mary Scire and Christopher Jacobson to bring certification testing to the FCC campus by 2014. These industry standard certification tests would provide a clear method to evaluate the skills and knowledge outlined in the student learning outcomes. Currently, the courses offered in this program provide a variety of methods for students to learn difficult outcomes. Lectures, hands-on labs, simulations, research projects, and study materials all support the students' learning environment. The CompTIA A+, CompTIA Net+, and CCNA exams address all of the student learning outcomes and can provide a definitive assessment, but the use of surveys could also provide insight as to the ability of the program to meet the needs of local employers.

The outcomes of each course in the program are directly related to the program's student learning outcomes. At the program level, the outcomes reflect the overall skills and knowledge required of an entry level network engineer. Each course in the program provides a unique set of skills that provide a portion of the overall learning outcomes. For example, the fourth learning outcome, "Integrate hardware, software, networking technologies and security models that facilitate project outcomes." is an important skill for network engineers. CIS212 and CIS111M each include learning outcomes addressing the

ability to build, upgrade, and integrate computers into a project. CIS190, CIs191, CIS192, and CIS193 each include learning outcomes pertaining to the integration and maintenance of components in a network environment. CIS218 includes learning outcomes regarding the security of a system.

In this program, students first learn to build and repair computers. Then students complete a series of Cisco networking courses, with each course building on the knowledge obtained from the previous class. In the Fall 2013 semester it was identified that students were not adequately prepared for the rigorous Cisco courses, so the program manager added the Network Fundamentals (CIS180) course to the program. This course is now a prerequisite for the Cisco classes. CIS180 provides students with basic networking knowledge before they attempt more difficult concepts found in the Cisco classes.

General Education:

Students who complete the degree program will, in addition to the content required to earn the degree, have had a grounding of general education which enforces, among other things, critical thinking, college level communication skills in verbal and written form, arts and humanities, the sciences and math, and cultural competence.

According to the Frederick Community College Catalog, students will "complete a core of at least 20 credit hours of general education courses that will include at least one three- or four-credit course from each of the following areas: English 101; arts, humanities & communications; social & behavioral sciences; biological & physical sciences; and mathematics. At least one course must be designated a course in cultural competence… In addition, a health or physical education course (1/3 credits) is required if a wellness course has not been taken."

The 2012-2013 Frederick Community College Catalog describes general education as "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."

The goals of the General Education program at Frederick Community College are:

I. Students will demonstrate college-level communication skills.
II. Students will demonstrate critical thinking skills.
III. Students will analyze and interpret ways in which individuals, groups, institutions, or societies behave, function, and influence one another.
IV. Students will demonstrate quantitative problem solving.
V. Students will apply scientific reasoning.
VI. Students will demonstrate an understanding of technology and its uses.
VII. Students will demonstrate an understanding of and be able to interpret social and educational values.
VIII. Students will be able to make informed critical responses to the arts and to the human values expressed in all art forms.
IX. Students will evaluate personal wellness to make critically informed lifestyle choices reflecting an understanding of wellness.
X. Students will demonstrate cultural competence.

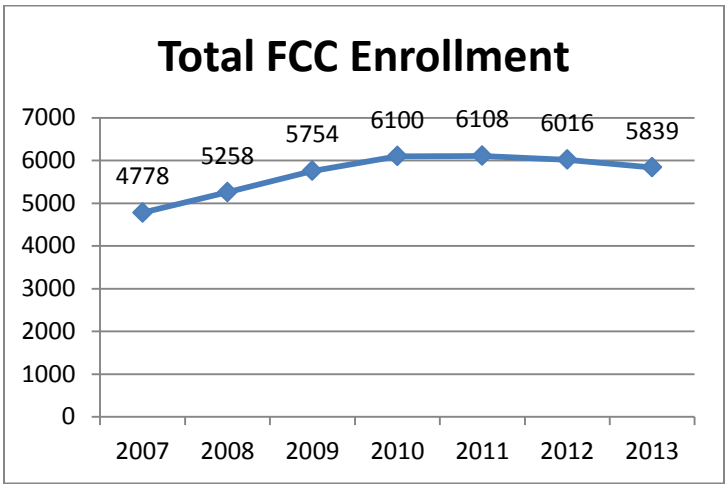
General education program goals I, II, IV, V and VI complement and reinforce specific degree program objectives listed below:

1. Prepare a networking plan and identify problem requirements that demonstrate understanding of administrative and technical needs.
2. Analyze alternative networking solutions to determine the optimal result.

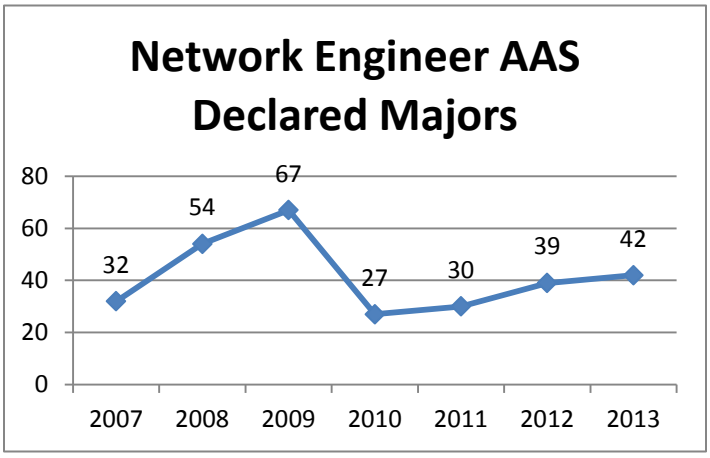
3. Design and document networking solution that solves the requirements.
4. Integrate hardware, software, networking technologies and security models that facilitate project outcomes.
5. Maintain the hardware, software, networking technologies and security implementation of an existing network.

Program Resources, Support, and Viability

For the years 2007-2013 total FCC enrollment peaked in 2011 and had a slight decline in 2012-2013.



For the same years the declared majors in the IT Option II: Network Engineer AAS career program followed a similar trend for the years 2007-2009. However, in 2010 the number of declared majors dropped by more than 50% from the previous year but had started to rise in 2011-2013. The current number of declared majors is 62% of the number of declared majors in the 2009 peak year.



It is not clear why there was such a drastic drop in Network Engineer majors in 2010 unless the reason was related to the economy, especially since according to the Bureau of Labor Statistics occupations relating to computer systems are among the US's 25 most rapidly growing occupations.

The median age of Information Technology students is higher than the typical community college student. Since 2008 the median age has ranged from 27.5 to 38 years of age. This may be typical of other career programs with students enrolling in

college to improve their employment options. Currently, 40% of IT Option II majors are female, which is likely higher than typical program enrollment as is the fact that 30% of declared majors are either African American or Asian.

The program does not require students to participate in co-curriculum activities. However, as in all programs students are encouraged to participate. Students in the Network Engineer program have access to a classroom/lab where they are exposed to PC repair and networking and students are encouraged to seek student support services as needed.

Although there is no separate budget for the program, the program shares the resources for the all of the CIS programs. The hardware and software needed for this program is costly, and additional funds would be helpful in securing current equipment and resources.

The two community colleges that are geographically near FCC are Montgomery College (MC) and Hagerstown Community College (HCC). At MC the Network Engineering AAS program was deleted in 2006. They now offer only a Network Engineer Certificate. At HCC the program closest to FCC's Network Engineer is the Network Administration, Information Systems Technology, AAS program. However, that program is different as only three Cisco courses are required compare to four in FCC's program and their courses are four credits compared to five credits per course at FCC.

After Graduation

Fort Detrick and the IT Department at FCC both would hire a Network Engineer with an AAS degree for a lower entry position such as Help Desk. However, both organizations have their reservations about hiring for such a position. The IT Department at FCC would hesitate to hire such a graduate for Help Desk who has no experience outside the classroom even though that position is an entry level position. Also, a Network Engineer graduate would probably not be interested in Help Desk since in the program (s)he would have taken Cisco and networking classes. Network Services would be a better fit for a Network Engineer graduate but FCC's IT Department is too small of a department to hire someone in that area.

Both Fort Detrick and FCC have had issues with employees in entry level positions. At Fort Detrick the experience was that those types of employees were lacking in problem solving skills. FCC would prefer that the Network Engineer program focus on server-side knowledge since that environment changes more often than networking. The preference for the FCC IT Department is that an entry level employee should have that knowledge in addition to networking knowledge. Otherwise, without server-side knowledge that employee would not be too busy. Again, that possibility may not occur if the employee worked for a larger organization.

Graduates need to be surveyed to get more significant data for this question. FCC did collect data but only eight students participated and only one of those students was a Network Engineer graduate. One question had a significant negative response rate (25%) where students disagreed that the facilities are sufficient for providing strong instruction for students in the program.

Faculty

IT faculty brings a wealth of teaching and industry experience to FCC. The newest faculty member has been teaching at FCC for two years while the most experienced faculty has been at FCC for 24 years. All IT faculties had higher education teaching experience before coming to FCC. Below is a list of faculty members, titles, and degrees:

Susan Boyne (1994)
Associate Professor, Computer & Information Sciences and CIS 101 Coordinator
BS, University of Maryland
MS, Johns Hopkins University

Lisa Hawkins (2011)
Assistant Professor
AAS, Allegany College of MD
BS, DeVry University
MLSM, Keller Graduate School of Management
PhD, Capella University

Susan Johnson (1999)
Professor, Computer & Information Sciences
BS, Towson State University
MS, University of Colorado

Walter Martynenko (1990)
Associate Professor, Computer & Information Sciences
BS, Drexel University
MS, University of Pennsylvania

Francis M. Seidel (1992)
Associate Professor, PM, Computer & Information Sciences
BS, Mount Saint Mary's College
MSE, The Johns Hopkins University

Andy Yao (2013)
Program Manager, Computer & Information Sciences
BS, Old Dominion University
MS, Old Dominion University
PhD, Kennedy Western University

IT faculty could be better supported by FCC if there were more funds and release time for faculty to upgrade their skills with classes and training in new technology.

Curriculum:

The curriculum for this program demonstrates the variety of topics by requiring rigorous skill and high-level knowledge related to:

- hardware installation and troubleshooting,
- operating systems installation and administration,
- networking design and application of technologies including switches, routers and security devices,
- information security and assurance planning, analysis and implementation, and
- integration into systems analysis and design.

The topics covered are closely related to industry standard A+, CISCO CCNA and (partial) CISSP certifications. However, sitting for these certifications is not required to complete the program.
Methods used in this program include traditional learning techniques to acquire related knowledge, high level skill attainment through hands-on working in our computer laboratories with CISCO and other networking equipment and related workplace internships or major project experience. The focus of the approach to this program is to ensure that students are prepared to enter the regional network engineering workforce.

Summary of Key Findings and Recommendations for the Future

There have been many changes over the past five years to the IT degree program options, certificates letters of recommendation, and individual courses.

Option I: Information Technology Specialist has changed from an AAS degree with three tracks to an AAS degree with just Gen Ed, Core and Other requirements; thus making it easier for students to read and understand the degree requirements. In order to keep up with industry changes different certificates and Letter of Recommendation requirements have been added, revised, and removed. (See Information Technology AAS Degree Revisions table—changes in red).

Option II: Network Engineer adjustments also reflect industry changes. This option which included a CISCO and MCSE track was under revision for several years. The MCSE track was removed and CISCO is now the only track. All certificates and LORs have also been removed. See Information Technology AAS Degree Revisions table—changes in red).

Two new CIS course have been created and 12 CIS courses have been revised over the past five years.

To keep current, new courses and certificates need to be developed; and faculty need training to stay current with advances in cyber security, system security, network security, and maintaining mobile devices. With adequate support for the faculty, the program will continue to evolve to meet current needs.

The most important lesson learned from this program review was the need to constantly update and revise the program. In the technology fields, it is important to remain knowledgeable of current trends and the needs of the community. Regular review and revisions are needed to ensure the program remains current with technology developments, and is able to remain competitive by offering courses that reflect the most recent trends.

The strength of this program comes from the dedicated, knowledgeable, and experienced faculty teaching the courses offered in the Network Engineer program. This is by far the most important strength as the faculty continues to develop new and innovative methods to teach the concepts in each course. The weaknesses of the program include, lack of on-site certification testing, the inability to offer on campus Cisco classes, the inability to offer more daytime sections of IT courses, and the lack of physical space to give students enough room to properly disassemble and repair computers. Some of the weaknesses are currently being addressed as the department works through the review process, and others will need to be addressed in the future.

Perhaps the most important recommendation would be the addition of a full-time faculty member who can teach networking and security classes during the day. The current program manager is the only faculty member who teaches those types of classes but the release time received for administrative duties restricts the number of courses that instructor can teach.

The Information Technology Option II: Network Engineer program is a solid program which is being updated with the knowledge gained from this program review. A second IT lab will be created during the summer 2013 semester to allow for more daytime classes, and more room for students to conduct hands-on labs. New textbooks, which include practice test software and simulations, will help students prepare for certification testing. Bringing certification testing to the FCC campus will provide students with the opportunity to earn CompTIA certifications, which are highly desired in the work world. In addition, new equipment and supplies have been purchased during the 2012-2013 year which provides students with the ability to perform hands-on labs that were previously not possible.

Action Plan

Action Plan
1. Stay current in technology (specifically hardware) to make sure the skills taught to students are up to date with current trends.
2. Review all courses to make sure descriptions, course learning outcomes, and objectives are up to date.
3. Complete an external review to identify areas for developing future technology certificates for career training.
4. Provide professional development to faculty so they can stay current with advances in technological areas (i.e. cyber security, system security, network security, and maintaining mobile devices).
5. Work with the testing center to attempt to bring CompTIA and CISCO certification exams on-site.
6. Continue to pursue the possibility of identifying a dedicated classroom space for course work. This will alleviate the issues with maintaining current and working technology as well as space for taking apart and rebuilding computers.
7. Evaluate the viability of hiring a tech aid for CIS area. Responsibilities would include setting up labs, software update/upgrade/installation, computer repair and maintenance, and network management as well as serving as the liaison between CIS and IT department.
8. Continue to pursue articulation agreements between the College and four-year institutions for seamless transfer opportunities for students.

Appendix A

CLASSROOM DESCRIPTIONS					
	Student workstations/computers	**Instructor's workstation**	**Data projector/screen**	**Whiteboard**	**Other**
C211A	18 computer workstations Monitor/keyboard/bookstand on workstation System unit under workstation Desktop workspace: adequate	Small mobile station in front of class to left of screen	Screen to the right of the front white board	1 front 1 side	
C211B	18 computer workstations Monitor/keyboard/system unit on workstation Desktop workspace: small	Permanent station in front of class	Screen hides ALL of front white board Light from data projector in instructor's eyes)	1 in front of class behind instructor's station 1 (front of class—left of instructor's station	Front side white board blocked by printer/recycle bin
C205	18 computer workstations System unit/Monitor/keyboard on workstation Desktop workspace: small Rows very close together—very hard for instructors to work with students	Permanent station in front of class	Screen hides ALL of front chalk board Light from projector in instructor's eyes	1 front 1 back	Chalk board in front of class Cabinets in front of white board
C203	20 computer workstations Monitor on workstations/ keyboard on tray under workstation Desktop workspace: adequate	Permanent station in front of class	Front side Light from projector does NOT bother instructor	1 front 1 side??	
C209	16 Monitors/system units (for 2 classes)/keyboards on workstations 16 system units for security classes are under workstations Desktop workspace: none Very little room for students to work	Permanent station in front of class	Screen on brick wall in front of four student stations	1 front	4 electric poles in middle of room 2 computer racks 1 cart with computers 2 cabinets with software and tools 1 hub rack
L116	20 computer workstations along perimeter of class: Monitors/system units/keyboards on workstation Desktop workspace	Small mobile station that can be moved out of the projector's light	Screen hangs in front of white board	1 front 1 smaller screen to side of larger white board 1 white board in back of room	

Appendix B

INFORMATION TECHNOLOGY AAS DEGREE REVISIONS			
		IT Option 1: Information Technology Specialist	IT Option II: Network Engineer
08-09	**Degree:**	AAS degree with 3 tracks: • Track 1: PC/Network Support Specialist • Tract 2: Computer Applications Specialist • Tract 3: Computer Programming/Database Specialist	AAS Degree with 2 tracks (under revision): • MCSE Track (under revision) • CISCO Track (under revision)
	Certificates:	• Personal Computer Software Certificate • Computer Software Specialist: Programming/Database • Help Desk Specialist: Software • Help Desk Specialist: Hardware • Personal Computer Support Specialists	• Network Engineer Certificate (under revision)
	LoR:	• Database Administration • IT Service and Support Management	• A+ Program (under revision) • MS Certified Professional (under revision)
09-10	**Degree:**	Cultural Competence requirement added AAS degree and 3 tracks (same)	Cultural Competence requirement added AAS Degree with 2 tracks (under revision): • MCSE Track (under revision) • CISCO Track (under revision)
	Certificates:	4 Certificates (same) Personal Computer Software certificate removed	Network Engineer Certificate (under revision)
	LoR:	• Database Administration • IT Service and Support Management	• A+ Program (under revision) • MS Certified Professional (under revision)
10-11	**Degree:**	AAS degree (tracks removed)	AAS Degree with 2 tracks: • MCSE Track (21 credits awarded if MCSE certified) • CISCO Track (21 credits awarded if CISCO certified)
	Certificates:	Removed: • Computer Software Specialist: Program/Database • Help Desk Specialist: Software Help Desk Specialist: Hardware • Software specialist (new) • Computer Studies (new) Personal Computer Support Specialist (same)	Certificate removed
	LoR:	• Database Administration • IT Service and Support Management (removed)	All LoRs removed
11-12	**Degree:**	AAS degree	AAS degree with 1 track: • CISCO Track • MSCE Track (removed)
	Certificates:	• Software specialist • Computer Studies • Personal Computer Support Specialist • Information Security and Assurance (new)	None

INFORMATION TECHNOLOGY AAS DEGREE REVISIONS			
		IT Option 1: Information Technology Specialist	IT Option II: Network Engineer
	LoR:	Database Administration	None
12-13	**Degree:**	AAS degree	AAS degree with 1 track: CISCO Track
	Certificates:	4 certificates (same as previous)	None
	LoR:	Database Administration	None

Appendix C

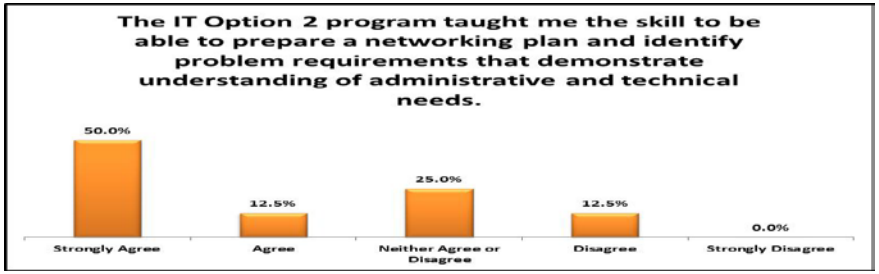
Frederick Community College

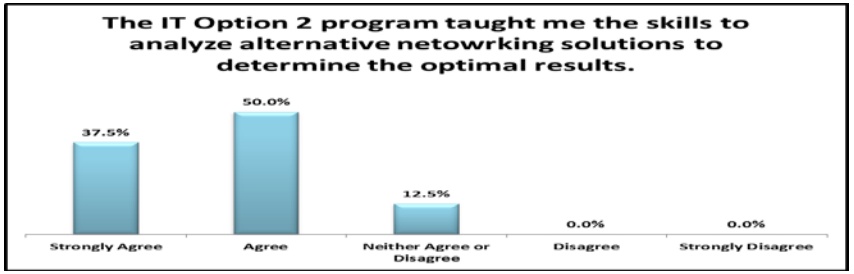
Academic Program Review 2011-2016

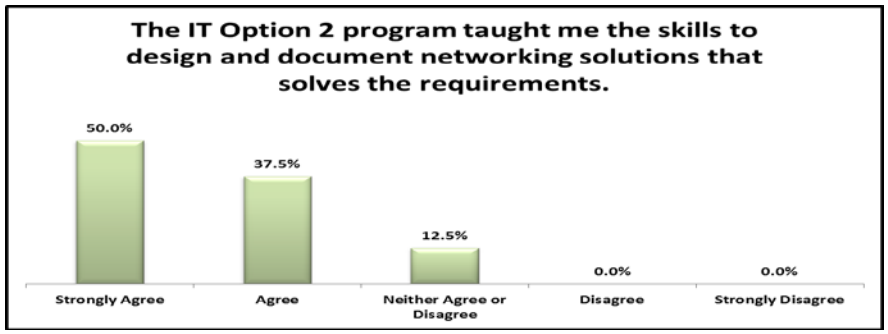
A.A.S. IT Option II

Introduction: As part of the college's program review process, the IT department in coordination with the Institutional Effectiveness Department created a questionnaire that allowed the college to collect data about the program. A total of **eight students** submitted information about the program. This was a low response rate; however, it still provided beneficial data that will help in the program review process. One of the students who submitted a response was and IT Option II graduate, 4 students were currently in the IT Option II program, and 3 students were taking courses to sit for the Cisco certification. The data collected below specifically represents students' responses to questions about the programs student learning outcomes.

Student Learning Outcomes:

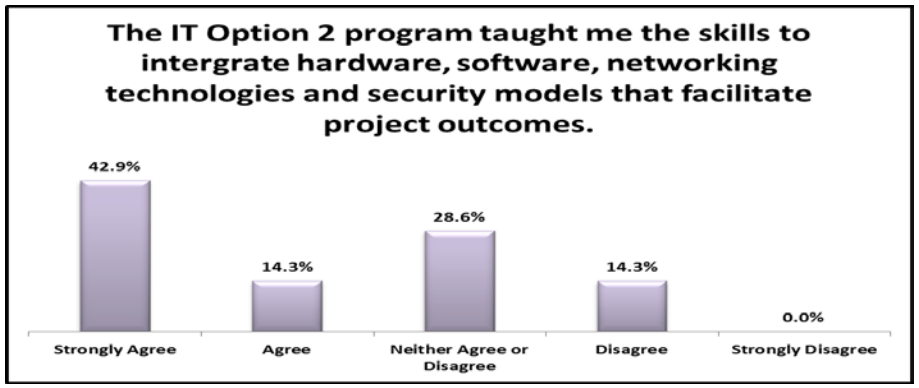


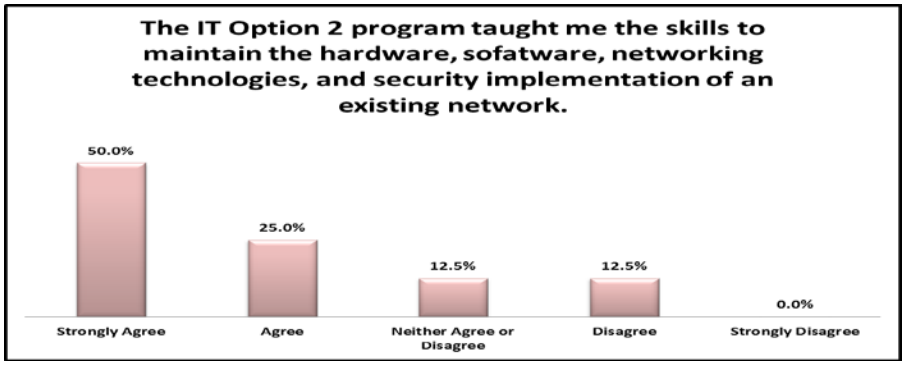




- The charts on this page represent the percentage of students who responded strongly agree, agree, neither agree or disagree, disagree, or strongly disagree to SLO questions. Further analysis of each SLO response is listed below:
  - In response to each of the first three SLO questions more than 60% of students responded that they strongly agreed or agreed that they had gained those skills during their time in the program or course work.
    - Q1: 62.5%
    - Q2: 87.5%
    - Q3: 87.5%
  - The lowest rating was on question one with analyzed students' skills to prepare a networking plan and identify problem requirements. This was also the only question of the three to have a student disagree (N=1; 12.5%)

- The charts below represent the percentage of students who responded strongly agree, agree, neither agree or disagree, disagree, or strongly disagree to SLO questions.





- Q4 had the lowest response rate of strongly agree or agree out of any of the student learning outcomes questions asked on the questionnaire. Only 57.2% of students felt that the program taught them the skills to integrate hardware, software, networking technologies, and security models that facilitate project outcomes. One student also chose that they disagreed with this outcome. Because of this low response rate changes may need to be made to curriculum or instruction to attempt to increase student understanding of these concepts.
- Q5 had a much higher rate of students who strongly agreed or agreed with 75% of students choosing these options; however, one student did disagree that they learned this material during their time in their program or course work.

Program Questions:

- Other questions were posed to the students in an effort to better understand how the program could be altered to better meet their demands the results are listed below.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
I feel the prerequisites adequately prepared me for the core courses in the program	37.5%	50.0%	12.5%	0.0%	0.0%
I was very satisfied with the support provided by the faculty during my time in the program	50.0%	50.0%	0%	0.0%	0.0%
I found Frederick Community College's facilities to be sufficient for providing strong instruction for students in the program	25.0%	25.0%	13%	25.0%	12.5%
The textbooks used in my course were very helpful in helping me learn and develop during my time in the program	50.0%	37.5%	13%	0.0%	0.0%

1. The IT Option II program prepared me well for job placement?

Strongly Agree	0.0%
Agree	25.0%
Disagree	25.0%
Strongly Disagree	0.0%
Not Applicable	50.0%

2. How advanced would you rate the technology used for instruction at FCC in the IT Option II program?

Very Advanced	25.0%
Advanced	37.5%
Not Advanced	37.5%
Not Very Advanced	0.0%

3. Did you sit for any certification exams after completing your coursework in the program?

A+ Comp.	12.5%
Security +	25.0%
CCNA	0.0%
Net +	25.0%
I did not sit for an additional certification	75.0%

4. Select the option that best describes how you completed the program requirements.

Final Project	12.5%
Internship	12.5%
I have not completed either option as part of my program requirements	75.0%

5. I struggled to find a site to complete my internship.

Strongly Agree	0.0%
Agree	0.0%
Neither Agree or Disagree	0.0%
Disagree	0.0%
Strongly Disagree	100.0%

6. The seven week format of the majority of my CIS courses was beneficial to my learning.

Strongly Agree	37.5%
Agree	0.0%
Neither Agree or Disagree	12.5%
Disagree	37.5%
Strongly Disagree	12.5%

7. The hybrid format of the majority of my CIS courses was beneficial to my learning.

Strongly Agree	25.0%
Agree	37.5%
Neither Agree or Disagree	12.5%
Disagree	25.0%
Strongly Disagree	0.0%

8. I prefer taking course in the following format.

Online	12.5%
Face-to-Face	62.5%
Hybrid	25.0%

9. I prefer taking courses in the following format.

5 weeks	0.0%
8 weeks	25.0%
10 weeks	25.0%
15 weeks	50.0%

Conclusion: This data will be reported back to the program manager for the IT Option II A.A.S. Once the data has been reviewed it will be used as part of the program review process and to make future changes to the program.

Frederick Community College

Academic Program Review 2011-2016

Mathematics A.S

Self-Study Report

January 2013

Academic Program Review
Department of Mathematics

Proposal for Program Discontinuance of A.S. Mathematics (Option of Arts and Sciences):

The Mathematics Department is united in commitment to student learning, and has earned a College-wide reputation of excellence in teaching, professional development, and service. Currently at 11 full-time faculty (search underway for 2 additional full-time faculty) and between 45-50 adjunct faculty, the department serves thousands of developmental and credit students each semester from all areas of the College. We lead the College in the use of emerging technologies and innovative teaching within our classes, and we are active presenters at local, state, national, and international meetings. Courses required by the A.S. Mathematics degree program are currently taught exclusively by full-time faculty.

The A.S. Mathematics degree, as an option of Arts and Sciences, was designed for students pursuing a course of study in mathematics and with the intent of transfer to a four-year institution to major in Mathematics. There is no record of the date of the program's inception, but there are records of revisions in 1996 and 1999. In 2010, members of the Mathematics Department created a formal Departmental Mission and Goals paper that included five Program-Level Student Learning Outcomes.

Program	Degree	Dept. & Faculty	Assessment Method	STUDENT LEARNING OUTCOME
Mathematics SLO #1	A.S. (Transfer)	Mathematics Ann Commito, Chair	EX. Calculus I, Chapter 4 Applications of the Derivative, problems and projects	Produce effective, organized, clear, and correct explanations of mathematical concepts.
SLO #2	A.S. (Transfer)	Mathematics Ann Commito, Chair	EX. Calculus I, Chapter 1 Families of Functions, problems and projects	Interpret and analyze verbal, graphical, numerical, and symbolic representations of mathematics.
SLO #3	A.S. (Transfer)	Mathematics Ann Commito, Chair	EX. Calculus II, Chapter 8 Applications of the Definite Integral to Geometry, problems and projects	Solve problems effectively and efficiently using mathematical tools that appropriately model the situation.
SLO #4	A.S. (Transfer)	Mathematics Ann Commito, Chair	EX. Calculus III, Functions of Two Variables, Visualization with the iPad, problems and projects	Demonstrate the ability to use technology appropriate to mathematical problem solving.
SLO #5	A.S. (Transfer)	Mathematics Ann Commito, Chair	EX. Calculus I, Derivative Rules, Gateway mastery exam	Generate alternative representations of numerical data and analytical concepts.

In the fall of 2012, the Mathematics Department began an Academic Program Review (APR) of the A.S. Mathematics degree program. Full-time departmental faculty collected program data, investigated comparable programs throughout Maryland, assessed student attainment of the program-level student learning outcomes, and analyzed the program's resources, support, and viability. A great deal of time and energy was put into the APR and much was learned. In January, 2013 the steering committee (A. Commito, E. Evans, J. Gannon, D. Yagodich) met to compile findings and make recommendations. In the fall of 2012, the Mathematics Department began an Academic Program Review (APR) of the A.S. Mathematics degree program with responsibilities as follows:

Steering Committee:

- Ann Commito (Program Review Coordinator)
- Evan Evans
- Joanna Gannon
- Dina Yagodich

Working Group I: Introduction; Program Mission, Goals, Objectives; Program Trends

- Gregory Coldren
- Kylena Cross
- Joanna Gannon (Chair)
- Erum Marfani

Working Group II: Assessment of Student Learning Outcomes

- Evan Evans (Chair)
- Gary Hull
- Mary Mogan-Vallon

Working Group III: Program Resources, Support, Viability

- Larry Huff
- Pei Taverner
- Dina Yagodich (Chair)

Faculty collected program data, investigated comparable programs throughout Maryland, assessed student attainment of the program-level student learning outcomes, and analyzed the program's resources, support, and viability. A great deal of time and energy was put into the APR and much was learned. In January, 2013 the Steering Committee met to compile findings and make recommendations.

As a result of the APR process, we determined that while the Department provides excellent courses and faculty, serving the needs of thousands of students each semester, the A.S. Mathematics degree program in particular has not sustained a sufficient number of declared majors and graduates to be considered viable according to MHEC guidelines. Perhaps even more important, completion of the major does not enhance transferability into the four-year mathematics major. Thus, the Mathematics Department recommends a discontinuance of the A.S. Mathematics degree program. Rather than complete the present APR we propose including the work we have done as part of the broader Mathematics Discipline Review already planned for AY 2013-2014.

Our recommendation to discontinue the A.S. Mathematics degree is not made lightly. It was obvious from the serious work done in reviewing the program that we care deeply about all of our students, including those very few who show interest in becoming mathematicians. Therefore, we propose a new procedure that supports all STEM-focused students. Through targeted advising, we can determine the particular sequence of mathematics and related courses that best fit both individual interest and the requirements of the desired transfer institution(s). The Mathematics Department will make a formal proposal by the end of the spring 2013 semester that includes guidelines, impact on Advising, and a marketing strategy.

Data supporting this recommendation (Documents attached.):

A Discipline Analysis Report (Spring 2012) completed by the Assessment and Research Department provided 5-year data on declared A.S. Mathematics majors and graduates. The report indicates enrollment numbers below the MHEC viability guideline of annual enrollments of 20 or more and annual graduates numbering 5 or more. In the table below, these numbers are compared to overall enrollment data for Mathematics (all math courses). These data indicate that Mathematics is a robust service discipline apart from the A.S. Mathematics degree program.

A.S. Mathematics	AY2011	AY2010	AY2009	AY2008	AY2007
Total declared program majors	13	17	12	10	14
Total program graduates	1	4	4	2	2
Mathematics Enrollment					
Total in all math courses	4934	4850	4257	3741	3531

The Mathematics Department surveyed students enrolled in all upper-level mathematics courses (those required by the major) in the Fall 2010 and Spring 2011 semesters. The findings, reported below, show that mathematics program courses function predominantly as service courses for other majors, most notably General Studies and Engineering.

Self-reported from Students enrolled in program courses (MA210 and above) Fall 2010 and Spring 2011														
Major	Math	Gen Stud.	Engin	Comp Sci	Chem	Bio	Bus	Nursing	Edu	Const Mgt	Design	Music	No Answer	**% of Total who are NOT Math majors**
Fall 2010	8	49	38	9	2	10	4	1	1	1	1	1	1	**94%**
Spring 2011	13	44	27	17	4	11	1	1	4	0	0	0	18	**91%**

As part of the APR process, the Mathematics Department worked with the Assessment Coordinator to evaluate student opinions and assess attainment of program-level student learning outcomes. A survey was sent to hundreds of current and former mathematics and received 123 responses: 109 from current and 14 from former students. Four of the 14 former students had been declared Mathematics majors at FCC, but only one of those four actually graduated from FCC with the A.S. degree. All four transferred to four-year institutions, one as a math major at the transfer school. The student who attained the A.S. Mathematics degree from FCC reported getting no benefit from earning the degree. The very small number of responses from majors shows us that it is the learning obtained by our students' participation in the Department, and not the A.S. Mathematics credential that has influence on our students' futures. (Results and analysis of the entire survey will be included in the Mathematics Discipline review in Spring 2014.)

We knew from our APR research on the transferability of program courses that our courses transfer well. However, they do not always satisfy particular major requirements at the transfer institution, and may be brought in as lower level versions or electives. The way they transfer is heavily institution-dependent. Thus students transferring with the A.S. Mathematics degree from FCC may not find themselves at any advantage over those without the degree, and might have been better served through targeted advising early on.

Conclusion:

Based on the evidence-based discussion above, the Mathematics Department requests that the College take action to discontinue the A.S. Mathematics degree and institute a Mathematics Focus (or a more general STEM focus) within General Studies. We are ready to work with the College in on articulation of the form and function of a new process to support STEM-focused students, as there is no precedent for it currently in place at FCC.

Action Plan:

- The Mathematics Department will begin the process for a discontinuance of the A.S. Mathematics degree program.
- The Mathematics Department will propose a process for course selection and advising tailored to students interested in STEM areas to aid in transfer and in completion of the General Studies A.A. Degree.
- The Mathematics Department, in concert with Learning Support, will provide targeted advising to students interested in pursuing mathematics to determine the particular sequence of mathematics and related courses that best fit both individual interest and the requirements of the desired transfer institution(s).

Appendix I

Frederick Community College

Mathematics Department Student Survey

SUMMARY (MA210, 211, 212 & 213)

Semester: **FALL 2010**

	1	2	3	4	5	6	7	8	9	10	> 10	No Reply
1. Number of semesters, counting this semester, that **you have been** a student a	43	7	35	14	10	7	5	3	0	1	1	0
2. How many **additional semesters**, after this one, do you plan to be a student at F	54	29	12	5	3	2	2	2	0	0	2	15

3. What is your **declared major** at FCC?	Eng.	Chem.	Gen Ed	Comp. Sci.	Bus.	Math	Nursing	Bio	Const Mgt	Design	Edu	Music	Psych
	38	2	49	9	4	8	1	10	1	1	1	1	1

	YES	NO	NO REPLY
4. Do you plan to **graduate** with an **Associate's Degree** from FCC?	64	52	10
Do you plan to **transfer** to a 4-year college or university?	116	8	2
Did you learn a lot of mathematics at FCC?	105	14	7
Did you enjoy your math experiences at FCC?	118	6	2
Do you plan to work in a math-related profession?	95	28	3

	Fall 2010	Fall 2011	Spr 2011	Sum 2011	Fall 2012	Spr 2012	Sum 2012	Spr 2013	Spr 2015	Sum 2016	>2017	No Reply
5. If you plan to graduate with a degree from FCC, indicate your planned gradua	2	6	22	6	2	18	1	2	1	1	1	64

	Fall 2012	Spr 2012	Fall 2013	Spr 2013	Sum 2013	Fall 2014	Spr 2014	Sum 2014	Spr 2015	Fall 2016	Spr 2016	>2017	No Reply
6. What semester and year do you plan to graduate with a Bachelor's degree?	4	5	7	30	3	4	35	1	12	1	1	2	21

Appendix II

Frederick Community College

Mathematics Department Student Survey

Semester: **SPRING 2011**

SUMMARY (MA210, 211, 212 & 213)

Total Responses: 140

	1	2	3	4	5	6	7	8	9	10	> 10	No Reply
1. Number of semesters, counting this semester, that **you have been** a student at FC	8	55	13	33	6	12	2	7	1	0	3	0
2. How many **additional semesters**, after this one, do you plan to be a student at FC	24	39	9	12	2	2	0	1	0	0	2	49

3. What is your **declared major** at FCC?	Eng.	Chem.	Gen Ed	Comp. Sci.	Bus.	Math	Nursing	Bio	Const Mgt	Design	Edu	Music	No Reply
	27	4	44	17	1	13	1	11	0	0	4	0	18

	YES	NO	NO REPLY
4. Do you plan to **graduate** with an **Associate's Degree** from FCC?	76	59	5
Do you plan to **transfer** to a 4-year college or university?	128	10	2
Did you learn a lot of mathematics at FCC?	134	4	2
Did you enjoy your math experiences at FCC?	136	2	2
Do you plan to work in a math-related profession?	105	32	3

	Fall 2011	Spr 2011	Sum 2011	Fall 2012	Spr 2012	Sum 2012	Spr 2013	Fall 2014	Spr 2014	Spr 2015	Fall 2016	Spr 2016	No Reply
5. If you plan to graduate with a degree from FCC, indicate your planned graduatio	7	7	7	4	36	5	5	2	4	0	0	0	63

	Fall 2012	Spr 2012	Fall 2013	Spr 2013	Sum 2013	Fall 2014	Spr 2014	Sum 2014	Spr 2015	Fall 2016	Spr 2016	>2017	No Reply
6. What semester and year do you plan to graduate with a Bachelor's degree?	1	1	8	14	0	9	45	0	21	4	7	4	26

Appendix III

Enrollment Data (MA & EG Designations)							
Discipline:	**AY 2007**	**AY 2008**	**AY 2009**	**AY 2010**	**AY 2011**	**# Change**	**% Change**
Credit Math	1856	1953	2249	2646	2813	957	52%
Developmental Math	1675	1788	2008	2204	2121	446	27%
Total Mathematics	**3531**	**3741**	**4257**	**4850**	**4934**	**1403**	**40%**
Engineering	43	30	47	78	60	17	40%
Total Math + Engineering	**3574**	**3771**	**4304**	**4928**	**4994**	**1420**	**40%**

Appendix IV

Sections Taught (MA & EG Designations)							
Discipline:	**AY 2007**	**AY 2008**	**AY 2009**	**AY 2010**	**AY 2011**	**# Change**	**% Change**
Credit Math	105	103	125	146	155	50	48%
Developmental Math	121	215	222	250	256	135	112%
Total Mathematics	**226**	**318**	**347**	**396**	**411**	**185**	**82%**
Engineering	4	4	5	5	4	0	0%
Total Math + Engineering	**230**	**322**	**452**	**401**	**415**	**185**	**80%**

Appendix V

Space Utilization by Course (AY 2007-2011)															
	AY 2007			**AY 2008**			**AY 2009**			**AY 2010**			**AY 2011**		
	Students Enrolled	Available Seats	% Utilization	Students Enrolled	Available Seats	% Utilization	Students Enrolled	Available Seats	% Utilization	Students Enrolled	Available Seats	% Utilization	Students Enrolled	Available Seats	% Utilization
MA 81	252	252	**100%**	1800	1872	**96%**	1834	1872	**98%**	2046	2096	**98%**	2026	2090	**97%**
MA 82	170	180	**94%**	1884	1980	**95%**	2280	2346	**97%**	2472	2638	**94%**	2336	2538	**92%**
MA 103	444	500	**89%**	437	469	**93%**	562	641	**88%**	598	663	**90%**	608	693	**88%**
MA 105	80	100	**80%**	78	80	**98%**	78	80	**98%**	130	140	**93%**	138	160	**86%**
EG 100	14	15	**93%**	18	20	**90%**	20	20	**100%**	35	36	**97%**	33	38	**87%**
EG 110	12	18	**67%**	15	18	**83%**	18	18	**100%**	18	18	**100%**	18	18	**100%**

Appendix VI

Room Utilization 9 am -5 pm (# of Classes Per Room for AY 2009-2011)			
	AY 2009	AY 2010	AY 2011
B104	35	34	39
B105	31	23	26
B112	45	52	46
B113	34	41	42
B114	26	24	27
B221	32	29	29
B222	24	30	28
B223	32	35	34
B224	31	23	20

Appendix VII

Mathematics SLO Curriculum Map

I= Introduced, E=Emphasized, A=Assessed

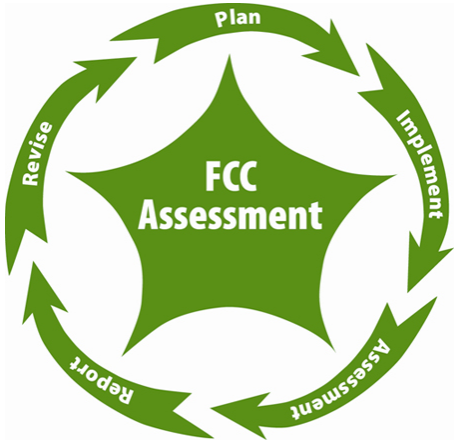
Students who successfully complete this program will be able to:	MA 210 Calculus I	MA 211 Calculus II	MA 212 Calculus III	MA 218 Linear Algebra	MA 213 Differential Equations	Math Elective MA206 Elem. Statistics	Math Elective MA202 Intro. to Discrete Math	Math Elective MA111 Pre-Calc; MA130/131 College Alg/Trig	Math Elective MA103 Foundations of Math; MA105/106 Fund. of Math
SLO #1: Produce effective, organized, clear, and correct mathematical explanations using grammatically correct English	I, E, A	E, A	E, A	E, A	E, A	I,E,A	I,E,A	I,E,A	I,E
SLO #2: Interpret and analyze verbal, graphical, numerical, and symbolic representations of mathematics	I, E, A	E, A	E, A	E, A	E, A	I,E,A	I,E,A	I,E,A	I,E
SLO #3: Solve problems effectively and efficiently using mathematical tools that appropriately model the situation	I,E,A	E, A	I, E, A	I, E	I, E, A	I, E, A	I,E,A	I,E,A	I,E,A
SLO #4: Demonstrate the ability to use technology appropriate to mathematical problem solving	I, E, A	E,A	E,A	I, E,A	I, E, A	I,E,A	I,E,A	I,E,A	I,E,A
SLO #5: Generate alternative representations of numerical data and analytical concepts	I,E,A	E	E	E,A	E	I,E,A,	I,E,A	I	I,E,A
Courses Required for:									
A.S. Degree (Tranfer)	**x**	**x**	**x**	**x**	**x**	**6/8 credits of mathematics electives**			

Appendix VIII

Frederick Community College

Academic Program Review: Mathematics Report
2st APR Assessment Cycle (F2012-F2013)

Prepared by the Assessment and Research Department
Spring 2012



Program	Degree	Dept. & Faculty	Assessment Method	STUDENT LEARNING OUTCOME
Mathematics SLO #1	A.S. (Transfer)	Mathematics Ann Commito		Produce effective, organized, clear, and correct mathematical explanations using grammatically correct English.
SLO #2	A.S. (Transfer)	Mathematics Ann Commito		Interpret and analyze verbal, graphical, numerical, and symbolic representations of mathematics.
SLO #3	A.S. (Transfer)	Mathematics Ann Commito		Solve problems effectively and efficiently using mathematical tools that appropriately model the situation.
SLO #4	A.S. (Transfer)	Mathematics Ann Commito		Demonstrate the ability to use technology appropriate to mathematical problem solving.
SLO #5	A.S. (Transfer)	Mathematics Ann Commito		Generate alternative representations of numerical data and analytical concepts.

PROGRAM EVALUATION: Mathematics AS					
	AY2011	AY2010	AY2009	AY 2008	AY2007
TOTAL DECLARED PROGRAM MAJORS	13	17	12	10	14
TOTAL PROGRAM GRADUATES	1	4	4	2	2
	FALL 11	FALL 10	FALL 09	FALL 08	FALL 07
MEDIAN AGE	19	21	21	21	20
% FEMALE	15%	35%	25%	20%	21%
% AFRICAN AMERICAN/BLACK	8%	6%	8%	10%	7%
% ASIAN	0%	6%	0%	10%	0%
% HISPANIC	0%	6%	0%	20%	14%
% WHITE	77%	82%	92%	60%	64%
% OTHER/NATIVE AMERICAN	15%	0%	0%	0%	14%
% STUDENTS RETAINED IN PROGRAM	76%	60%	70%	77%	37%
% PROGRAM CLASSES TAUGHT ONLINE or HYBRID	0%	0%	0%	0%	0%
% TRANSFERRED	0%	29%	8%	0%	43%
% OF STUDENTS TAUGHT BY FT FACULTY	32%	31%	34%	28%	43%
% OF CREDIT HOURS TAUGHT BY FT FACULTY	38%	31%	34%	28%	43%
% DEV. SECTIONS TAUGHT BY FT FACULTY	17%	17%	23%	13%	36%
% DEV. STUDENTS TAUGHT BY FT FACULTY	17%	17%	22%	13%	36%
	AY2011	AY2010	AY 2009	AY 2008	AY 2007
Grades: 100 Level Courses					
Successful	N/A	N/A	N/A	N/A	N/A
Failed	N/A	N/A	N/A	N/A	N/A
Withdrew	N/A	N/A	N/A	N/A	N/A
% of 100 Level Grades -Successful	N/A	N/A	N/A	N/A	N/A
Grades: 200 Level Courses					
Successful	347	284	222	170	192
Failed	35	33	19	11	19
Withdrew	43	46	27	24	23
% of 200 Level Grades -Successful	82%	78%	83%	83%	82%
% of ALL Program Grades- Successful	82%	78%	83%	83%	82%

PROGRAM EVALUATION: Developmental Mathematics					
	FALL 11	FALL 10	FALL 09	FALL 08	FALL 07
% PROGRAM CLASSES TAUGHT ONLINE or HYBRID	0%	0%	0%	2%	0%
% DEV. CREDITS TAUGHT BY FT FACULTY	17%	17%	23%	13%	36%
% DEV. STUDENTS TAUGHT BY FT FACULTY	17%	17%	22%	13%	36%
	AY2011	AY2010	AY 2009	AY 2008	AY 2007
Successful	1430	1645	1554	1461	1143
Failed	447	390	393	301	384
Withdrew	261	242	169	180	172
% of Developmental Level Grades -Successful	67%	72%	73%	75%	67%

PROGRAM EVALUATION: Credit Mathematics					
	FALL 11	FALL 10	FALL 09	FALL 08	FALL 07
% PROGRAM CLASSES TAUGHT ONLINE or HYBRID	3%	7%	10%	11%	8%
% OF STUDENTS TAUGHT BY FT FACULTY	32%	31%	34%	28%	43%
% OF CREDIT HOURS TAUGHT BY FT FACULTY	38%	31%	34%	28%	43%
	AY2011	AY2010	AY 2009	AY 2008	AY 2007
Grades: 100 Level Courses					
Successful	976	967	862	731	703
Failed	147	111	86	62	64
Withdrew	173	137	113	97	94
% of 100 Level Grades -Successful	75%	80%	81%	82%	82%
Grades: 200 Level Courses					
Successful	1228	1133	1023	872	812
Failed	120	132	116	98	100
Withdrew	224	193	157	143	132
% of 200 Level Grades -Successful	78%	78%	79%	78%	78%
% of ALL Program Grades- Successful	77%	79%	80%	80%	80%

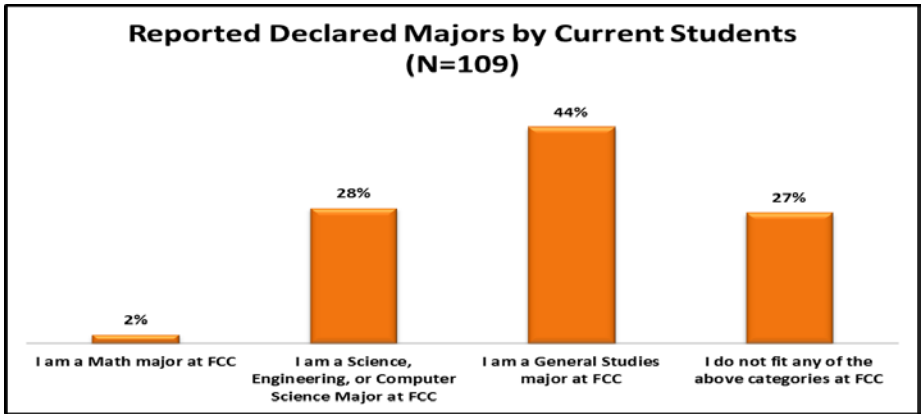
Appendix VIII

Frederick Community College

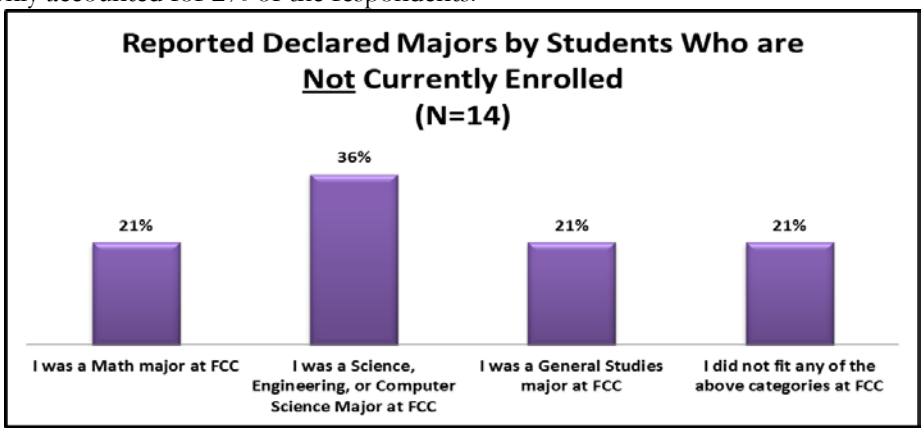
Academic Program Review 2011-2016

A.S. Mathematics

Introduction: As part of the program review process, the Math 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 math department of current and former students; as well as, data pulled from PeopleSoft Queries to report contact information for A.S. Mathematics graduates and declared majors. Overall, the survey had one-hundred and twenty-three responses. **One-hundred and nine (89%) were current students**, **six (5%) were students who transferred without graduating**, **seven (6%) were students graduated and either entered the workforce or transferred**, and **one student (1%) responded that they did not fit any of the other categories**. The results of the supplemental responses to the survey questions are reported below.



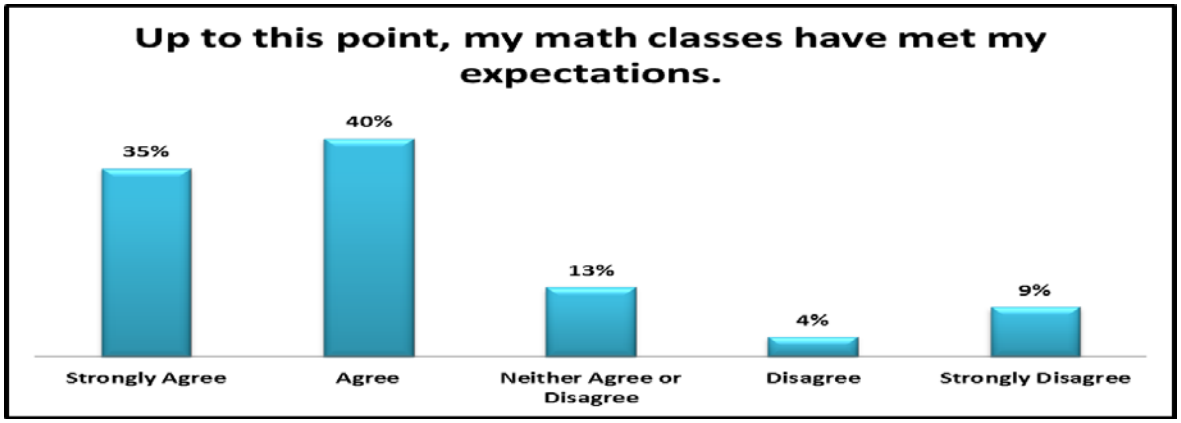
- This data shows that most current students who responded to the survey were currently majoring in general studies, a STEM major, or one that was not listed, as opposed to being in the A.S. Mathematics. Students in the A.S. Mathematics only accounted for 2% of the respondents.



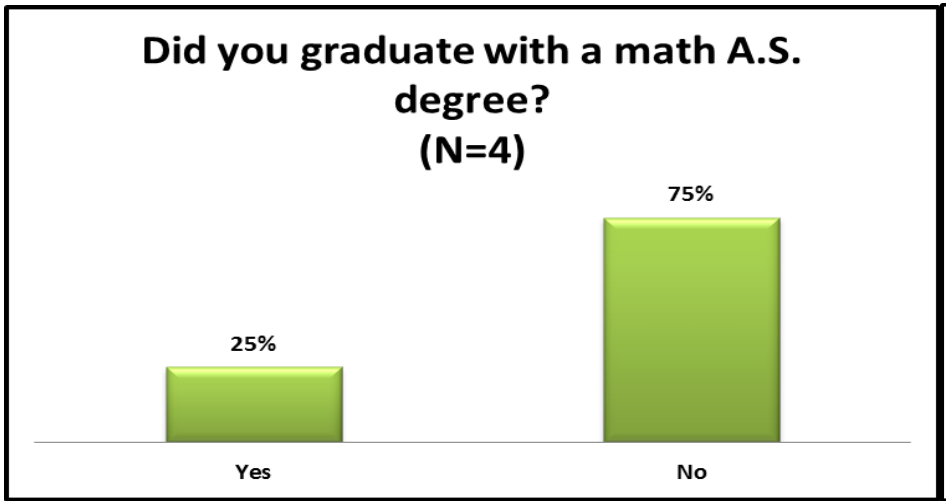
- Students who were no longer in the A.S. Mathematics program or courses reported that they were mostly STEM (36%) majors. The small sample size and the fact that A.S. Mathematics majors were targeted as part of the sample may account for the larger percentage of students reporting they were a Math major at FCC (N=3)

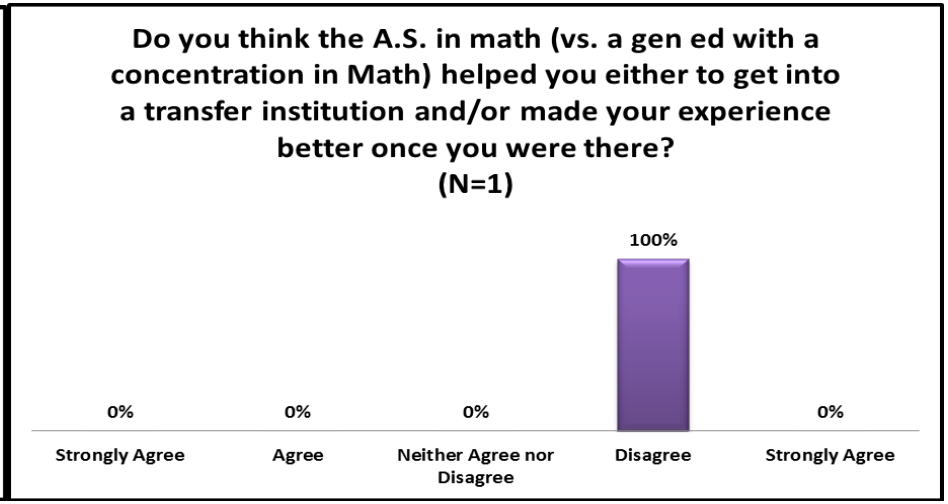
Current Students

- The data represented in the chart below shows current students satisfaction with their course work thus far in the Mathematics Department or Program.
- The data shows that overall students are very satisfied. Seventy-five percent (N=82) of students "strongly agreed" or "agreed" that up to this point their math classes had met their expectations.



Graduates Who Transferred

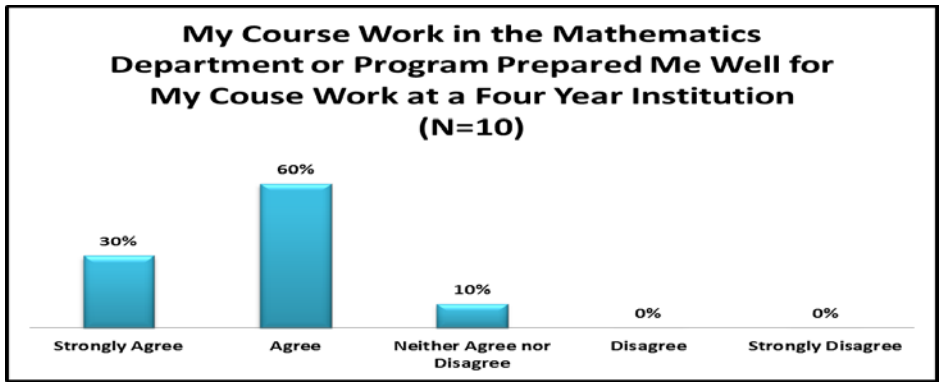


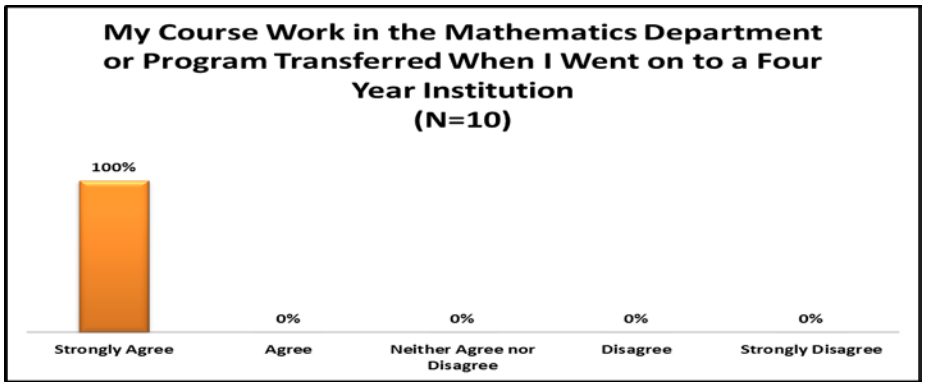


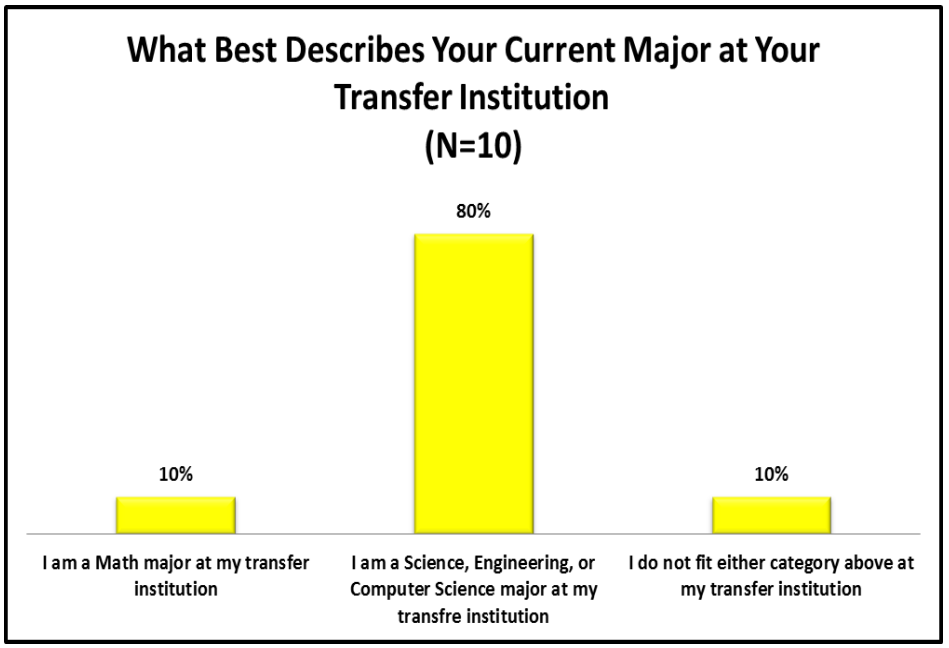
- The two charts above show data collected from questions that inquired specifically to measure the effectiveness of the Mathematics program. However, only one respondent of the graduate students had graduated with the Mathematics A.S. This is representative of the low number of program graduates in general over the past five years. Despite this fact the low response rate does need to be considered when reviewing the chart on the right.

- The one student who graduated with the Mathematics A.S. degree did not feel that it helped them to either transfer or made their experience better at a four year institution compared to another major.

Transfer Students

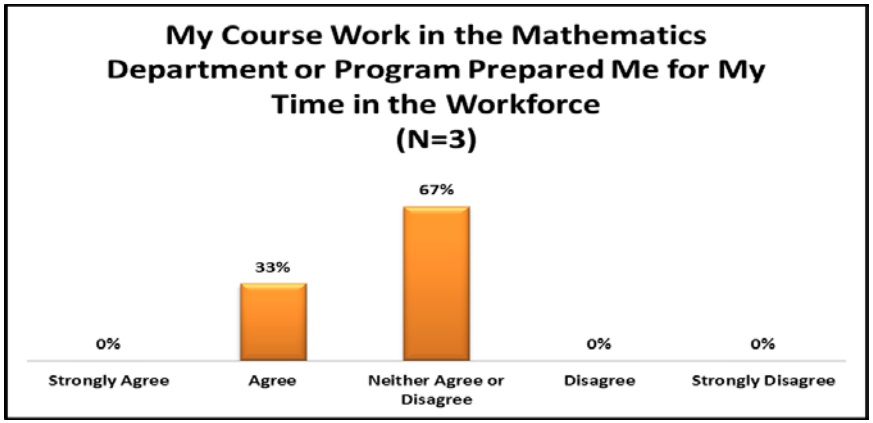


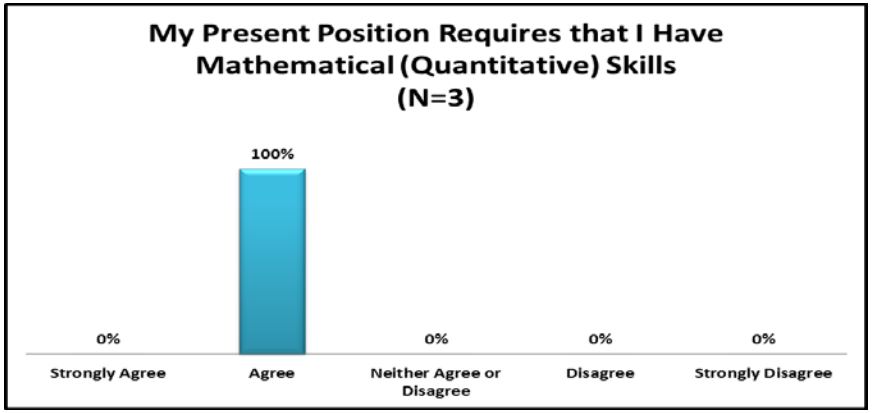




- The graph on the top right shows that students overall (90%) felt that their course work in the mathematics department or program prepared them well for their course work at a four year institution. This speaks directly to the caliber of instruction offered in the department.
- The graph on the top right of the page shows that overall course content offered at Frederick Community College in the mathematics department or program transferred to a four year institution. One-hundred percent of students who responded agreed.
- The chart on the bottom right shows the distribution of majors at their four year institution. This distribution is similar to those represented by current students at FCC.
    - Only 10% of students are currently Math majors at their four year institution
    - **Eighty percent of students are currently in a STEM or Computer Science major at their four year institution**
    - Only 10% of students are currently in another major that was not listed
- The data shows that the math program and courses have a strong core for transfer, but the department may be more beneficial to students outside of the Mathematics A.S.

Graduates Who Sought Employment





- The data above represents those students who graduated and entered the workforce (N=3). Overall, students felt their jobs required quantitative skills and all students who responded either agreed their time in the mathematics department prepared them well for their time in the workforce (33%) or that they neither agreed nor disagree with that statement (67%).

Students' Overall Satisfaction with Support

Student Perceptions of the Support They Received in Their Math Program or Courses						
N=123	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	**Percentage Who Strongly Agree or Agree**
In general, math faculty at FCC are approachable and helful	46%	37%	9%	7%	2%	**83%**
It is (was) easy to get in touch with my math teachers when I needed to	42%	28%	20%	6%	4%	**70%**
My math teachers were genuinely interested in my progress in class	48%	30%	13%	5%	4%	**78%**
I use (used) faculty office hourse for help with math classes	21%	22%	36%	17%	4%	**43%**
I use (used) the drop in math tutoring for help with math classes	18%	13%	34%	27%	7%	**31%**
I use (used) the Math Learning Center for help with math classes	15%	16%	37%	26%	6%	**31%**

- The data on the left shows student perceptions of the support they received in their math program or courses.
- Two major trends can be clearly notice by looking at the percentage of students who "strongly agreed" or "agreed":
  - Students felt supported by their faculty members
  - Student did not maximize their use of the resources available to them
- These responses should be evaluated by the mathematics department to determine how to encourage students to use the resources available to them more effectively (Faculty Office Hours, Drop in Math Tutoring, and the Math Learning Center)

Students' Opinion of Learning Competencies

Student Perceptions of Student Learning Competencies (Outcomes) Gained While in Their Math Program or Courses						
N=123	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Strongly Agree and Agree
I developed the skills necessary to produce effective, organized, clear, and correct explanations for mathematical concepts	30%	45%	10%	10%	5%	75%
I learned to interpret and analyze verbal, graphical, numerical, and symbolic representations of mathematics	31%	44%	15%	7%	3%	75%
I learned to solve problems effectively and efficiently using mathematics tools that appropriately model the situation	31%	47%	11%	7%	4%	78%
I developed the ability to use technology appropriate to mathematical problem solving	29%	46%	13%	7%	6%	75%
I develop the skills to generate alternative representations of numerical data and analytical concepts	24%	43%	21%	7%	5%	67%

- The data above shows that most students "strongly agreed" or "agreed" that they had obtained the student learning outcomes set forth by the mathematics department during their time in their course work or within their program at FCC.
- The SLO with the lowest percentage (67% < 75%) was whether students had developed the skills to generate alternative representations of numerical data and analytical concepts. This could be an area for the mathematics department to consider adjustments to instruction to increase student understanding.

Moving forward: This data will be reported back to the mathematics department for their 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 departments interpretation of the student learning outcomes and satisfaction data above; as well as, all other information collected as part of the complete program review process.

Appendix VIII

Preliminary Transferability Analysis from ARTSYS

FCC	MA210	MA211	MA212	MA213	MA218	MA206	MA202	MA111	MA130/1	MA103	MA105	MA106
Frostburg	MATH236	MATH237	MATH238	MATH432	MATH350	MATH209	MATH200	MATH120	TBD/TBD	MATH104	MATH206	MATH207
Hood	MATH201	MATH202	MATH203	MATH304	MATH339	MATH112	MATH207	MATH120	MATH100 /LLE	LLE	MATH106	MATH107
Mt. St. Mary's	MATH247	MATH248	MATH249	MATH384	MATH364	MATH105	MATH228	MA114	NT/TBD	NT	MATH108	MATH109
Salisbury	MATH210	MATH211	LLE	LLE	LLE	MATH155	MATH210	MATH140	TBD/TBD	LLE	MATH130	MATH230
Towson	MATH273	MATH274	MATH275	MATH374 *	MATH265	MATH231	MA263	MATH119	MATH115/ MATH119	MATH105	MATH204	MATH251
UMBC	MA151	MA152	MA251	MA225 **	MA221	MA121	MA203	MA150	TBD/TBD	MA115	MA131	TBD
UMCP	MATH140	MATH141	MATH241	MATH246 ***	MATH240	STAT100	CMSC250	MATH115	TBD/TBD	LLE	MATH212	TBD

LLE: Lower Level Elective
NT: Not Transferrable
TBD: Listed as To Be Determined on Artsys

*: Lower level version of upper level course at Towson. Student may still need to complete upper division requirement.
**: MA225 is Introduction to Differential Equations at UMBC
***:MATH246 is Differential Equations for Engineers at UMCP.

According to ARTSYS, Salisbury considers MA212, 213, and 218 as Lower Level Electives and not as equivalent to the corresponding courses at Salisbury.

Frederick Community College

Academic Program Review 2011-2016

A.A. Music Program

Spring 2013

Self Study Report

Authored by:
Dr. Jan Holly
Dr. Paula Chipman
Dr. John Wickelgren
Lynn Stainінger
Jennifer Rundlett

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SELF-STUDY, MUSIC PROGRAM/A.A. MUSIC TRANSFER DEGREE

SECTION I: INTRODUCTION

A. History

- 1983: Music served approximately 50 students. The curriculum included two general education courses, MU101, Introduction to Music History and Appreciation [one section] and MU103, Fundamentals of Music [one section]. MU111, Music Theory [one section] and MU117/118, Choir [one section] were also in the curriculum, as well as applied classes in voice, piano and guitar, these offerings including individual lessons and performance "labs". Instructors were adjunct, including the program manager. The program sponsored one artist concert per year. The program occupied one classroom [the B upstairs Knuckle], and one applied studio, in C building. Recitals and concerts were held in Sweadner Hall. Equipment included one grand piano and one upright. Applied lessons were taught in all three spaces.
- 1983-1987: Program course offerings expanded, beyond those already in the program to 4 sections of MU101, MU119/120 [Jazz Ensemble], and additional applied courses in clarinet, saxophone and violin.
- 1987-1989: One full-time music instructional position was budgeted. A noncredit Young Musicians Program was established, and an AA music degree approved by MHEC. Enrollments in both general education courses and applied lessons increased in kind, number of sections, and number of enrollees.
- 1989-2000: With the opening of the Fine Arts and Student Center, the AA degree was inaugurated; and space for music included one office, one teaching studio, one classroom, one rehearsal room, and 4 practice rooms. Digital pianos, housed in the classroom, and upright pianos were acquired for all of the existing spaces. Percussion equipment was also acquired. At the instigation of the President of the College [and the Board of Trustees], "town and gown" relationships were established between the Choral Arts Society of Frederick and the Frederick Symphony Orchestra. The program now offered 5 sections of MU101, 2-3 sections of MU103, a full complement of applied instrument and voice lessons, and the requisite courses for music majors: Four semesters each of Music Theory, Piano, Ensemble, Applied Lessons, and Aural Skills. Applied assessment took the form of Jury Exams, held at the end of each semester. Enrollments continued to climb, served now by approximately 25 adjunct faculty.
- 2000-2006: The program joined the college initiative to integrate credit and noncredit instruction. Credit/noncredit applied and ensemble courses were placed into the curriculum. Music students now had access to a full range of large and/or small ensemble opportunities, rare for a community college. These ensembles included, in addition to Choir, Jazz Ensemble, and Orchestra, Wind Ensemble, Percussion Ensemble, and Flute Choir. In 2000, the George L. Shields Foundation offered the program monetary assistance for student scholarships and program/faculty development. The first of its annual awards was $7000. It renewed its pledge every year in increasing amounts, reaching $35,000 in 2006. A second full-time music instructional position was budgeted.
- 2006-2012: The Shields Foundation awards increased to approximately $65,000 annually. String Ensemble and a second Jazz Ensemble [an improvisational group] were added to the curriculum, along with new general education courses, including MU101 online and World Music online. MU161EX, Introduction to Music Technology, began in Spring 2013, and American Popular Music online was approved. New spaces for music now included a state-of-the-art Technology/Digital Piano lab, and four new teaching studios, for a total of 5. The program offers instruction in almost all instruments, many as multi-section courses. Total instructional staff now included 27 adjunct faculty and two full-time instructors. In 2013, the second phase of the Fine Arts building renovation brought online a new rehearsal hall for large ensembles, classroom courses and applied instruction; a shared theater space; a recording booth, with windows into both the theater and rehearsal hall, designed to double as an audio technology lab; and a percussion room for ensemble, applied lessons, practice and storage.

B. Degree Description

The A.A. music curriculum offers all of the essential coursework for the first two years of a generic music degree, including the requisite four semesters of Music Theory, Aural Skills, Applied Lessons, Ensemble, and Piano. Particularly noteworthy, and rare for community colleges, is its capacity to offer, within a credit/noncredit integrated program, large ensemble courses—Orchestra, Choir, Wind Ensemble [a 40-50 member concert band]—as well as small ensembles for specific instrumental groups—both big-band and improv jazz ensembles, flute choir, string ensemble, and percussion ensemble. Our ability to offer large ensembles in particular [Orchestra, Choir, Wind Ensemble] is essential for fulfilling NASM instructional

standards. Our program, also unique among many community colleges, offers virtually all instrumental choices for applied study, missing only harp, organ, and oboe.

C. Program Fit into College Structure

The program serves general education students, students intent on a music career and wishing to transfer to a four-year institution, amateur community musicians age 6 to senior adults, and Frederick area music-lovers seeking quality music performances. It also serves, tangentially, area amateur music organizations. An integrated unit, the Music Program lies within the Communications, Humanities and Arts Department and Continuing Education's Enrichment component in the Learning Division of the College.

D. Describe the physical space of the program.

With completion of the Fine Arts building renovation, the program occupies a state-of-the-art technology/digital piano lab for class piano, music technology, and aural skills instruction; a corollary recording booth serving the new Studio Theater and Rehearsal Hall for hands-on music technology and audio/video recording practice; 5 teaching studios, a large ensemble rehearsal room, 1 shared classroom, 2 instructor offices, 4 practice rooms, a percussion room for teaching, ensemble rehearsal, practice and storage, and a shared theater, where student recitals and repertoire classes can be held. Many of the program's numerous co-curricular activities are held in the Jack B. Kussmaul Theater. Among our noteworthy holdings is a Bösendorfer Imperial Grand Piano, at 9' 6" in length and 6' in width, one of the largest concert grands in the world and, superseding the Steinway, of the highest quality. A $75,000 instrument, it was purchased solely with donated funds from friends of the music program.

SECTION II: PROGRAM MISSION, GOALS AND OBJECTIVES

A. Program Mission, Goals, Objectives

The mission of the Music Program is to provide the broadest range of curricula, courses, and applied and ensemble experiences for Frederick County residents wishing to pursue music as a career or for life-span enrichment. Such breadth of offerings includes, for the general education population, a variety of core courses; for music majors, the first two years of a music curriculum; and, for the amateur player wishing to improve skills and enjoy the experience of public music-making, a full palette of individual lessons and ensemble courses. The Program also provides to Frederick County music lovers affordable access to high-quality concerts, performed by FCC's artist-faculty, advanced students and guest artists. Almost all of these concerts are free of charge. [See **Appendix 1, Concert Series Academic Year, 2012/13**.]

Following are the Program goals:

1. To provide students with rigorous training in applied [individual instrumental/vocal] technique, thorough grounding in theoretical skills and proficiencies, and experience in solo and ensemble performance.
2. To align with National Association of Schools of Music standards and the Maryland Area College Music Association's Music Theory Articulation Agreement; to improve musical literacy, technical competency and observational/conceptual skill, and foster awareness of the historical and cultural contexts of our musical heritage.
3. To provide music instruction, enhanced with state-of-the-art technology, by first-rank artist-faculty, who are equally adept as pedagogues and performing musicians, and are themselves fluent in current technological applications in music.
4. To instill in graduates and transferring students the necessary skills to succeed at the baccalaureate level, completing study in such fields as Music Education, Music Theory, Music Therapy, Performance, Arts Administration, or Music Technology.
5. To introduce General Studies students to diverse branches of learning within music—and to cultural competence with the musical discipline.
6. To promote, through its noncredit Enrichment Program, life-span appreciation for music, by offering Frederick County citizens numerous opportunities for participation and growth in solo and ensemble performance, at beginning, intermediate or advanced levels.
7. To promote, through its co-curricular component, life-span learning, by offering a wide array of musical enrichment opportunities, including concert artist series, master classes and workshops with visiting artists, repertoire and performance classes for applied students, and student performances in ensemble concerts, recitals and college-wide events.

B. Program Mission Vis-à-Vis the College's mission

The Program Mission aligns with the College Mission Statement, by providing Frederick County music students with:

1. The means to meet transfer requirements in music to four-year colleges or universities in Maryland;
2. Both credit and noncredit applied and ensemble courses—both large and small—that promote life-span learning and personal enrichment for all age groups;
3. A general education core curriculum that addresses theoretical, classical historical, popular historical and global understanding;
4. Face-to-face, online and technology-enhanced learning environments, as appropriate;
5. A professional caliber concert series that enriches the community;
6. A wide array of co-curricular learning activities that support music learning and performing.

[College 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.]

C. Goal/Program Mission Comparison: Reflection

The Program Mission aligns with Program Goals, as follows: Goal 1 addresses quality and breadth of music courses delivered. Goals 2 and 3 address quality control, according to external statewide and national standards. Goal 4 addresses the level of skill required, according to state and national standards. Goal 5 speaks to breadth of courses for the general student population, as well as MHEC requirements for offerings that are multi-culturally rich. Goals 6 and 7 address offerings for the public and amateur musicians, in pursuit of life-span learning and enrichment.

SECTION III: PROGRAM TRENDS ACCORDING TO INTERNAL AND EXTERNAL DATA

A. Five-Year Enrollment Trends [See **Appendix 2, Enrollment Report**]

1. *Applied Music.* Applied enrollment is sizable and relatively stable, averaging, in the last 5 years, just above 550 students [including credit and noncredit] per year. As the table shows, enrollment trajectory is inversely proportional to tuition/fee levels. As tuitions and fees rise, applied music enrollment tends to diminish, but not substantially. In terms of space allocation, we stand beyond capacity. The strength of our applied program lies in its breadth of coverage. Frederick county music students of any age may study almost any instrument [excluding harp, oboe and organ] or voice. We offer all options, not only the most popular instruments.
2. *Ensemble Courses.* The credit version of the ensemble courses shows an increase in enrollment since 2008. Noncredit courses are variable, but numbers are high. Similar to applied enrollment, ensemble enrollment fluctuates along with tuition/fee increases, especially in the noncredit division. As costs rise, enrollment tends to diminish.
3. *General Education Courses.* Enrollments over the past 5 years have varied, with increases between 2009-2011, then a dip in 2012. Enrollment projections for FY12 are mixed: With summer and fall not yet reporting, both MU101 and MU103 are on track, with MU101 projecting upward. Gen ed enrollments likewise diminish as tuitions increase—depending upon the size of the increase. Such circumstance is particularly true of FY12, which encountered the largest tuition increase in the 5-year period. Enrollment dipped sizably.
4. *Music Technology.* In its initial offering, S2013, MU161EX, Introduction to Music Technology ran at maximum capacity. It was revised and is in the S2014 schedule as MU140EX, Introduction to Music Recording and Production.
5. *General Education Music Courses Online.* We now offer three online general education courses, MU101 Music Appreciation, MU103 Fundamentals of Music, and MU108 Survey of World Music. As the table shows, online music enrollment has more than tripled since we launched our online initiative in 2010.
6. *Music Skills Courses.* As the data show, enrollment in the skills courses for music majors shows an upward trajectory. With the exception of 2011, when tuition sizably increased, enrollment has increased each year, from 134 in 2008 to 151 in 2012. The numbers are holding in 2013 as well, with 144 students counted in fall and spring term. When summer numbers and fall numbers are included, FY2013 should surpass 2012 enrollment figures. This trend is especially noteworthy, given the diminishing emphasis on music in the Frederick County public schools. It shows that the program has community respect and participation—and that we are fulfilling an essential need.
7. *Declared Music Majors.* The number of declared music majors has tracked upward in tandem with the skills courses, with 29 students declaring in 2007 and 40 in 2011. Given that students often do not complete paperwork for declaring a major, these numbers are lower than the actuals, by approximately 10-15 students.

8. Graduation Rates. Graduation rates for the AA degree are low compared to number of majors, but are in line with like colleges. As illustration, Howard Community College, a demographically similar, but larger, institution, has been NASM accredited since 2009. Following is a comparison of graduation rates per declared music majors between FCC and HCC[1]:

	2007	2008	2009	2010	2011	2012
FCC [declared majors]	1 [29]	4 [32]	2 [46]	3 [40]	6 [40]	3 [38]
HCC[declared majors]	--	1 [113]	8 [92]	3 [89]	5 [54]	4 [63]

FCC's music transfer program, as an option of the A.A. degree, includes the 2-semester block of standard music courses, in addition to the required core curriculum. Successful completion might be better measured by the number of students who have successfully completed this music "block"—4 semesters each of theory, musicianship, ensembles, piano and applied lessons—and continued work toward a baccalaureate degree at a 4-year institution. Since students must audition for acceptance into 4-year programs, a successful "transfer" with these music courses completed is a measure of student success and goal completion. Currently, 7 students now in 4-year music programs completed all of the 2-year music requirements at FCC, and 3 students transferred successfully after taking some music classes at FCC and continuing the music block at a 4-year school. Additionally, 3 students completed all of the music block classes at FCC, but made the choice not to pursue music further—they are now intent on other goals. Anecdotally, 5 recent FCC students who have stayed in touch with faculty completed baccalaureate degrees and are now professionals teaching music in school districts in Frederick and Montgomery counties. Several are pursuing graduate degrees in music therapy, music education, composition and performance. Others report working successfully as performing musicians, composers, recording technologists, or studio teachers.

B. Catalog Description, Syllabi, Curriculum Map, Marketing, Special Programs

1. *Catalog Description.*

Content. FCC's AA-degree curricular content aligns with National Association of Music standards for two-year music major transfer programs. [See **Appendix 3, NASM Standards for Two-Year Schools**.] The content also aligns with the NASM-accredited Community College of Baltimore/Essex. [See **Appendix 4, Essex AA Degree Curricular Table**.] As per NASM standards, FCC's curriculum requires, for duration of study, courses in Basic Musicianship [Aural and Keyboard Skills I II III and IV], Performance [Applied Music Courses, 4 semesters] and Keyboard Proficiency [Class Piano I II III and IV], Analysis [Theory I II III and IV] and Ensemble, 4 semesters. A particular advantage of our program, unlike that of many two-year colleges, is our capacity to offer both large [Orchestra, Choir, Wind Ensemble, Jazz Ensemble] and small [Flute Choir, Percussion Ensemble, String Ensemble] ensemble opportunities required by NASM. The degree fails to meet the NASM standard for students choosing careers in music education, namely an Introductory Music Education course, and it fails to meet the general standard for the general degree, because it contains no Music History component. It should also, per current trends, incorporate a music-major specific music technology course. This step is underway with MU140EX, Introduction to Music Recording and Production.

Challenges. FCC's music curriculum, standing at 67-69 credits, is plagued by the conflict between the number of courses/credits required to fulfill standard music requirements in a two-year music program vis-à-vis the number of required general education courses. The five 4-semester courses in FCC's music curriculum, constituting 9 credits per semester, must remain in place, because they are all lower division courses. They cannot be taken at Junior or Senior levels. By contrast, General Education courses can be taken during any year of a baccalaureate program. Students who do not complete the general education component of the A.A degree can earn their music two-year "credential" and still transfer effectively to a four-year school. CCBC/Essex's curriculum carries 72 credits, 2-4 credits more than FCC. Carroll Community College carries 60 credits, but at the expense of NASM's ensemble standard. Carroll encourages, but does not require, ensembles for four semesters. FCC requires 8 credits [2 credits per course, this credit requirement carried in order to pay the instructor]. Carroll includes 1 credit in its curriculum, as one of its "recommended courses". Unlike Carroll, our ensemble component is fortunate to be structured such that all ensembles, including Choir and Orchestra, are conducted in house—for the great benefit of our students.

2A. Syllabi. Music Technology. The music program has responded to current trends in music production/recording technology and audio engineering by developing--at the moment a technology lab was available--an introductory course in music technology, MU161EX, first offered Spring 2013. We have since adjusted the course, retitling it "Introduction to Recording Technology and Production." It will be offered in Spring 2014. Upon completion of the second phase of the music facilities

[1] Data provided by Hsien-Ann Meng, Program Manager, Howard Community College, March 5 and March 13, 2013.

renovation, with the new recital hall and recording booth, we will have the capacity to develop a more robust curricular component for music technology, perhaps aligned with Digital Media Design [video].
2B. Syllabi. World Music. The music program has responded to the trend toward multi-cultural education, by completing development of *Survey of World Music* [MU108]. It serves as either a Humanities/Arts or Multi-Cultural general education elective. The course meets the State of Maryland's cultural competency graduation requirement and is fully transferrable. It carried in both Spring and Fall 2013 terms, with higher enrollment in Fall than spring. The S2014 offering, with 11 students already registered as of January 1, shows that student satisfaction is measurable and thus far quite good.
2C. Syllabi. American Popular Music. Responding to current trends in American popular music as an historically influential cultural phenomenon, we completed development of *History of American Popular Music* [MU109], likewise fully transferrable. Initial offering of the course is planned for Summer 2014.
3. Curriculum Map. Our curriculum map shows that all of our Student Learning Outcomes are Introduced, Addressed and Assessed sequentially, by means of the curriculum currently in place. [See **Appendix 5, Music Curriculum Map**.]
4. Marketing. The music program markets primarily via a set of web pages [http://www.frederick.edu/cha/Music.aspx]. The main music website subcategories include faculty, faculty according to instrumental offerings, credit curriculum, noncredit program, concert series, co-curricular calendar, scholarship opportunities, and sights and sounds. The faculty page contains pictures and professional bios of our artist/instructors. We market our special events in the Kussmaul Theater calendar and on the back page of the fall and spring college schedules. Our noncredit program is marketed in the Continuing Education schedule, two pages of listings. Special events are marketed through the college's public relations office, vis-à-vis press releases and captioned pics, and via individual event mailings. The music program has access to a mailing list holding several thousand names of music-lovers living in the surrounding region. The Shields audition/scholarship program, which attracts close to 100 applicants each year, is an additional public relations outreach tool.
5. Special Programs. Music offers a wide array of special programs.

- Our artist series features our resident artist/faculty and guests. Admission to these concerts is free. Noteworthy concerts include performances of Copland's Appalachian Spring, Stravinsky's Soldier's Tale [in collaboration with the theater dept], Saint-Saens's Carnival of the Animals, a Guitar Gala featuring 3 artist/faculty, and an all-piano faculty recital.
- Each year we sponsor the Mid-Atlantic Piano Workshop on Taubman Technique, featuring Philadelphia-based Taubman/Golandsky pedagogue Robert Durso. We held the 8th annual workshop in Spring 2013. The three-day workshop features a chamber music recital, lecture, technique clinic, master class and individual lessons with Mr. Durso.
- In October of each year, Mr. Durso returns to Frederick to give 3 days of piano lessons with students and teachers. These lessons are open to the public—teachers are invited to observe Mr. Durso's pedagogy and technical expertise in real-world pianistic situations.
- We have sponsored clinics for percussionists, led by resident artist/faculty Gregory Herron and guest artists, one clinic in a year devoted to mallet instruments, another to general percussion instruments.
- An important component of our program is the Shields Scholarship Program. Thanks to the George L. Shields Foundation, which provides $60,000 to $65,000 per year for scholarships and music program/faculty development, we offer scholarships annually to meritorious and/or needy students in applied music and ensemble courses, in both credit and noncredit divisions. In F2013, over 50 scholarships were awarded.
- Classroom visitations by professional musicians of note included in 2012 an appearance at a Jazz II rehearsal [November 5 2012] of The New Legacy Band, Alan Dale, director. The quartet played for, and worked with, the Jazz II improv students.
- Glenn Fischbach Chamber Music Clinic. In its 2nd year, the clinic features Philadelphia Orchestra per-service contract cellist Glenn Fischbach, who works with our student chamber groups. Mr. Fischbach also appears, the night before the clinic, in concert with The Belmonte Trio. Both concert and clinic are free to participants and the public.
- Participation by faculty and guest artists in student ensemble rehearsals and performance. In 2012-2013 these included the Monocacy Jazz Quartet performing with the Flute Choir; Clarinetist Laura Armstrong, pianist/triangle player Lynn Stainінger [for a premiere: Triangle Concerto], trumpeter John Pursell, and guest singer Mary Ellen Baker performing with the String Ensemble; the Eric Byrd Trio, plus guest artist Vocalist Shelley Dorsey Ensor, and, in the fall, Jazz Trombonist Greg Boyer performing with our Big-Band Jazz Ensemble.

C. Course Student Evaluations

Summary sheets for Fall 2012, the most recent course student evaluations, show uniform satisfaction among students across all courses in the degree program. [See **Appendix 6 Student Evaluation Summary Sheets**.]

Classroom Skills Courses: In Section 1, Instructor Rating, students evaluated our instructors as superior, almost without exception placing their instructors in the "agree" or "strongly agree" category. Of the 61 students responding, only one instructor received a "disagree" rating, from 3 students in the "explained subject matter clearly" line item. In Section 2, Course Rating, 16 of 61 students appeared in the "disagree" category, and these for such items as "improving writing/speaking skills" and "relevance to world issues". Because these are such discipline specific courses as class piano and theoretical and aural skills, that the overwhelming majority of students still saw in these classes elements of "critical thinking," "relevance to world issues" and "writing/speaking" speaks to the professionalism of our faculty and their loyalty to the mission of the college.

Ensemble Courses: Of 14 students responding, none placed an instructor in the "disagree" category for Instructor Rating. Only 2 "disagreed" in the Course Rating category, for "improving writing/speaking skills, and "complex" ideas.

Student Comments: Student comments speak especially to the enthusiasm with which our instructors lead their classes and ensembles. Below is a complete and unedited list of comments from students in courses/instructors evaluated Fall 2012:

- The enthusiasm and talent of the instructor really inspired me to become better and better every day.
- Lots of energy and fun.
- Playing with everyone has made me more confident and improved my ability to play with others.
- The teacher has been a big part of the learning process.
- Drilling, relating things to world issues, lots of encouragement and support.
- Aaron is a great director, he's very patient and never puts any pressure on you. He also pushes us to try harder music and challenge ourselves, which helps to grow as a musician.
- The director's patience.
- Group work with sight-singing was extremely helpful. Playing in the different clefs as a class helped too.
- I'm not sure how much Auralia helped, but I think over time I would adjust.
- The new technology really helped, especially Auralia.
- I just wish the lab was open to the public so I could practice more.
- He helped everyone out on their own skill level. It was awesome.
- Kept everyone on their own learning level. It was nice!
- Teacher, class size, speed of class, Naxos.
- Listening to various composers to better understand style and genre. It's nice to leave the class knowing more than just the composers' names, but why and how they wrote their music.
- I think it would be nice to maybe add some short videos in when we learn about the composers simply to add interest.
- The instructor's enthusiasm for the material, the thoroughness of the subject matter, the well thought out musical excerpts and examples. It is very important to me that the instructor connects both aural and written music theory so I now have a better understanding of how to listen to music.
- Can't always understand what instructor is saying when she speaks while music is playing.
- Listening to a variety of different pieces helped me a lot with recognizing what I was learning about. I really enjoyed the music history too.
- Listening to music while discussing it.
- Great attitude and lots of energy. Listening and analyzing music helped a lot.
- The feature that helped me out the most in Music Theory II with Dr. Jan Holly was her being able to go over assignments with and help us to understand things we didn't realize before.
- The teacher's enthusiasm and persistence in ensuring each of us understood the material. The course was a GREAT JOY!
- She helped us learn by not moving on until we all understood it. Was great!
- Dr. Holly's enthusiasm, stories and examples relating to course concepts.
- Dr. Holly's enthusiasm for the subject. Also, her ability to temporarily set the syllabus down if we [as a class] were particularly interested in a topic.
- Awesome, enthusiastic teacher.
- Listening to examples understanding the methods behind the given problems, analyzing pieces and looking at piece as a whole.

D. External Literature on Trends.

1. Music Degrees for Community College of Baltimore County, NASM Accredited Program.

The Community College of Baltimore County offers three music degrees that serve as instructive comparison to FCC: A traditional Associate of Arts degree, an Associate of Fine Arts degree, and a Music Production and Audio Recording Technology one-year certificate. [See **Appendix 7, CCBC Essex Degrees**.]
A.A. Degree. As per the listed components, the AA degree requirements total as few as 60, or as many as 75, credits: 9 credits of Composition, 27-29 credits of general education electives, 9 "degree requirement" credits, 25-27 music requirements, and a one-credit Transitioning to College course. CCBC's degree allows Music Fundamentals or Music Appreciation to fulfill the Arts gen ed requirement, options the first two semesters of piano study for non-piano majors, allows the first two semesters of music theory to double as an Arts and Humanities "degree requirement"[2], and allots 4 credits [rather than 8] for ensemble participation. Additionally, the Global Perspectives requirement is a 2-credit, rather than 3-credit course. These adjustments bring the minimum total number of credits feasibly into alignment with a four-semester program, 15 credits per semester.
A.F.A. Degree. As per the listed components, the CCBC's AFA degree adjusts the balance between general education and music requirements: 24-25 general education credits, and 37-39 music credits are required, bringing the total to 61-64 credits for the four semesters. Thus all necessary music courses are manageable within the framework of this degree.
Music Production/Audio Recording Certificate. This program emphasizes development of practical skills marketable in the music industry. In-depth training in the field, augmented by one English course and one music theory course prepare students for entry into the work force within one year. Notably, students earning this certificate work exclusively in the Baltimore area freelance market. The certificate has not thus far led to students obtaining stable positions in the field.[3]

2. Music Degrees for Howard Community College, NASM Accredited Program.

HCC offers two degrees that serve as instructive comparison with FCC: an AA degree and a Music Technology [Transfer] Degree [See **Appendix 8, HCC Degrees**].
A.A. Degree: Music. As the listed components show, this degree requires from 63-69 credits. Similar to CCBC's curriculum, a music course, Music Literature in Context, serves as an Arts and Humanities general education elective. The ensemble requirement is four semesters, one-credit per semester. A 2-credit Music Technology course is built into the curriculum, and it combines theory, musicianship and piano skills into a single course sequence, 4 credits per semester, each course in the sequence carrying an un-credited lab component. Seat time for this combined course—4 hours per week lecture, and 3 hours per week lab—is a total of 7 Carnegie hours per week, one more than allotted at FCC. Its 4-semester applied music courses likewise carry an un-credited lab component. HCC also offers MUSC112 and MUSC112L, a developmental applied course for students who are not yet sufficiently skilled for the major applied curriculum.
A.A. Degree: Music Technology. HCC's Technology curriculum is a transfer degree, rather than a one-year certificate, carrying 63-69 credits. It offers two concentrations: Audio Recording and Composition. The Inter-Disciplinary General Education requirement is MUSC 145, Music Technology in Society. The four-semester applied and musicianship sequence is required of Music Technology majors and 2 semesters, rather than 4, of ensemble. The 2-credit Introduction to Music Technology is required, and two course sequences in Technology are offered: Audio Techniques I and II OR Music and Sound Creation I and II. This curriculum prepares students to move toward a baccalaureate degree with a concentration in Music Technology.
Supplemental Curricula. HCC offers Letter of Recognition for 4 concentration areas, History, Jazz, Music Therapy, and Voice. These supplemental curricula contain 8-10 additional credits of intensive study in the subject areas.

3. Music Degrees, Carroll Community College, not yet NASM accredited.

Carroll Community College offers two degrees that are instructive for comparison, and A.A. and an A.F.A, newly instituted in F2012 [See **Appendix 9, CCC Degrees**]:

[2] Explanation of this two-semester sequence degree requirement provided by Patti Crossman, Music Program Coordinator, CCBC, March 26, 2013.
[3] Per interview with Patti Crossman, see above, and the certificate's career statistical web page at CCBC/Essex.

A.A. Degree, with "Music Transfer Recommendation". Carroll's A.A. degree is almost identical to FCC's, carrying the typical 4-semester sequences, with identical credits, for Music Theory, Applied, Piano Proficiency, and Musicianship. Unlike FCC's curriculum, Carroll does not require four semesters of ensemble; rather, its curriculum recommends one semester of ensemble. The program manager's explanation of this anomaly:

> Students are encouraged to take ensembles for four semesters, some do, and some don't. We usually take a loss on the ensembles, because we don't have enough people sign up to balance what we are paying the instructor. Two years ago we struck a deal with McDaniel that we would offer all of their large ensembles for credit instead of CCC trying to run its own. So students can perform in the McDaniel Choir, Orchestra, Band and Jazz Ensemble for the price of a Carroll credit. McDaniel takes the cash and we transfer the credit back in to CCC to count towards the student's degree. That helps us from taking large financial losses on the bigger ensembles every year while getting the credit for the students. CCC still floats a Guitar Ensemble, Rock Ensemble, Jazz Choir and Jazz combo every year. Those are less expensive to run, since they are smaller and rehearse less.[4]

Carroll's A.A. degree track solves the problem of general education/music skills courses balance, in part because ensemble courses are not required, and in part by requiring for graduation any 29 of the 32 music-curricular related courses. Students can complete the four-semester theory/musicianship/piano/applied sequences, eliminate language and ensemble and graduate with 60 credits.

A.F.A. Degree: Music. Carroll's A.F.A degree, which is in its first year of operation, by definition corrects the balance of general education to music courses. It carries a total of 63 credits, 25 as general education courses; 38 are music courses and fulfill the 5 NASM standards: Applied, Ensemble, Musicianship, Theory, and Keyboard Proficiency.

MACMA Music Theory/Musicianship Articulation Agreement.

The Maryland Area College Music Association devised a set of guidelines for transfer of Music Theory and Musicianship courses between two-year and four-year institutions. [See **Appendix 10, MACMA Articulation Agreement**.].] MACMA completed the agreement in 2000, revised it in 2002, and presented it at the ICAO meeting in November 2003. Frederick Community College's Vice President/Provost at the time, Suzanne Beal, signed the agreement ca. spring 2003, and a copy resides in the Vice President's office. As per the terms of the agreement, students must complete all four semesters of the theory and musicianship courses, in order for transfer to take place:

> Receiving institutions will accept a student's music theory/musicianship credits if the student has earned a grade of C or better for each course of a four-semester music theory sequence from a two- or four-year institution that subscribes to the above articulated theory program.

This stipulation acknowledges that colleges may not present specified requirements in the same semester, but that all requirements will have been accomplished at the end of the four-semester sequence of courses.

National Association of Schools of Music, Community College Music Guidelines and Standards.

The National Association of Schools of Music, the national accrediting body for college music programs, stipulates that curricular requirements for two-year music programs should mirror the first two years of a baccalaureate program, thus presenting a "Common Body of Knowledge and Skills". [See Appendix 3, NASM Standards.] This common body includes, for duration of the four-semester program, "Basic Musicianship," "Performance" [solo, ensemble and keyboard proficiency] and "Basic Analysis." FCC's music program, with its four-semester sequences in musicianship, analysis, applied, ensemble performance, and keyboard proficiency, adheres to these guidelines. The standard also calls for one course designed for music education majors, as well as "General Education" liberal arts courses, according to requirements of individual states. FCC does not meet the requirement for music education majors. Alignment with both the NASM and MACMA standards prepares music majors for careers.

[4] Statement forwarded by Eli Wirth, Music Program Manager, Carroll Community College, March 12, 2013.

Dr. Craig A. Clagett, The Maryland Model of Community College Student Degree Progress: Completion Rates in Context, February 10, 2012, Frederick Community College. [See Appendix 11, Maryland Model.]

Professor Clagett demonstrates that simple graduation rates may be too blunt an instrument for measuring the efficacy of the degree program and/or completion rates, because it fails to correct for both general and musical developmental requirements or for part-time students—both categories of students that community colleges have in large supply. It also fails to take into account the completion wishes of the students, or the ambivalence of community college students [or any students in the first year of collegiate study] about their degree or career intentions. When enrolling for music courses, or declaring the major, they may still be undecided—their attachment to the program is therefore exploratory in nature, as it should be. Some students complete their A.A. music degrees and graduate without ever having declared music as their major.

As example, a list [provided by Institutional Research] of 103 enrollees in the past 5 years who are classified as non-completers includes 25 students still in the program who are intent on graduating within the next 2 years; at least 10 part-time adult learners, who transferred to our enrichment program without correcting their declared major; and several who chose not to begin the music sequence and, likewise, never corrected their music major classification.

SECTION IV: ASSESSMENT OF STUDENT LEARNING OUTCOMES

A. SLOs: Measurable, Manner of Assessment, Type of Data Used in Calibrating Student Success

The Student Learning Outcomes are measurable. For applied courses [performance mastery], a jury panel of 3 or more instructors assesses students each semester, according to a detailed and numerically based rubric. The data on the rubric match the SLOs for performance proficiency. [See **Appendix 12, Jury Adjudication Form**.] Musicianship proficiencies, tested routinely, occur within the framework of the musicianship courses—the Music Theory and Aural and Keyboard Skills 4-semester sequences. [See **Appendix 13, Musicianship Grade Table**.] Ensemble playing, assessed indirectly, is based on the quality, variety and advancement level of repertoire performed in concert. [See **Appendix 14, Ensemble Repertoire**.]

B. Student Performance, Measures Taken to Facilitate Success in Difficult Outcomes

SLOs 1 and 2: Applied Assessment: *Perform as a soloist with musical expression and technical proficiency; interpret a variety of styles, periods, and genres.* The Office of Institutional Effectiveness analyzed data gathered at the Jury Adjudication for Fall 2012 [**Appendix 15 Jury Assessment**]. SLOs 1 and 2 were analyzed in detail, since applied competency [the student's major instrument/voice] is central to student success. The rubric is numerical, with a score range of 1-4. Student performance on these essential outcomes was excellent. The average scores were all above 3. The averages divided into musicianship and presentation categories were likewise all above 3. Of the musicianship subcategories, only one item, dynamics, fell below 3. Of the presentation subcategories, only breath support fell below 3.

SLO 3: Ensemble Assessment: Perform in collaboration with other musicians, using appropriate performance and stage presence techniques and artistic expression. Because this SLO constitutes by definition a group, rather than an individual, effort, assessments are indirect. The primary assessment tool is a rating of the caliber of repertoire performed. Appendix 14 provides a list of recent repertoire successfully performed in concert by both our large and small ensembles. As the list demonstrates, repertoire is advanced and provides a rich diversity of genres, styles and idioms. A secondary assessment tool is the size and satisfaction level of audiences for our ensembles, and audience satisfaction. Although audience sizes vary from ensemble to ensemble, our large ensembles in particular--orchestra, jazz ensemble, wind ensemble and choir—bring in large audiences, 250 to 400 [capacity] listeners. The small ensemble audience headcounts range from 60 to 200 listeners. The consistency of these numbers each semester is a measure of audience satisfaction with the performances.

SLO4: Keyboard Proficiency: Demonstrate keyboard proficiency, synthesizing theoretical and technical concepts. SLO4 is assessed by means of in-class exams in MU 151/152 and MU 251/252, which requires students to perform at least one complete piece of music and one major or minor scale (2 octaves, preferably hands together but I allow hands apart if necessary), plus a I-IV-I-V-I chord progression in the same key as the scale for the class. Most students who complete the four-semester sequence have satisfactorily played all major and minor scales/chord progressions in weekly one-on-one assessments, and the majority have finished the Alfred Class Piano 101 two-book sequence, which stops at intermediate-level repertoire. With two exceptions in the 2012 fall semester, all music majors received A's on these exams.

SLO5, Musicianship Proficiency: Demonstrate proficiency in musicianship skills, including sight-singing, ear training, dictation, and generating and notating original musical ideas. In MU106/107, assessment components include: 1) Individual (one-on-

one) assessments 3 times per semester for sight-singing, performing rhythmic patterns; 2) playing chord progressions and harmonizing melodies at the keyboard, playing Bach chorales at the keyboard (all diatonic harmony)—individually assessed; notating from a dictated source diatonic melodies, rhythmic patterns, diatonic harmonic progressions and cadences, 3 or more times per semester as a quiz or exam. The Auralia software program gives students immediate assessment results of performance on all of the skills mentioned above, except keyboard proficiency. In MU206/206, SLO5 is assessed by means of in-class dictation and performance exams in MU 206/207. Auralia ear training software exercises are used in class as a tool to help students improve live dictation. Students complete these exercises regularly for assessment (quizzes and exams). Generally, 50% of the class earn A's on these dictations, 40% earn high B's, and 10% Cs or Ds. The performance quizzes and exams (playing and singing melodic lines with accompaniment) have approximately the same grade distribution as the dictation exams.

SLO 6: Software Proficiency. Develop basic skills in manipulating current musical software programs, for purposes of research, composition and arrangement of music, recording and archiving. Assessment of this SLO is in its infancy, since our Music Technology course, MU161, was introduced not until Spring 2013. Auralia ear training software is an essential component of the Musicianship classes, MU106/107, MU206/207. Finale and Sibelius are used in Diatonic Harmony classes.

SLO 7: Diatonic Harmony Mastery: Develop basic analytical skills in diatonic harmony. Theory I and II incorporate part-writing and analyses of 18th and early 19th century works, concentrating on diatonic harmony without chromatic alteration. Assessment projects include in-class and take-home exams incorporating correct part-writing procedures and harmonic analyses, composition exercises, and an end-of-semester final project—an original chorale composition written in 18th-century style. As example, in fall semester 2012, the final exam for Theory III was a take-home analysis of Bach chorales and four-part writing exercises using 18th-century diatonic-harmony stylistic practices. Nine students took the final; 6 students scored 90 or above, 2 students 80 or above, and 1 student 70%. The final project was a diatonic composition derived from a given bass line: 2 students scored 90 or above, 4 students 80 or above, one student above 70, and 2 students didn't complete the assignment. Typical assignments for these courses include four-part writing with good voice leading, choosing chord progressions, harmonizing melodies, and analyzing scores of Bach, Haydn, and Mozart. Assessment from graded homework assignments, take-home exams, quizzes and composition projects: At this point in the semester: 4 out of 5 students in the 90th percentile; 1 student in the 80th.

SLO8: Chromatic Harmony Mastery: Develop basic analytical skills in chromatic harmony. The Assessment Tools for SLO8 are the projects and test grades for the Music Theory III and IV [MU211, 212]. As example, in Fall 2012, 10 analytical projects and two tests assessed student performance. The projects were varied, including small [e.g. Bach chorales, including two versions of O Sacred Head and Jesu, Joy of Man's Desiring] and larger analyses [e.g. *Lachrymosa* from Mozart, Requiem, the slow introduction to Mozart, *Don Giovanni* Overture, and the Final Chorale from Bach, St. John Passion.] Students scored, with one or two exceptions, above 80%, and most scored above 90%. Final averages show that 75% of students earned A's, and 25% earned B's.

C. Effectiveness in Meeting Student Learning Outcomes and Achieving Educational Goals.

With the exception of software proficiency, the assessment tools and results detailed above show that the program is effective in meeting student learning outcomes. Because the music technology course is still experimental and in its infancy, it has not yet yielded assessment data.

D. Correlation of Course/Program Outcomes, Course Sequencing

Student learning outcomes are directly correlated with curricular sequencing and aligned with NASM guidelines. Musicianship skills are instilled in Aural and Keyboard Skills I-IV; Piano proficiency, in Class Piano [or individual piano instruction] I-IV; Diatonic Harmonic, in Music Theory I and II; Chromatic Harmony, in Theory III and IV; Applied/performance skills, in individual instrument/voice instruction 4 semesters sequentially; Ensemble instruction, in 4 continuous semesters.

E. Relation of General Education Learning in Program

1. *Critical Thinking: Music Theory*. Students employ critical thinking during both aural and visual analysis. Student must describe the music that they hear or see, analyze the musical components and their complex interaction, interpret the meaning or symbolism conveyed through expressive compositional devices, develop a sense of musical style, by applying the concepts

acquired to new analytical projects, and evaluate the composer's significance, based on conclusions that are drawn from standard evidentiary criteria.
2. *Written/Oral Communication: Applied Courses and Music Theory*. These criteria are conveyed to students via music composition [the written component], and music performance [the oral component]—communicating musical expression to an audience through music. The jury adjudication rubric assesses oral communication. The creative, written compositions are graded according to the student's creative and technological facility and adherence to the format of the various compositional assignments.
3. *Technological Competency: Musicianship, Music Theory, Music Technology*. The technology incorporated in these classes includes Auralia, an aural training application, and Finale and Sibelius, the two music notation applications. Students use Finale and Sibelius to complete certain analytical assignments and music compositions. Auralia is a primary learning tool, incorporated in class and during individual practice, for their dictation and ear training assignments and tests. The stand-alone music technology course offers work in additional applications reflecting current and future trends in digital music creation and dissemination.
4. *Quantitative/Scientific reasoning: Music Theory*. Music theory, by definition a quantitative and qualitative reasoning discipline, incorporates both logical reasoning and problem solving. Students learn the basic harmonic, melodic and textural components of music compositions, then apply their learning to increasingly complex and extended harmonic and melodic structures. Their analytical competency is assessed on a per project basis, an average of 10 per semester, along with preliminary assignments.

SECTION V: PROGRAM RESOURCES, SUPPORT, VIABILITY

A. Program Demand/Trends in Profession, Community, World

Music Technology—The music program began preparing for this important trend with the initial Fine Arts building renovation construction plans. We included in our original request to the State, while the building was in its early design phase, a music technology/class piano lab and a recording booth adjacent to a new theater that would double as a corollary laboratory for hands-on recording/technology experience. Equipped with a recording booth and equipment, we will have the capacity to record our applied music and small ensemble performances, and recording technology students will get practical experience accomplishing these recorded performances.

B. Student Direction After Graduation, Degree Preparation for their Choices

Fifty-eight students were polled in Fall 2012. [See **Appendix 16 Student Profiles**.] Of these 58, 41 identified as music majors, 7 as music minors, 10 left the item blank. 12 listed music education/public school teaching as their intended occupation, 6 music production/audio engineering. The remainder who identified career choices include: 1 composer, 1 freelance jazz performer/independent studio guitar teacher, 1 independent studio percussion teacher; 2 music therapist, 1 freelance performer/independent studio teacher, 1 professional violinist, 1 entrepreneurial/string instrument shopkeeper. Almost all show intent to complete the A.A. degree.

Of students identifying a transfer institution as 1st option, 8 listed Towson University, 5 University of Maryland, 3 Shepherd University, 2 Hood College, 1 Mount St. Mary's University, 1 James Madison University, 1 Indiana University of Pennsylvania, 1 University of Maryland/Baltimore County, 1 George Mason University, 1 Florida State University, 1 University of the Arts Philadelphia, and 1 Ithaca.

2nd and 3rd transfer choices produced a wide assortment, with UMCP and Towson heading the list at 5 students each, and 3 listing Shepherd University. Single listings went to Penn State, Berklee, Appalachian State, Salisbury, IUP, UNC Asheville, University of Miami, McDaniel, Frostburg, Longwood, Shenandoah, Slippery Rock, Mt. St. Mary's, and Stevenson.

C. Qualifications and Support of Faculty

The music staff consists of 2 full-time and 27 part-time faculty. [See **Appendix 17 Faculty Qualifications**.] As the Faculty Table shows, 12 instructors hold doctorates [DMA or Ph.D], and all but one have Master's Degrees.[5] The table also shows that most carry extensive teaching and performing backgrounds. Almost without exception, they are active performers and participate in our faculty concert series and in other concerts/ensembles throughout the Baltimore-Washington corridor. The staff is longstanding, with little turnover. This allows for program growth and stability.

[5] The single instructor who holds no Master's degree carries strong equivalent performance credentials [See Appendix 17].

Faculty development is supported by a sizable endowment from the George L. Shields Foundation, the funds for which are earmarked, equally for student scholarships and faculty/program development. After scholarship monies are disbursed, approximately $30,000/year are available to support artist series, outside professionals who appear/work with students, and faculty professional development activities. [See **Appendix 18 Faculty PD Activities**.]

By means of an online survey, adjunct faculty were asked to provide feedback regarding their work life in, and their perspective on, the program. 23 of 27 faculty responded. [See **Appendix 19 Faculty Survey**.] The survey indicates overall satisfaction with the program and its management. In response to the general question, "how would you rate your experience teaching in the program?", 87% responded with "excellent" or "good." In response to the question, "would you recommend this program to other teachers?", 91% responded with "yes." Of the specific items listed in the questionnaire, faculty were least satisfied with facilities and equipment [78% responded with satisfied or somewhat satisfied, 22% dissatisfied] and performance opportunities [74% satisfied, 22% dissatisfied]. They expressed most satisfaction with program management, 86% responding with satisfied 9% responding with somewhat satisfied, and 5% [1 instructor] somewhat dissatisfied. 87% were satisfied with the program's ability to meet student academic needs and goals, and only 8% were dissatisfied with the jury rubric's evaluative success. Of those who provided additional commentary, facilities and equipment were addressed as a point of complaint, program managing a point of satisfaction, performance opportunities a point of complaint

D. Co-Curricular Opportunities

The co-curricular calendar, posted on the music webpage, includes activities that are required of credit students, others that are optional. All are available to noncredit students. Some activities are instrument-specific, others are open to all music students, and some open to the general public as well. Students also engage in ensemble classes with professionals, whom we hire to come to ensemble classes and work with students and/or appear with them in end-of-semester concerts. [See **Appendix 20 Co-curricular Calendar 2012-2013**.] Students have numerous performance opportunities. These include two sets of area repertoire classes, two sets of general repertoire classes, a jury exam for credit students, and end of semester solo and ensemble recitals. One highlight of our year is the spring semester Honors Recital, for which teachers select the best and the brightest, including especially the Shields audition recipients, to appear. This recital is showcased to the public. Individual teachers have also supervised particularly noteworthy students in end-of-study capstone half-recital projects. These are scheduled at student and teacher discretion.

E. Use of Learning Support, Facilities, Technology, Support Staff

Learning Support. The music program takes full advantage of the college's advising team to assist with intake of students vis-à-vis diagnostic testing and placement. Advising and counseling refers new students to the music advisor and provides full data to secure successful advising as the student enters and proceeds through the program.
Facilities. The music program cooperates and collaborates with facilities in the scheduling and successful operation of the many co-curricular and public concerts/events that occur routinely in the music wing and in the Jack B. Kussmaul Theater. The program has a sizable equipment component, including acoustic and digital pianos, an array of electronic items and instruments [particularly percussion] that require regular maintenance, repair and replacement. The program's newly renovated facilities will house a theater and recording room, ensemble rehearsal room, percussion studio, four new teaching studios, the technology lab, and a shared classroom. Eight of the upright pianos, which are used for teaching, practice and/or classroom instruction, were purchased in 1989 and are now in disrepair and/or unable to hold tune. Two of the program's grand pianos were purchased before 1984 and likewise in disrepair. The allocation of teaching studios do not meet current need or allow for future growth. [See **Appendix 21 Room Schedules 2012-13**.] The music facility as a whole suffers from poor acoustical insulation. The "old" music wing has no acoustical insulation at all. Acoustical measures built into the newly renovated "Phase I" wing have proven to be inadequate. Sound bleeds unacceptably into classroom areas and hallway. Acoustical features of the "Phase II" renovation are unknown at this time. Repair work has been scheduled.
Technology. The program is completing a renovation that brings current technology to our instruction: A digital technology and piano lab to provide computer-augmented instruction in musicianship, basic piano study, and courses in Music Technology. The second phase of the renovation includes a recording booth that doubles as an instructional suite and a vehicle for recording performances in the new Studio Theater. It will also allow for recording in the new large ensemble rehearsal hall.
Support. The music program makes use of the department's Academic Office Manager for routine operations, public relations and design staff for preparation of programs, mailers, tickets, and occasional hourly staff for ticket sales before ticketed concerts. The program also retains an [hourly] accompanist who assists at student and faculty recitals, rehearsals and repertoire classes. The music program maintains a close relationship with Counseling/Advising in order to assure that students

are placed in proper courses for their level of advancement and musical career choices. In recent years, with online registration and the elimination of paper registration by advisor signature, connection with advising is less effective, creating a situation wherein some students have "slipped through the advising cracks." This challenge is ongoing.

F. Budgetary Needs/Adequacy

In addition to the operating budget, the music program carries an Agency Fund that takes in ticket receipts to earmarked concerts and special projects [March 2013 balance $49,947], and an endowment from the George L. Shields Foundation, $60,000-$65,000/annum, which the music program must use to sustain its operational, scholarship and professional development needs. Because the music budget has not increased significantly since 1983, except for inflation, and because the program has over time grown dramatically, the current allocation of $15,000 cannot by itself sustain the program's basic operational needs for a full academic year.

G. Resource Comparison: Carroll Community College and Howard Community College

Resource Item	Carroll Community College [1647 Credit Students]	Howard Community College [3712 Credit Students]	Frederick Community College [2299 Credit Students]
Operating Budget	$18,300	$600,000	$15,027
Full-Time Faculty	1	5	2
Total F-T Instructional Allocation	10.5 teaching hours/semester	Averaging 9 hours teaching hours per full-time instructor/semester [45 hours/semester]	12 teaching hours/semester [6 hours teaching time per instructor/semester]
Number Adjunct Staff	28	45	27
S2013 Population[6] Music Theory	10	Between 55-65	27
S2013 Population Applied	57	210/200 [credit/noncredit]	62/522 [credit/noncredit]
Grand Pianos	6 baby grands, 1 concert grand	4 concert grands, 15 grands under 9' in assorted sizes	6 Smaller Grands, 1 Bösendorfer Imperial Grand
Uprights	7	4	7
Percussion	Full Complement	Full complement 4 drum sets, timpani, bass drum, mallet and miscellanea	Full Complement: 2 drum sets, timpani, bass drum, mallet and miscellanea
Piano Lab	Finale and Auralia	Fully Equipped [allocation $30,000]	Finale, Sibelius, Auralia, GarageBand, MINI-connected, Pro Tools, internet connected [fully equipped]
Theater	1 400-seat	1 141-seat	1 80-100 seat [F2013]; and shared Kussmaul Theater 410-seat
Ensemble Rehearsal Room	2	1 [for 1 jazz ensemble, 1 chamber orchestra, 1 cello ensemble, 1 percussion ensemble, and assorted small chamber groups.	1 plus small allocation in shared classroom[7] [for 2 jazz ensembles, 1 Wind Ensemble, 1 standard orchestra, 1 choir, 1 percussion ensemble, 1 string ensemble, 1 flute choir and assorted chamber groups]
Teaching Studios	3	6	5 designated; 1 shared office; 4 shared practice rooms; 1 shared rehearsal room
Practice Rooms	5	7	4

H. Demonstration of Variety in Topics/Methods/Approaches

[6] Because the number of declared majors at Carroll is unknown, enrollment in Music Theory and Applied Music/semester are compared.
[7] Figures for Fall 2013, upon completion of renovation.

The degree demonstrates a variety of topics, methods and approaches to teaching and learning, by virtue of its adherence to national curricular standards put in place by the National Association of Schools of Music [NASM], and by its adherence to guidelines put in place by the Maryland Area College Music Association [MACMA]. Its four-semester course sequences present all of the skills necessary for mastery at the end of the sophomore level of music study. The skills classes make use of current technology-augmented instruction, the applied courses provide a variety of performance opportunities in both lower and higher intensity formats. The general education program incorporates current trends in music instruction, including in addition to the traditional music appreciation and fundamentals courses, World Music. History of American Popular Music has been approved by Curriculum and will be introduced in summer 2014.

SECTION VI: SUMMARY OF FINDINGS AND RECOMMENDATIONS

A.1 Program Changes In Past 5 Years

- New ensembles added, and repertoire increasingly advanced. Ensemble offerings arguably the best of any community colleges in the state.
- Enrollment of music majors increased overall.
- Co-curricular activities enlarged and strengthened. Opportunities for music students of all ages and interests are numerous and high in quality.
- Cultural Competence general education course added [MU108 Survey of World Music].
- Participation of external professional musicians with and for students is enhanced.
- Staff and student body are increasingly diverse—number of nontraditional students has increased.
- Integration of credit and noncredit has come to full fruition. Noncredit students expect the same level of excellence and diversity of opportunities as credit.
- Online courses have been established and are succeeding.
- General education enrollment experienced a decline but is now turning around.
- A theory and musicianship first-year sequence for spring/summer was added, allowing students taking [the remedial] Fundamentals course in the fall to remain on target for graduation/transfer. This sequence has improved enrollment in second year theory/musicianship courses.
- Retention of second-year students has increased.
- The addition of a second full-time instructor has improved stability and continuity.
- Jury adjudication rubrics have been refined—with detail added.
- Added facilities and equipment for music technology/recording industry; added the initiative's first course.
- Chamber music added to co-curricular activities.

A.2. Five-Year Prognosis

- More students will seek music technology as a career choice.
- Music major enrollment overall will continue to increase, with a diversity of musical career choices.
- The renovated spaces will attract more students.
- Online enrollment will continue to grow.
- Quality of students will continue to improve.

B. Learning Gleaned from Review

- Students and faculty both express high satisfaction with the program and its instruction.
- Our facilities and offerings are much closer to NASM accreditation than anticipated.
- Our facilities and offerings compare well with other institutions, including those with much larger student populations.
- Our program operation runs efficiently and within budgetary limits.

C.1. Strengths

- Faculty level of excellence is high. Faculty credentials unsurpassed.
- Faculty stability and continuity is strong. Adjunct instructors remain loyal to the program over many years. Transition is rare.

- The program pays for itself.
- Compared to other community colleges, FCC's program does more with less, both budgetarily and in terms of managerial reassigned time.
- Compared to other community colleges, FCC's program garners more financial support, by a significant amount, from external sources.
- Community respect for the program is high.
- Our success rate and graduation rates are normative for community colleges. Our rates are equivalent to those for Howard Community College, which is nationally accredited and has a much larger full-time faculty, significantly higher monetary resources, and a larger and more student/faculty friendly—and acoustically sound—physical plant.
- Town/Gown liaisons with Choral Arts Society and Frederick Orchestra, strong and longstanding, enhance the degree. CCBC/Essex used FCC's liaison relationship and agreement with FSO to forge its own connection with the Susquehanna Symphony Orchestra.
- We are unique among all Maryland community colleges, in that we offer an in-house full-size orchestral ensemble course in-house. The closest parallel is NASM-accredited CCBC/Essex, the largest community college music program in the state. CCBC offers a full-size orchestra course, but CCBC students must travel to another county [Harford] to participate.
- Instructional quality and diversity of performance [solo and ensemble] learning opportunities are excellent.
- Credit/noncredit programs are well integrated.
- Almost all NASM curricular standards are upheld.
- Program is unparalleled among Maryland community colleges in the broad scope of its scholarship program, the quality and quantity of faculty professional development opportunities, the quality, size and variety of performing ensembles meeting NASM guidelines [especially large ensembles], and the number of professional artists either working with, or playing for, our students [and the public].

C.2. Weaknesses

- Credit requirements for AA cannot be completed in 4 semesters.
- Breakdown in advising. With the advent of online registration, too many students self-advise—are no longer required to see a music advisor to register. Many of the non-completers never saw a music advisor or instructor.
- Ensemble assessment ill defined.
- Jury assessment rubric has been improved, but requires further refinement.
- Not NASM accredited.
- Some Equipment is in need of upgrade. Many of the pianos are too old for use—vintage 1987/1989/1990s—and require tuning and attention at least twice each semester. The new Hailun grand pianos are likewise unstable and require frequent re-tuning. An updated budget for more frequent tuning of these pianos [or replacement] is in order.
- Because both full-time instructors sustain sizable reassigned administrative duties, performing essential services for the college—one as Music Program Manager, the other as CHA Department Chair—only 6 credits per instructor are allocated for classroom service. Both instructors routinely accept overload courses in order to maintain a full-time presence in the classroom. The new generalist instructor, who teaches 2 general education music courses, will improve the full-time to part-time ratio for the 2013-2014 academic year.

D. Official Recommendations/Resource Needs

- Provide instrument-specific jury adjudication rubrics.
- Upgrade pianos and provide new funds for tuning and maintenance [Equipment resources needed].
- Stabilize tuitions for applied and ensemble courses, to avoid deleterious effects on enrollment.
- Incorporate Finale and Sibelius software instruction into more coursework.

- Consider applying for NASM accreditation.
- Consider implementing an Associate of Fine Arts degree.
- Consider either an AA/AFA in music technology or a one-year certificate in music technology [recording arts].
- Adjust some general education requirements, in order to lower total number of AA degree requirements to 60—including allowing Fundamentals of Music or Music Appreciation to serve as an Arts elective—and removing any general education course not required by MHEC. [See External Review Reports]
- Two-credit ensembles should be adjusted to 1 credit—but faculty salary maintained. [Faculty salary resource needed]
- 1-credit Class Piano courses should meet twice per week, and faculty salary adjusted accordingly. [Faculty salary resource needed.]

E. Final Notes

- The Team Leader thanks Team members Drs. Paula Chipman and John Wickelgren, Lynn Stainінger, and Jennifer Rundlett for their help in compiling this report and providing invaluable insight, and Jacob Ashby for his timely and expert assistance in amassing and forwarding easily analyzable data.

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Appendix 1

Appendix I, Concert Series Academic Year, 2012/13.]

Sunday, September 16, 3 p.m. "Balio Goes Baroque." Popular BSO Principal Trumpet Andrew Balio and a virtuoso chamber orchestra feature the clarion sounds of high trumpet and soprano in the timeless music of Bach, Corelli, Scarlatti and Handel.

Saturday, October 27, 8 p.m. Frederick Symphony Orchestra "Exotic Landscapes." Featuring Smetana, Mozart, and Rimsky-Korsakov. Paul Hopkins is horn soloist. Elisa Koehler directs.

Saturday, November 10, 7:30 p.m. "Copland's America: The American Cultural Scene, 1900-1950." FCC artists and guests present Aaron Copland's landmark piece Appalachian Spring and contributing voices of his artistic world: composers Gershwin, Kern and Barber, poets Walt Whitman and Elizabeth Bishop, and artists Andrew Wyeth and Edward Hopper. Elisa Koehler directs.

Sunday, November 11, 10 a.m. to 9 p.m. "**Mallet Day!"** FCC's second annual daylong workshop, featuring clinics and performances on marimba, xylophone and vibes. Internationally known percussionists perform solo and ensemble repertoire and join local students in a culminating Mallet Orchestra concert, 7:30 p.m. Door prizes galore! Greg Herron directs.

Thursday, November 15, 7:30 p.m. "Yes Virginia, There Is a Santa Claus." FCC's fabulous Flute Choir and soloists inaugurate a holiday season filled with child-like faith, innocence and romance. Jennifer Rundlett directs.

Friday, November 30, 7:30 p.m. "Winter Nocturne." FCC's 55-player Wind Ensemble warms the stage with music for a winter's night. Aaron Lovely directs.

Monday, December 3, 7:30 p.m. Jazz Two! "Swinging the Blues." FCC's Jazz improv group washes away your winter blues with blue-tinged songs. Anita Thomas directs and plays along.

Thursday, December 6, 7:30 p.m. All That Jazz! Popular Jazz Trombonist Greg Boyer headlines FCC's big-band Jazz Ensemble for its fall concert. Howard Burns directs.

Friday, December 7, 7:30 p.m., and Saturday, December 8, 3:00 p.m. "A Choral Arts Christmas." The Choral Arts Society of Frederick and FCC Choir inaugurate the season with traditional holiday favorites and a few surprises for the entire family. Tickets and information at casof.org. Lynn Stainінger directs.

Saturday, December 8, 7:30 p.m. "Percussion POPS." FCC's Percussion Ensemble features Michael Aukofer's "Identity Crisis," Chris Crockerell's "Circus, Circus," John Cage's "Third Construction," and Clair Musser's famous marimba arrangements. Greg Herron directs.

Sunday, December 9, 3 p.m. "Holiday Highlights." FCC's 15-piece swinging String Ensemble celebrates the holidays with fun, friends and food. Lynn Fleming directs.

Saturday, December 15, 8 p.m., and Sunday, December, 16, 3 p.m. Frederick Symphony Orchestra, "Christmas Around The World," featuring the music of Sammartini, Myers, Christensen, Anderson, and Reed/McAlister.

Appendix 2

Student Success in Classroom Based Music Courses (MU 106, 107, 206, 207, 111, 112, 211, 212)					
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
A	19	22	15	23	25
AU	0	3	0	0	0
B	8	11	4	11	6
C	1	5	3	3	6
D	1	2	1	0	2
F	1	2	2	0	0
W	1	4	4	1	3
Total Enrollment	**31**	**49**	**29**	**38**	**42**
Student Success (A, B, C)	**90%**	**83%**	**76%**	**97%**	**88%**

Enrollment Data for Ensemble Courses (CE & Credit)					
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
MU 118	5	11	2	6	6
MU 120	9	1	12	10	6
MU 122	0	5	1	0	1
MU 124	2	0	2	1	9
MU 218	6	3	7	1	6
MU 220	1	8	4	3	2
MU 222	2	1	3	0	0
MU 224	2	3	0	2	4
Total Credit	27	32	31	23	34
MUS 100	34	27	32	29	21
MUS 118	29	24	29	23	26
MUS 123	84	67	77	69	49
MUS 126	9	10	12	11	8
MUS 128	1	8	16	18	21
MUS 129	0	0	4	17	13
Total CE	157	136	170	167	138
Total	184	168	201	190	172

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
MU 118/218	11	14	9	7	12
MU 120/220	10	9	16	13	8
MU 122/222	2	6	4	0	1
MU 124/224	4	3	2	3	13
Total Credit	27	32	31	23	34
MUS 100	34	27	32	29	21
MUS 118	29	24	29	23	26
MUS 123	84	67	77	69	49
MUS 126	9	10	12	11	8
MUS 128	1	8	16	18	21
MUS 129	0	0	4	17	13
Total CE	157	136	170	167	138
Total	184	168	201	190	172
CE Tuition	$78/100	$83/103	$83/103	$89/103	$134/122
Credit Tuition	$ 219.59	$ 226.60	$ 240.70	$ 260.70	$ 300.20

Gen Ed Music Course Enrollment						
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Spr2013
MU 101	128	115	136	152	112	57
MU 103	96	93	118	131	113	51
MU 108	-	-	-	-	-	12
MU 161	-	-	-	-	-	15*
Total	224	208	254	283	225	137
*MU161 Course Classification unknown at this time.						
** Spr 2013 is not comparable to other reported data for Fiscal Year**						
Tuition per credit	$119	$123.05	$132.85	$143.35	$176.10	$181.10

Enrollment in Music Major Courses						
	2008	2009	2010	2011	2012	Spr 2013
MU 106	16	14	21	13	22	7
MU107	14	13	13	5	17	5
MU 111	21	24	26	22	23	11
MU 112	14	13	13	6	20	6
MU 151	28	19	27	27	23	28
MU 152	7	7	17	10	9	12
MU 206	9	10	7	6	7	11
MU 207	6	10	8	5	7	9
MU 211	8	9	8	6	8	12
MU 212	6	9	8	5	8	10
MU 251	4	5	5	6	5	9
MU 252	1	7	3	4	2	5
Total	134	140	156	115	151	125
Tuition/Fee per credit	$119	$123.05	$132.85	$143.35	$176.10	$181.10
** Spr 2013 is not comparable to other reported data for Fiscal Year**						

Enrollment in Music Major		
	Fall 2012	Spring 2013
MU 106	9	7
MU107	NA	5
MU 111	10	11
MU 112	-	6
MU 151	18	10
MU 152	3	9
MU 206	11	NA
MU 207	NA	9
MU 211	12	NA
MU 212	NA	10
MU 251	4	5
MU 252	1	4
Total	68	76
MU161	NUL	15

Online Music Course Enrollment							
	Fall 2010	Spring2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
MU 101	-	-	11	12	10	13	14
MU 103	10	11	10	6	10	0	10
MU 108	-	-	-	-	-	-	12
Total	10	11	21	18	20	13	36

Credit Applied Music Enrollment					
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Piano	21	32	13	16	11
Voice	17	20	18	19	13
Trumpet	1	0	2	1	3
Low Brass	0	0	1	1	0
Flute	3	2	2	3	3
Clarinet/Sax	0	3	2	1	1
Oboe/Bassoon	0	0	0	0	0
Violin/Viola	1	5	6	2	6
Cello	0	0	0	0	1
Bass	5	2	4	4	3
Guitar	25	19	22	14	16
Percussion	3	4	9	4	5
Total Enrollment	**76**	**87**	**79**	**65**	**62**
tuition-hr lessons	$219.50	$240.70	$260.70	$300.20	$308.70
applied fee	$306.00	$328.00	$342.00	$356.00	$376.00
Total Cost	**$525.50**	**$568.70**	**$602.70**	**$656.20**	**$684.70**
Continuing Education Applied Music Enrollment					
	2008	2009	2010	2011	2012
Piano	166	202	154	153	166
Voice	96	82	69	68	67
Trumpet	21	23	22	20	24
Low Brass	7	5	4	2	4
Flute	48	40	36	37	29
Clarinet/Sax	18	11	11	4	8
Oboe/Bassoon	0	0	0	0	0
Violin/Viola	153	163	187	183	167
Cello	5	6	12	23	20
Bass	1	1	3	2	3
Guitar	27	32	19	23	20
Percussion	18	17	19	8	14
Total	**560**	**582**	**536**	**523**	**522**
Fee-hr lessons	$533.00	$546.00	$566.00	$611.00	$611.00
Total Cost	**$533.00**	**$546.00**	**$566.00**	**$611.00**	**$611.00**

Appendix 3

NASM HANDBOOK, 2012-13

VI. TWO-YEAR DEGREE-GRANTING PROGRAMS, from pp 92-95

A. Purposes and Protocols

1. **Purposes.** Two-year degree-granting programs in music are normally offered within the following general contexts:

a. Enrichment programs for the general college student;

b. Degrees, certificates, or curricular offerings having an occupational or vocational emphasis and not intended to prepare for transfer;

c. Curricular offerings providing instruction in music as an element of liberal education, without the intention of training for music occupations;

d. Degrees or other curricular programs intended to prepare students for transfer and continuing study toward liberal arts or professional baccalaureate degrees in music.

2. Standards Applicability

a. Associate degree programs offering music courses as a major in a two-year program of liberal studies not intended for transfer should use as guidelines the standards for four-year institutions offering liberal arts degrees in Section VII.C. and D.

b. Associate degree or other programs offering music courses in a two-year program of occupational studies not intended for transfer should follow standards in Section VI.C.

c. Associate degree programs offering music courses in a curriculum intended to lead, by transfer, to baccalaureate degree programs should follow the standards and guidelines for the music major transfer program found in Section VI.B.

3. **Commission Responsibility**. Two-year programs operated by community/junior colleges will be reviewed by the Commission on Community/Junior College Accreditation. Two-year degree-granting programs operated by four-year undergraduate institutions or graduate institutions will be reviewed by the Commission on Accreditation.

B. Standards for the Music Major Transfer Program

1. **Curricular Purpose**. Institutions offering the music major transfer program shall maintain curricular requirements equivalent to the first two years of a four-year baccalaureate program. In this regard, the following shall serve as standards for community/junior colleges. Institutions offering programs intended to transfer to a professional baccalaureate degree must use the *Common Body of Knowledge and Skills* under Section VIII.B. and the appropriate major under Section IX. as guidelines.

2. Basic Musicianship

a. Basic musicianship is developed in studies that prepare the student to function in a variety of musical roles, both primary and supportive. All music major transfer programs shall therefore provide the following throughout the two-year period:

(1) Programs for developing skills and basic understanding of musical properties such as rhythm, melody, harmony, timbre, texture, and form. Schools that offer specialized professional programs must ensure that students have opportunities to develop a comprehensive grasp of the interrelationships of these elements as they form a basis for listening, composing, and performing.
(2) Repeated opportunities for enacting in a variety of ways roles such as listener, performer, composer, and scholar, and by responding to, interpreting, creating, analyzing, and evaluating music.
(3) A repertory for study that includes various cultures and historical periods.

b. The competencies suggested by these components might be developed in traditional courses such as sight-singing, ear-training, harmony, keyboard harmony, composition, or music literature, or in studies combining concepts and skills in varying degrees of integration.

3. Performance

a. Students shall be required to study performance privately or in classes throughout the two- year period. The studies are intended to develop the highest level of performance on the major instrument and also to develop keyboard competencies. Essential experiences and goals are the following:

(1) The development of technical skills adequate to meet the needs of artistic self-expression.
(2) Performance of a cross-section of music from the various styles represented in the complete repertory of the particular performance medium.
(3) The ability to read at sight.
(4) Growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular ensemble experiences.

b. Students shall be required to participate in at least one chamber or large ensemble each semester throughout the two-year period.

4. **Basic Analysis**. Students shall be provided opportunities to develop basic analytical knowledge and skills including an understanding of music in both its cultural and historical contexts. This may be achieved in a multidisciplinary setting or in courses with a music emphasis. Students should be able to place compositions into historical and stylistic perspective.

5. **Music Education**. Students expecting to transfer to baccalaureate degree programs in music education shall be provided opportunities to gain background understanding and skills that support upper-division completion of competencies with instruments and the voice essential to the teaching specialization (see Section IX.). Normally, two-year institutions offer at least one introductory course in music education.

6. **General Studies**. The liberal arts component of a student's program shall be selected according to the requirements of each state for the specific colleges to which students will transfer, taking into consideration the NASM guidelines and recommendations for general studies listed under the standards for the various baccalaureate degrees in music.

Studies in foreign languages are essential for students whose major area is voice or music history and literature.

VIII. ALL PROFESSIONAL BACCALAUREATE DEGREES IN MUSIC AND ALL UNDERGRADUATE DEGREES LEADING TO TEACHER CERTIFICATION, pp. 100-102

B. Common Body of Knowledge and Skills,

1. **Performance**. Students must acquire:

   a. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
   b. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
   c. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.
   d. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
   e. Keyboard competency.
   f. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

Normally, performance study and ensemble experience continue throughout the baccalaureate program.

2.**Musicianship Skills and Analysis**. Students must acquire:

a. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
b. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
c. The ability to place music in historical, cultural, and stylistic contexts.

3. **Composition/Improvisation**. Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

4. **History and Repertory**. Students must acquire basic knowledge of music history and repertories through the present time, including

study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization (see Section III.L.).

Synthesis. While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

Results. Upon completion of any specific professional undergraduate degree program:

1. Students must demonstrate achievement of professional, entry-level competence in the major area, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work. A senior project or presentation in the major area is required in many concentrations, and strongly recommended for all others.
2. Students are expected to have the ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field.

Recommendations. Students engaged in professional undergraduate degrees in music should have opportunities to:

1. Gain a basic understanding of the nature of professional work in their major field. Examples are: organizational structures and working patterns; artistic, intellectual, economic, technological, and political contexts; and development potential.

2. Acquire the skills necessary to assist in the development and advancement of their careers.

3. Develop teaching skills, particularly as related to their major area of study.

4. Continue to develop improvisational skills whether as an aspect of composition, musicianship, or performance studies.

5. Experience a broad range of repertory through attendance at events such as recitals, concerts, opera and music theatre productions, and other types of performances.

6. Explore areas of individual interest related to music in general or to the major. Examples are music bibliography, notations, aesthetics, acoustics, performance practices, specialized topics in history, musicology, ethnomusicology, analysis, and technology.

7. Explore multidisciplinary issues that include music.

8. Practice synthesis of a broad range of musical knowledge and skills, particularly through independent study that involves a minimum of faculty guidance, where the emphasis is on evaluation at completion (see Section III.G.).

Appendix 4

Program Title:
Associate of Arts in Humanities and Social Sciences, Transfer Pattern – Music
Number of Years to Complete the Program: 2
Program Submitted for: Renewal of Final Approval
Current Semester's Enrollment in Majors: 22
Name of Program Supervisor: Patti Crossman

Major Area	Supportive Courses in Music	General Studies	Electives	Total Number of Units
	24 units	9 units	12 units30 units	72
	45%	15%	20% 50%	130%

Major Area

MUSC 111 – Ear Training I	1 credit
MUSC 112 – Ear Training II	1 credit
MUSC 113 – Music Theory I	3 credits
MUSC 114 – Music Theory II	3 credits
(MUSC 113 and 114 also fulfill the degree requirement for a two-semester sequence.)	
MUSC 211 – Ear Training III	1 credit
MUSC 212 – Ear Training IV	1 credit
MUSC 213 – Music Theory III	3 credits
MUSC 214 – Music Theory IV	3 credits
MUSA 101-291 – Applied Music (4 semesters in sequence)	8 credits
Total Major Area	24 credits

Supportive Courses in Music

MUSC 130 – Piano Class I*	1 credit
MUSC 131 – Piano Class II*	1 credit
MUSC 135 – Voice Class**	1 credit
MUSC 232 – Piano Skills and Musicianship	2 credits
MUSC 160-179 – Performing Ensemble (4 semesters)	4 credits
Total Supportive Courses in Music	9 credits

*For non-piano majors
**For non-voice majors

General Studies

ENGL 101 – College Composition I	3 credits
ENGL 102 – College Composition II	3 credits
SPCM 101 – Fundamentals of Communication	3 credits
Total General Studies	9 credits

Electives

MUSC 102 or MUSC 109	3 credits
Social and Behavioral Sciences	6 credits
Biological and Physical Sciences	7 credits
Mathematics	3 credits
Wellness and Health	3 credits
Information Technology	3 credits
Global, Historical, and Cultural Perspectives	2 credits
Critical Thinking	3 credits
Total Electives	30 credits

Appendix 5

Music Program SLO Curriculum Map

I= Introduced, E=Emphasized, A=Assessed

Students who successfully complete this program will be able to:	Applied Music Courses, First Year [100-level]	Applied Music Courses, Second Year [200-level]	Ensemble Courses, First Year [100-level]	Ensemble Courses, Second Year [200-level]	MU151/152 Class Piano or Applied Piano [First Year]	MU251/252 Class Piano or Applied Piano [Second Year]	MU106/107 Aural and Keyboard Skills [First Year]	MU206/207 Aural and Keyboard Skills [Second Year]	MU111/112 Music Theory [First Year	MU211/212 Music Theory [Second Year]	MU161 Introduction to Music Technology
SLO #1: Perform as a soloist with musical expression and technical proficiency.	I, E	E, A									
SLO #2: Interpret a variety of styles, periods and genres.	I,E	E, A	I,E, A	I, E, A							
SLO #3: Perform in collaboration with other musicians, using appropriate performance and stage presence techniques and artistic expression.			I,E, A	I, E, A	I, E, A						
SLO #4: Demonstrate keyboard proficiency, synthesizing theoretical and technical concepts.					I, E, A	I, E, A					
SLO #5: Demonstrate proficiency in musicianship skills, including sight-singing, ear training, dictation, and generating and notating original musical ideas.							I, E, A	I, E, A			
SLO # 6: Develop basic skills in manipulating current musical software programs, for purposes of research, composition and arrangement of music, recording and archiving.											I, E, A
SLO #7: Develop basic analytical skills in diatonic harmony									I, E, A		
SLO #8: Develop basic analytical skills in chromatic harmony										I, E, A	

Appendix 6

Student Feedback for Fall 2012

Instructor Guide: The report has two major sections. The left-hand side is the course ratings statistics and the right-hand side is the statistics for the department in which the course was taught. The bottom part of the report includes six aggregate statistics of the items. An instructor can compare his/her class with the department. All ratings on a 5-point scale: 0=NA, 1=Strongly Disagree (SD), 2=Disagree(DG), 3=Agree (AG), 4=Strongly Agree (SG). Not Applicable (NA) is reported but is excluded from the calculation in the means, standard deviation, and counts.

Course Rating By Students — Total Participants: 9
Instructor: Aaron Lovely
Course: MU123-1C
Class Index #: 2185

Department Rating — Total Participants: 1508
Communications, Humanities and Arts

	Abbreviated Questions	SG	AG	DG	SD	NA	Mean	STD	Count	SG	AG	DG	SD	NA	Mean	STD	Count
1	showed enthusiasm.	9	0	0	0	0	4.00	0.00	9	1334	326	34	12	1	3.74	0.51	1706
2	promoted positive learning environment.	8	1	0	0	0	3.89	0.33	9	1305	344	30	24	2	3.72	0.56	1703
3	encouraged class participation.	8	1	0	0	0	3.89	0.33	9	1233	405	50	15	5	3.67	0.58	1703
4	showed courtesy and respect.	8	1	0	0	0	3.89	0.33	9	1322	329	33	23	3	3.73	0.56	1707
5	explained subject matter clearly.	8	1	0	0	0	3.89	0.33	9	1127	436	97	43	5	3.55	0.72	1703
6	constructed assignments/tests fairly.	8	0	0	0	1	4.00	0.00	8	1252	379	46	24	6	3.68	0.60	1701
7	graded fairly.	6	0	0	0	3	4.00	0.00	6	1262	368	43	22	11	3.69	0.58	1695
8	helped achieve core outcomes.	8	1	0	0	0	3.89	0.33	9	1194	410	68	27	5	3.63	0.64	1699
9	understand basic facts.	7	1	0	0	1	3.88	0.35	8	1145	490	58	13	4	3.61	0.60	1706
10	improve writing/speaking skills.	5	0	0	0	4	4.00	0.00	5	731	493	142	24	319	3.39	0.74	1390
11	think critically about information.	7	1	0	0	1	3.88	0.35	8	832	577	97	14	188	3.46	0.66	1520
12	gather and use information	7	0	0	0	2	4.00	0.00	7	804	572	101	22	208	3.44	0.68	1499
13	understand relevance to world issues.	5	0	0	0	4	4.00	0.00	5	962	535	87	15	108	3.53	0.64	1599
14	with complex ideas.	6	1	0	0	2	3.86	0.38	7	822	561	125	27	173	3.42	0.71	1535
15	develop critical-thinking skills.	6	1	0	0	2	3.86	0.38	7	894	576	96	17	121	3.48	0.66	1583
16	attended class.	8	1	0	0	0	3.89	0.33	9	1177	459	55	14	4	3.65	0.58	1705
17	completed assignments	8	0	0	0	1	4.00	0.00	8	1046	565	61	16	21	3.56	0.62	1688
18	participated in class	8	1	0	0	0	3.89	0.33	9	1162	496	26	8	14	3.66	0.53	1692
19	interacted with students	8	1	0	0	0	3.89	0.33	9	1145	491	43	15	12	3.63	0.58	1694
20	met with instructor	6	2	0	0	1	3.75	0.46	8	981	527	63	11	124	3.56	0.61	1582
21	studied weekly	5	1	2	0	1	3.38	0.92	8	653	542	317	118	77	3.05	0.95	1630
22	integrated knowledge.	8	0	0	0	0	4.00	0.00	8	1021	517	74	19	77	3.55	0.64	1631
	Instructor Rating (Q1 - Q8)						3.93	0.21							3.68	0.59	
	Course Rating (Q9 - Q15)						3.93	0.21							3.48	0.67	
	Student Self-evaluation (Q16 - Q22)						3.63	0.34							3.52	0.64	

NOTE: Students may not respond to each question, therefore, the count for each of the questions may not be equal to that of "Total Participants".

Student Feedback for Fall 2012

Instructor Guide: The report has two major sections. The left-hand side is the course ratings statistics and the right-hand side is the statistics for the department in which the course was taught The bottom part of the report includes six aggregate statistics of the items. An instructor can compare his/her class with the department. All ratings on a 5-point scale: 0=NA, 1=Strongly Disagree (SD), 2=Disagree(DG), 3=Agree (AG), 4=Strongly Agree (SG). Not Applicable (NA) is reported but is excluded from the calculation in the means, standard deviation, and counts.

Course Rating By Students — **Total Participants: 2**
Instructor: Anita Thomas
Course: MU219-1C
Class Index #: 2249

Department Rating — **Total Participants: 1508**
Communications, Humanities and Arts

	Abbreviated Questions	SG	AG	DG	SD	NA	Mean	STD	Count	SG	AG	DG	SD	NA	Mean	STD	Count
1	showed enthusiasm.	2	0	0	0	0	4.00	0.00	2	1334	326	34	12	1	3.74	0.51	1706
2	promoted positive learning environment.	2	0	0	0	0	4.00	0.00	2	1305	344	30	24	2	3.72	0.56	1703
3	encouraged class participation.	2	0	0	0	0	4.00	0.00	2	1233	405	50	15	5	3.67	0.58	1703
4	showed courtesy and respect.	2	0	0	0	0	4.00	0.00	2	1322	329	33	23	3	3.73	0.56	1707
5	explained subject matter clearly.	2	0	0	0	0	4.00	0.00	2	1127	436	97	43	5	3.55	0.72	1703
6	constructed assignments/tests fairly.	2	0	0	0	0	4.00	0.00	2	1252	379	46	24	6	3.68	0.60	1701
7	graded fairly.	2	0	0	0	0	4.00	0.00	2	1262	368	43	22	11	3.69	0.58	1695
8	helped achieve core outcomes.	2	0	0	0	0	4.00	0.00	2	1194	410	68	27	5	3.63	0.64	1699
9	understand basic facts.	2	0	0	0	0	4.00	0.00	2	1145	490	58	13	4	3.61	0.60	1706
10	improve writing/speaking skills.	0	0	0	0	2	0.00	0.00	0	731	493	142	24	319	3.39	0.74	1390
11	think critically about information.	2	0	0	0	0	4.00	0.00	2	832	577	97	14	188	3.46	0.66	1520
12	gather and use information	2	0	0	0	0	4.00	0.00	2	804	572	101	22	208	3.44	0.68	1499
13	understand relevance to world issues.	2	0	0	0	0	4.00	0.00	2	962	535	87	15	108	3.53	0.64	1599
14	with complex ideas.	2	0	0	0	0	4.00	0.00	2	822	561	125	27	173	3.42	0.71	1535
15	develop critical-thinking skills.	2	0	0	0	0	4.00	0.00	2	894	576	96	17	121	3.48	0.66	1583
16	attended class.	2	0	0	0	0	4.00	0.00	2	1177	459	55	14	4	3.65	0.58	1705
17	completed assignments	2	0	0	0	0	4.00	0.00	2	1046	565	61	16	21	3.56	0.62	1688
18	participated in class	2	0	0	0	0	4.00	0.00	2	1162	496	26	8	14	3.66	0.53	1692
19	interacted with students	2	0	0	0	0	4.00	0.00	2	1145	491	43	15	12	3.63	0.58	1694
20	met with instructor	2	0	0	0	0	4.00	0.00	2	981	527	63	11	124	3.56	0.61	1582
21	studied weekly	1	0	1	0	0	3.00	1.41	2	653	542	317	118	77	3.05	0.95	1630
22	integrated knowledge.	2	0	0	0	0	4.00	0.00	2	1021	517	74	19	77	3.55	0.64	1631
	Instructor Rating (Q1 - Q8)						4.00	0.00							3.68	0.59	
	Course Rating (Q9 - Q15)						3.43	0.00							3.48	0.67	
	Student Self-evaluation (Q16 - Q22)						3.86	0.20							3.52	0.64	

NOTE: Students may not respond to each question, therefore, the count for each of the questions may not be equal to that of "Total Participants".

Student Feedback for Fall 2012

Instructor Guide: The report has two major sections. The left-hand side is the course ratings statistics and the right-hand side is the statistics for the department in which the course was taught The bottom part of the report includes six aggregate statistics of the items. An instructor can compare his/her class with the department. All ratings on a 5-point scale: 0=NA, 1=Strongly Disagree (SD), 2=Disagree(DG), 3=Agree (AG), 4=Strongly Agree (SG). Not Applicable (NA) is reported but is excluded from the calculation in the means, standard deviation, and counts.

Course Rating By Students — **Total Participants: 3**
Instructor: Anita Thomas
Course: MU119-1C
Class Index #: 2182

Department Rating — **Total Participants: 1508**
Communications, Humanities and Arts

	Abbreviated Questions	SG	AG	DG	SD	NA	Mean	STD	Count	SG	AG	DG	SD	NA	Mean	STD	Count
1	showed enthusiasm.	3	0	0	0	0	4.00	0.00	3	1334	326	34	12	1	3.74	0.51	1706
2	promoted positive learning environment.	3	0	0	0	0	4.00	0.00	3	1305	344	30	24	2	3.72	0.56	1703
3	encouraged class participation.	3	0	0	0	0	4.00	0.00	3	1233	405	50	15	5	3.67	0.58	1703
4	showed courtesy and respect.	2	1	0	0	0	3.67	0.58	3	1322	329	33	23	3	3.73	0.56	1707
5	explained subject matter clearly.	3	0	0	0	0	4.00	0.00	3	1127	436	97	43	5	3.55	0.72	1703
6	constructed assignments/tests fairly.	1	1	0	0	1	3.50	0.71	2	1252	379	46	24	6	3.68	0.60	1701
7	graded fairly.	2	0	0	0	1	4.00	0.00	2	1262	368	43	22	11	3.69	0.58	1695
8	helped achieve core outcomes.	3	0	0	0	0	4.00	0.00	3	1194	410	68	27	5	3.63	0.64	1699
9	understand basic facts.	3	0	0	0	0	4.00	0.00	3	1145	490	58	13	4	3.61	0.60	1706
10	improve writing/speaking skills.	2	0	0	0	1	4.00	0.00	2	731	493	142	24	319	3.39	0.74	1390
11	think critically about information.	3	0	0	0	0	4.00	0.00	3	832	577	97	14	188	3.46	0.66	1520
12	gather and use information	2	1	0	0	0	3.67	0.58	3	804	572	101	22	208	3.44	0.68	1499
13	understand relevance to world issues.	2	1	0	0	0	3.67	0.58	3	962	535	87	15	108	3.53	0.64	1599
14	with complex ideas.	3	0	0	0	0	4.00	0.00	3	822	561	125	27	173	3.42	0.71	1535
15	develop critical-thinking skills.	3	0	0	0	0	4.00	0.00	3	894	576	96	17	121	3.48	0.66	1583
16	attended class.	3	0	0	0	0	4.00	0.00	3	1177	459	55	14	4	3.65	0.58	1705
17	completed assignments	3	0	0	0	0	4.00	0.00	3	1046	565	61	16	21	3.56	0.62	1688
18	participated in class	2	1	0	0	0	3.67	0.58	3	1162	496	26	8	14	3.66	0.53	1692
19	interacted with students	3	0	0	0	0	4.00	0.00	3	1145	491	43	15	12	3.63	0.58	1694
20	met with instructor	3	0	0	0	0	4.00	0.00	3	981	527	63	11	124	3.56	0.61	1582
21	studied weekly	3	0	0	0	0	4.00	0.00	3	653	542	317	118	77	3.05	0.95	1630
22	integrated knowledge.	3	0	0	0	0	4.00	0.00	3	1021	517	74	19	77	3.55	0.64	1631
	Instructor Rating (Q1 - Q8)						3.90	0.16							3.68	0.59	
	Course Rating (Q9 - Q15)						3.91	0.17							3.48	0.67	
	Student Self-evaluation (Q16 - Q22)						3.95	0.08							3.52	0.64	

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Student Feedback for Spring 2012

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Course Rating By Students — **Total Participants: 7**
Instructor: Janice Holly
Course: MU212-1
Class Index #: 4359

Department Rating — **Total Participants: 1517**
Communications, Humanities and Arts

	Abbreviated Questions	SG	AG	DG	SD	NA	Mean	STD	Count	SG	AG	DG	SD	NA	Mean	STD	Count
1	showed enthusiasm.	6	1	0	0	0	3.86	0.38	7	1183	304	16	8	1	3.76	0.48	1511
2	promoted positive learning enrivonment.	6	1	0	0	0	3.86	0.38	7	1143	333	19	13	6	3.73	0.52	1508
3	encouraged class participation.	6	1	0	0	0	3.86	0.38	7	1132	327	35	11	11	3.71	0.54	1505
4	showed courtesy and respect.	6	1	0	0	0	3.86	0.38	7	1202	271	24	11	7	3.77	0.50	1508
5	explained subject matter clearly.	6	1	0	0	0	3.86	0.38	7	1007	395	77	26	10	3.58	0.67	1505
6	constructed assignments/tests fairly.	6	1	0	0	0	3.86	0.38	7	1089	367	31	17	7	3.68	0.57	1504
7	graded fairly.	6	1	0	0	0	3.86	0.38	7	1140	317	30	14	13	3.72	0.55	1501
8	helped achieve core outcomes.	6	1	0	0	0	3.86	0.38	7	1068	374	34	16	16	3.67	0.58	1492
9	understand basic facts.	6	1	0	0	0	3.86	0.38	7	1036	430	32	10	6	3.65	0.56	1508
10	improve writing/speaking skills.	1	1	0	0	5	3.50	0.71	2	700	389	114	28	274	3.43	0.75	1231
11	think critically about information.	3	1	0	0	3	3.75	0.50	4	782	485	75	13	157	3.50	0.65	1355
12	gather and use information	2	1	0	0	4	3.67	0.58	3	741	480	104	17	169	3.45	0.69	1342
13	understand relevance to world issues.	2	2	0	0	3	3.50	0.58	4	896	444	59	15	99	3.57	0.63	1414
14	with complex ideas.	4	2	0	0	1	3.67	0.52	6	772	499	85	26	128	3.46	0.70	1382
15	develop critical-thinking skills.	4	1	0	0	2	3.80	0.45	5	853	468	66	17	98	3.54	0.64	1404
16	attended class.	4	3	0	0	0	3.57	0.53	7	1033	412	54	8	4	3.64	0.58	1507
17	completed assignments	5	2	0	0	0	3.71	0.49	7	879	528	65	17	24	3.52	0.64	1489
18	participated in class	6	1	0	0	0	3.86	0.38	7	1079	390	27	4	14	3.70	0.51	1500
19	interacted with students	5	2	0	0	0	3.71	0.49	7	1059	400	40	6	10	3.67	0.55	1505
20	met with instructor	3	2	0	0	2	3.60	0.55	5	911	448	39	10	103	3.61	0.58	1408
21	studied weekly	3	2	1	0	1	3.33	0.82	6	601	449	253	108	95	3.09	0.95	1411
22	integrated knowledge.	1	4	0	0	0	3.20	0.45	5	878	479	72	22	58	3.53	0.66	1451
	Instructor Rating (Q1 - Q8)						3.86	0.38							3.70	0.55	
	Course Rating (Q9 - Q15)						3.68	0.53							3.51	0.66	
	Student Self-evaluation (Q16 - Q22)						3.57	0.53							3.54	0.64	

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Student Feedback for Fall 2012

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Course Rating By Students — **Total Participants: 8**
Instructor: John Wickelgren
Course: MU151-1C
Class Index #: 2186

Department Rating — **Total Participants: 1508**
Communications, Humanities and Arts

	Abbreviated Questions	SG	AG	DG	SD	NA	Mean	STD	Count	SG	AG	DG	SD	NA	Mean	STD	Count
1	showed enthusiasm.	3	4	1	0	0	3.25	0.71	8	1334	326	34	12	1	3.74	0.51	1706
2	promoted positive learning enrivonment.	4	4	0	0	0	3.50	0.53	8	1303	344	30	24	2	3.72	0.56	1703
3	encouraged class participation.	4	3	1	0	0	3.38	0.74	8	1233	405	50	15	5	3.67	0.58	1703
4	showed courtesy and respect.	4	4	0	0	0	3.50	0.53	8	1322	329	33	23	3	3.73	0.56	1707
5	explained subject matter clearly.	4	4	0	0	0	3.50	0.53	8	1127	436	97	43	5	3.55	0.72	1703
6	constructed assignments/tests fairly.	4	4	0	0	0	3.50	0.53	8	1252	379	46	24	6	3.68	0.60	1701
7	graded fairly.	4	4	0	0	0	3.50	0.53	8	1262	368	43	22	11	3.69	0.58	1695
8	helped achieve core outcomes.	4	3	1	0	0	3.38	0.74	8	1194	410	68	27	5	3.63	0.64	1699
9	understand basic facts.	4	4	0	0	0	3.50	0.53	8	1145	490	58	13	4	3.61	0.60	1706
10	improve writing/speaking skills.	1	1	2	0	4	2.75	0.96	4	731	493	142	24	319	3.39	0.74	1390
11	think critically about information.	2	2	2	0	2	3.00	0.89	6	832	577	97	14	188	3.46	0.66	1520
12	gather and use information	2	1	1	0	4	3.25	0.96	4	804	572	101	22	208	3.44	0.68	1499
13	understand relevance to world issues.	2	2	1	0	3	3.20	0.84	5	962	535	87	15	108	3.53	0.64	1599
14	with complex ideas.	3	3	0	0	2	3.50	0.55	6	822	561	125	27	173	3.42	0.71	1535
15	develop critical-thinking skills.	3	3	1	0	1	3.29	0.76	7	894	576	96	17	121	3.48	0.66	1583
16	attended class.	3	4	1	0	0	3.25	0.71	8	1177	459	55	14	4	3.65	0.58	1705
17	completed assignments	4	4	0	0	0	3.50	0.53	8	1045	565	61	16	21	3.56	0.62	1688
18	participated in class	4	3	0	0	1	3.57	0.53	7	1162	496	26	8	14	3.66	0.53	1692
19	interacted with students	4	3	1	0	0	3.38	0.74	8	1145	491	43	15	12	3.63	0.58	1694
20	met with instructor	4	4	0	0	0	3.50	0.53	8	981	527	63	11	124	3.56	0.61	1582
21	studied weekly	3	4	0	0	1	3.43	0.53	7	653	542	317	118	77	3.05	0.95	1630
22	integrated knowledge.	4	3	0	0	0	3.57	0.53	7	1021	517	74	19	77	3.55	0.64	1631
	Instructor Rating (Q1 - Q8)						3.44	0.61							3.68	0.59	
	Course Rating (Q9 - Q15)						3.21	0.78							3.48	0.67	
	Student Self-evaluation (Q16 - Q22)						3.46	0.59							3.52	0.64	

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Student Feedback for Fall 2012

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Course Rating By Students — **Total Participants: 10**
Instructor: John Wickelgren
Course: MU206-1
Class Index #: 2246

Department Rating — **Total Participants: 1508**
Communications, Humanities and Arts

	Abbreviated Questions	SG	AG	DG	SD	NA	Mean	STD	Count	SG	AG	DG	SD	NA	Mean	STD	Count
1	showed enthusiasm.	10	0	0	0	0	4.00	0.00	10	1334	326	34	12	1	3.74	0.51	1706
2	promoted positive learning environment.	9	1	0	0	0	3.90	0.32	10	1305	344	30	24	2	3.72	0.56	1703
3	encouraged class participation.	10	0	0	0	0	4.00	0.00	10	1233	405	50	15	5	3.67	0.58	1703
4	showed courtesy and respect.	10	0	0	0	0	4.00	0.00	10	1322	329	33	23	3	3.73	0.56	1707
5	explained subject matter clearly.	8	2	0	0	0	3.80	0.42	10	1127	436	97	43	5	3.55	0.72	1703
6	constructed assignments/tests fairly.	10	0	0	0	0	4.00	0.00	10	1252	379	46	24	6	3.68	0.60	1701
7	graded fairly.	9	1	0	0	0	3.90	0.32	10	1262	368	43	22	11	3.69	0.58	1695
8	helped achieve core outcomes.	9	1	0	0	0	3.90	0.32	10	1194	410	68	27	5	3.63	0.64	1699
9	understand basic facts.	10	0	0	0	0	4.00	0.00	10	1145	490	58	13	4	3.61	0.60	1706
10	improve writing/speaking skills.	4	0	0	0	6	4.00	0.00	4	731	493	142	24	319	3.39	0.74	1390
11	think critically about information.	6	2	0	0	2	3.75	0.46	8	832	577	97	14	188	3.46	0.66	1520
12	gather and use information	4	1	0	0	5	3.80	0.45	5	804	572	101	22	208	3.44	0.68	1499
13	understand relevance to world issues.	3	2	0	0	5	3.60	0.55	5	962	535	87	15	108	3.53	0.64	1599
14	with complex ideas.	5	1	0	0	4	3.83	0.41	6	822	561	125	27	173	3.42	0.71	1535
15	develop critical-thinking skills.	5	3	0	0	2	3.63	0.52	8	894	576	96	17	121	3.48	0.66	1583
16	attended class.	8	2	0	0	0	3.80	0.42	10	1177	459	55	14	4	3.65	0.58	1705
17	completed assignments	8	2	0	0	0	3.80	0.42	10	1046	565	61	16	21	3.56	0.62	1688
18	participated in class	8	1	0	0	0	3.89	0.33	9	1162	496	26	8	14	3.66	0.53	1692
19	interacted with students	8	2	0	0	0	3.80	0.42	10	1145	491	43	15	12	3.63	0.58	1694
20	met with instructor	7	2	0	0	1	3.78	0.44	9	981	527	63	11	124	3.56	0.61	1582
21	studied weekly	5	1	2	0	2	3.38	0.92	8	653	542	317	118	77	3.05	0.95	1630
22	integrated knowledge.	6	2	0	0	0	3.75	0.46	8	1021	517	74	19	77	3.55	0.64	1631
	Instructor Rating (Q1 - Q8)						3.94	0.17							3.68	0.59	
	Course Rating (Q9 - Q15)						3.80	0.34							3.48	0.67	
	Student Self-evaluation (Q16 - Q22)						3.74	0.49							3.52	0.64	

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Student Feedback for Spring 2012

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Course Rating By Students — **Total Participants: 7**
Instructor: Paula Chipman
Course: MU107-1
Class Index #: 4296

Department Rating — **Total Participants: 1517**
Communications, Humanities and Arts

	Abbreviated Questions	SG	AG	DG	SD	NA	Mean	STD	Count	SG	AG	DG	SD	NA	Mean	STD	Count
1	showed enthusiasm.	6	1	0	0	0	3.86	0.38	7	1183	304	16	8	1	3.76	0.48	1511
2	promoted positive learning environment.	5	2	0	0	0	3.71	0.49	7	1143	333	19	13	6	3.73	0.52	1508
3	encouraged class participation.	6	1	0	0	0	3.86	0.38	7	1132	327	35	11	11	3.71	0.54	1505
4	showed courtesy and respect.	6	1	0	0	0	3.86	0.38	7	1202	271	24	11	7	3.77	0.50	1508
5	explained subject matter clearly.	7	0	0	0	0	4.00	0.00	7	1007	395	77	26	10	3.58	0.67	1505
6	constructed assignments/tests fairly.	6	1	0	0	0	3.86	0.38	7	1089	367	31	17	7	3.68	0.57	1504
7	graded fairly.	6	1	0	0	0	3.86	0.38	7	1140	317	30	14	13	3.72	0.55	1501
8	helped achieve core outcomes.	5	2	0	0	0	3.71	0.49	7	1068	374	34	16	16	3.67	0.58	1492
9	understand basic facts.	5	2	0	0	0	3.71	0.49	7	1036	430	32	10	6	3.65	0.56	1508
10	improve writing/speaking skills.	3	1	0	0	3	3.75	0.50	4	700	389	114	28	274	3.43	0.75	1231
11	think critically about information.	5	1	0	0	1	3.83	0.41	6	782	485	75	13	157	3.50	0.65	1355
12	gather and use information	4	1	0	0	2	3.80	0.45	5	741	480	104	17	169	3.45	0.69	1342
13	understand relevance to world issues.	5	0	0	0	2	4.00	0.00	5	896	444	59	15	99	3.57	0.63	1414
14	with complex ideas.	5	0	0	0	2	4.00	0.00	5	772	499	85	26	128	3.46	0.70	1382
15	develop critical-thinking skills.	5	0	0	0	2	4.00	0.00	5	853	468	66	17	98	3.54	0.64	1404
16	attended class.	7	0	0	0	0	4.00	0.00	7	1033	412	54	8	4	3.64	0.58	1507
17	completed assignments	6	1	0	0	0	3.86	0.38	7	879	528	65	17	24	3.52	0.64	1489
18	participated in class	6	1	0	0	0	3.86	0.38	7	1079	390	27	4	14	3.70	0.51	1500
19	interacted with students	6	1	0	0	0	3.86	0.38	7	1059	400	40	6	10	3.67	0.55	1505
20	met with instructor	7	0	0	0	0	4.00	0.00	7	911	448	39	10	103	3.61	0.58	1408
21	studied weekly	5	0	1	1	0	3.29	1.25	7	601	449	253	108	95	3.09	0.95	1411
22	integrated knowledge.	6	1	0	0	0	3.86	0.38	7	878	479	72	22	58	3.53	0.66	1451
	Instructor Rating (Q1 - Q8)						3.84	0.36							3.70	0.55	
	Course Rating (Q9 - Q15)						3.87	0.26							3.51	0.66	
	Student Self-evaluation (Q16 - Q22)						3.82	0.40							3.54	0.64	

NOTE: Students may not respond to each question, therefore, the count for each of the questions may not be equal to that of "Total Participants".

Student Feedback for Fall 2012

Instructor Guide: The report has two major sections. The left-hand s de is the course ratings statistics and the right-hand side is the statistics for the department in which the course was taught The bottom part of the report includes six aggregate statistics of the items. An instructor can compare his/her class with the department. All ratings on a 5-point scale: 0=NA, 1=Strongly Disagree (SD), 2=Disagree(DG), 3=Agree (AG), 4=Strongly Agree (SG). Not Applicable (NA) is reported but is excluded from the calculation in the means, standard deviation, and counts.

Course Rating By Students — Total Participants: 8
Instructor: Paula Chipman
Course: MU111-1
Class Index #: 2180

Department Rating — Total Participants: 203
CHA - Full Time Faculty

	Abbreviated Questions	SG	AG	DG	SD	NA	Mean	STD	Count	SG	AG	DG	SD	NA	Mean	STD	Count
1	showed enthusiasm.	5	3	0	0	0	3.63	0.52	8	167	27	5	3	0	3.77	0.56	202
2	promoted positive learning enrivonment.	5	3	0	0	0	3.63	0.52	8	161	34	2	5	0	3.74	0.60	202
3	encouraged class participation.	5	3	0	0	0	3.63	0.52	8	160	37	1	4	1	3.75	0.56	202
4	showed courtesy and respect.	5	3	0	0	0	3.63	0.52	8	161	33	4	5	0	3.72	0.62	203
5	explained subject matter clearly.	4	1	3	0	0	3.13	0.99	8	138	49	10	6	0	3.57	0.72	203
6	constructed assignments/tests fairly.	7	1	0	0	0	3.88	0.35	8	153	42	3	4	0	3.70	0.60	202
7	graded fairly.	7	1	0	0	0	3.88	0.35	8	153	40	3	5	0	3.70	0.63	201
8	helped achieve core outcomes.	5	2	1	0	0	3.50	0.76	8	147	43	9	3	0	3.65	0.64	202
9	understand basic facts.	5	3	0	0	0	3.63	0.52	8	144	54	4	1	0	3.68	0.54	203
10	improve writing/speaking skills.	3	2	1	0	2	3.33	0.82	6	77	58	17	1	50	3.38	0.71	153
11	think critically about information.	4	1	2	0	1	3.29	0.95	7	95	64	9	1	34	3.50	0.63	169
12	gather and use information	2	3	1	0	2	3.17	0.75	6	95	61	10	4	33	3.45	0.71	170
13	understand relevance to world issues.	3	3	1	0	1	3.29	0.76	7	119	54	12	2	16	3.55	0.67	187
14	with complex ideas.	4	2	0	1	1	3.29	1.11	7	97	60	15	3	28	3.43	0.72	175
15	develop critical-thinking skills.	4	2	1	0	1	3.43	0.79	7	109	62	13	1	17	3.51	0.65	185
16	attended class.	5	3	0	0	0	3.63	0.52	8	137	56	7	3	0	3.61	0.63	203
17	completed assignments	5	2	1	0	0	3.50	0.76	8	128	69	2	1	3	3.62	0.54	200
18	participated in class	5	3	0	0	0	3.63	0.52	8	136	61	1	1	3	3.67	0.51	199
19	interacted with students	3	4	1	0	0	3.25	0.71	8	134	63	3	2	1	3.63	0.57	202
20	met with instructor	3	4	1	0	0	3.25	0.71	8	120	63	5	2	12	3.58	0.60	190
21	studied weekly	2	2	3	0	1	2.86	0.90	7	79	74	40	5	5	3.15	0.83	198
22	integrated knowledge.	4	1	2	0	0	3.29	0.95	7	130	53	9	1	10	3.62	0.60	193
	Instructor Rating (Q1 - Q8)						3.61	0.57							3.70	0.62	
	Course Rating (Q9 - Q15)						3.35	0.81							3.50	0.66	
	Student Self-evaluation (Q16 - Q22)						3.34	0.72							3.55	0.61	

NOTE: Students may not respond to each question, therefore, the count for each of the questions may not be equal to that of "Total Participants".

Student Feedback for Spring 2012

Instructor Guide: The report has two major sections. The left-hand side is the course ratings statistics and the right-hand side is the statistics for the department in which the course was taught The bottom part of the report includes six aggregate statistics of the items. An instructor can compare his/her class with the department. All ratings on a 5-point scale: 0=NA, 1=Strongly Disagree (SD), 2=Disagree(DG), 3=Agree (AG), 4=Strongly Agree (SG). Not Applicable (NA) is reported but is excluded from the calculation in the means, standard deviation, and counts.

Course Rating By Students — Total Participants: 9
Instructor: Paula Chipman
Course: MU111-1
Class Index #: 4297

Department Rating — Total Participants: 1517
Communications, Humanities and Arts

	Abbreviated Questions	SG	AG	DG	SD	NA	Mean	STD	Count	SG	AG	DG	SD	NA	Mean	STD	Count
1	showed enthusiasm.	7	2	0	0	0	3.78	0.44	9	1183	304	16	8	1	3.76	0.48	1511
2	promoted positive learning enrivonment.	8	1	0	0	0	3.89	0.33	9	1143	333	19	13	6	3.73	0.52	1508
3	encouraged class participation.	7	2	0	0	0	3.78	0.44	9	1132	327	35	11	11	3.71	0.54	1505
4	showed courtesy and respect.	7	2	0	0	0	3.78	0.44	9	1202	271	24	11	7	3.77	0.50	1508
5	explained subject matter clearly.	5	4	0	0	0	3.56	0.53	9	1007	395	77	26	10	3.58	0.67	1505
6	constructed assignments/tests fairly.	6	3	0	0	0	3.67	0.50	9	1089	367	31	17	7	3.68	0.57	1504
7	graded fairly.	7	2	0	0	0	3.78	0.44	9	1140	317	30	14	13	3.72	0.55	1501
8	helped achieve core outcomes.	7	2	0	0	0	3.78	0.44	9	1068	374	34	16	16	3.67	0.58	1492
9	understand basic facts.	5	3	0	0	0	3.63	0.52	8	1036	430	32	10	6	3.65	0.56	1508
10	improve writing/speaking skills.	5	0	1	0	3	3.67	0.82	6	700	389	114	28	274	3.43	0.75	1231
11	think critically about information.	6	1	1	0	1	3.63	0.74	8	782	485	75	13	157	3.50	0.65	1355
12	gather and use information	4	3	0	0	2	3.57	0.53	7	741	480	104	17	169	3.45	0.69	1342
13	understand relevance to world issues.	4	3	0	0	2	3.57	0.53	7	896	444	59	15	99	3.57	0.63	1414
14	with complex ideas.	5	4	0	0	0	3.56	0.53	9	772	499	85	26	128	3.46	0.70	1382
15	develop critical-thinking skills.	5	4	0	0	0	3.56	0.53	9	853	468	66	17	98	3.54	0.64	1404
16	attended class.	6	2	1	0	0	3.56	0.73	9	1033	412	54	8	4	3.64	0.58	1507
17	completed assignments	4	5	0	0	0	3.44	0.53	9	879	528	65	17	24	3.52	0.64	1489
18	participated in class	8	1	0	0	0	3.89	0.33	9	1079	390	27	4	14	3.70	0.51	1500
19	interacted with students	6	3	0	0	0	3.67	0.50	9	1059	400	40	6	10	3.67	0.55	1505
20	met with instructor	5	2	0	0	2	3.71	0.49	7	911	448	39	10	103	3.61	0.58	1408
21	studied weekly	3	3	2	1	0	2.89	1.05	9	601	449	253	108	95	3.09	0.95	1411
22	integrated knowledge.	6	2	1	0	0	3.56	0.73	9	878	479	72	22	58	3.53	0.66	1451
	Instructor Rating (Q1 - Q8)						3.75	0.45							3.70	0.55	
	Course Rating (Q9 - Q15)						3.60	0.60							3.51	0.66	
	Student Self-evaluation (Q16 - Q22)						3.53	0.62							3.54	0.64	

NOTE: Students may not respond to each question, therefore, the count for each of the questions may not be equal to that of "Total Participants".

Student Feedback for Fall 2011

Instructor Guide: The report has two major sections. The left-hand side is the course ratings statistics and the right-hand side is the statistics for the department in which the course was taught The bottom part of the report includes six aggregate statistics of the items. An instructor can compare his/her class with the department. All ratings on a 5-point scale: 0=NA, 1=Strongly Disagree (SD), 2=Disagree(DG), 3=Agree (AG), 4=Strongly Agree (SG). Not Applicable (NA) is reported but is excluded from the calculation in the means, standard deviation, and counts.

Course Rating By Students — Total Participants: 8
Instructor: Paula Chipman
Course: MU106-1
Class Index #: 2097

Department Rating — Total Participants: 1618
Communications, Humanities and Arts

	Abbreviated Questions	SG	AG	DG	SD	NA	Mean	STD	Count	SG	AG	DG	SD	NA	Mean	STD	Count
1	showed enthusiasm	8	0	0	0	0	4.00	0.00	8	1263	321	24	5	1	3.76	0.48	1613
2	promoted positive learning enrivonment	8	0	0	0	0	4.00	0.00	8	1234	347	26	7	3	3.74	0.50	1614
3	encouraged class participation	7	1	0	0	0	3.88	0.35	8	1174	374	48	11	7	3.69	0.56	1607
4	showed courtesy and respect	7	1	0	0	0	3.88	0.35	8	1267	302	27	18	3	3.75	0.54	1614
5	explained subject matter clearly	6	2	0	0	8	3.75	0.46	8	1089	430	78	18	1618	3.60	0.63	1615
6	constructed assignments/tests fairly	7	1	0	0	0	3.88	0.35	8	1189	357	46	8	14	3.70	0.54	1600
7	graded fairly	7	1	0	0	0	3.88	0.35	8	1210	329	40	12	25	3.72	0.55	1591
8	helped achieve core outcomes	7	1	0	0	0	3.88	0.35	8	1145	392	50	14	11	3.67	0.58	1601
9	understand basic facts	5	2	0	0	1	3.71	0.49	7	1124	439	36	7	9	3.67	0.54	1606
10	improve writing/speaking skills	1	0	0	0	7	4.00	0.00	1	739	421	137	29	278	3.41	0.76	1326
11	think critically about information	4	1	0	0	3	3.80	0.45	5	832	504	103	12	163	3.49	0.66	1451
12	gather and use information	2	2	0	0	4	3.50	0.58	4	779	526	108	12	187	3.45	0.67	1425
13	understand relevance to world issues	1	2	0	0	5	3.33	0.58	3	942	444	74	22	128	3.56	0.66	1482
14	with complex ideas	4	1	0	0	3	3.80	0.45	5	822	517	86	24	159	3.47	0.68	1449
15	develop critical-thinking skills	0	4	0	0	4	3.00	0.00	4	899	485	76	16	124	3.54	0.65	1476
16	attended class	7	0	1	0	0	3.75	0.71	8	1110	447	44	6	4	3.66	0.55	1607
17	completed assignments	5	0	2	0	1	3.43	0.98	7	958	535	76	14	30	3.54	0.63	1583
18	participated in class	4	3	0	0	1	3.57	0.53	7	1128	441	21	8	16	3.68	0.52	1598
19	interacted with students	5	1	1	0	1	3.57	0.79	7	1100	448	45	9	15	3.65	0.56	1602
20	met with instructor	5	3	0	0	0	3.63	0.52	8	946	507	52	9	96	3.58	0.59	1514
21	studied weekly	2	0	3	1	2	2.50	1.22	6	581	458	336	119	112	3.00	0.97	1494
22	integrated knowledge	1	4	1	0	0	3.00	0.63	6	924	501	82	24	81	3.52	0.67	1531
	Instructor Rating (Q1 - Q8)						3.89	0.28							3.70	0.55	
	Course Rating (Q9 - Q15)						3.59	0.36							3.51	0.66	
	Student Self-evaluation (Q16 - Q22)						3.35	0.77							3.52	0.64	

NOTE: Students may not respond to each question, therefore, the count for each of the questions may not be equal to that of "Total Participants".

Student Feedback for Fall 2012

Instructor Guide: The report has two major sections. The left-hand side is the course ratings statistics and the right-hand side is the statistics for the department in which the course was taught The bottom part of the report includes six aggregate statistics of the items. An instructor can compare his/her class with the department. All ratings on a 5-point scale: 0=NA, 1=Strongly Disagree (SD), 2=Disagree(DG), 3=Agree (AG), 4=Strongly Agree (SG). Not Applicable (NA) is reported but is excluded from the calculation in the means, standard deviation, and counts.

Course Rating By Students — Total Participants: 11
Instructor: Janice Holly
Course: MU211-1
Class Index #: 2247

Department Rating — Total Participants: 203
CHA - Full Time Faculty

	Abbreviated Questions	SG	AG	DG	SD	NA	Mean	STD	Count	SG	AG	DG	SD	NA	Mean	STD	Count
1	showed enthusiasm.	11	0	0	0	0	4.00	0.00	11	167	27	5	3	0	3.77	0.56	202
2	promoted positive learning enrivonment.	11	0	0	0	0	4.00	0.00	11	161	34	2	5	0	3.74	0.60	202
3	encouraged class participation.	10	1	0	0	0	3.91	0.30	11	160	37	1	4	1	3.75	0.56	202
4	showed courtesy and respect.	9	2	0	0	0	3.82	0.40	11	161	33	4	5	0	3.72	0.62	203
5	explained subject matter clearly.	9	2	0	0	0	3.82	0.40	11	138	49	10	6	0	3.57	0.72	203
6	constructed assignments/tests fairly.	10	1	0	0	0	3.91	0.30	11	153	42	3	4	0	3.70	0.60	202
7	graded fairly.	11	0	0	0	0	4.00	0.00	11	153	40	3	5	0	3.70	0.63	201
8	helped achieve core outcomes.	10	1	0	0	0	3.91	0.30	11	147	43	9	3	0	3.65	0.64	202
9	understand basic facts.	11	0	0	0	0	4.00	0.00	11	144	54	4	1	0	3.68	0.54	203
10	improve writing/speaking skills.	5	1	0	0	5	3.83	0.41	6	77	58	17	1	50	3.38	0.71	153
11	think critically about information.	10	1	0	0	0	3.91	0.30	11	95	64	9	1	34	3.50	0.63	169
12	gather and use information	6	2	0	0	3	3.75	0.46	8	95	61	10	4	33	3.45	0.71	170
13	understand relevance to world issues.	7	1	1	0	2	3.67	0.71	9	119	54	12	2	16	3.55	0.67	187
14	with complex ideas.	9	2	0	0	0	3.82	0.40	11	97	60	15	3	28	3.43	0.72	175
15	develop critical-thinking skills.	9	1	0	0	1	3.90	0.32	10	109	62	13	1	17	3.51	0.65	185
16	attended class.	8	3	0	0	0	3.73	0.47	11	137	56	7	3	0	3.61	0.63	203
17	completed assignments	8	3	0	0	0	3.73	0.47	11	128	69	2	1	3	3.62	0.54	200
18	participated in class	7	4	0	0	0	3.64	0.50	11	136	61	1	1	3	3.67	0.51	199
19	interacted with students	10	1	0	0	0	3.91	0.30	11	134	63	3	2	1	3.63	0.57	202
20	met with instructor	9	1	0	0	1	3.90	0.32	10	120	63	5	2	12	3.58	0.60	190
21	studied weekly	5	3	3	0	0	3.18	0.87	11	79	74	40	5	5	3.15	0.83	198
22	integrated knowledge.	9	2	0	0	0	3.82	0.40	11	130	53	9	1	10	3.62	0.60	193
	Instructor Rating (Q1 - Q8)						3.92	0.21							3.70	0.62	
	Course Rating (Q9 - Q15)						3.84	0.37							3.50	0.66	
	Student Self-evaluation (Q16 - Q22)						3.70	0.48							3.55	0.61	

NOTE: Students may not respond to each question, therefore, the count for each of the questions may not be equal to that of "Total Participants".

Appendix 7

CCBC ESSEX Degrees

Program Title:
Associate of Arts in Humanities and Social Sciences, Transfer Pattern – Music
Number of Years to Complete the Program: **2**
Program Submitted for: **Renewal of Final Approval**
Current Semester's Enrollment in Majors: **22**
Name of Program Supervisor: **Patti Crossman**

Major Area	Supportive Courses in Music	General Studies	Electives	Total Number of Units
24 units	9 units	12 units	30 units	72
45%	15%	20%	50%	130%

Major Area

MUSC 111 – Ear Training I	1 credit
MUSC 112 – Ear Training II	1 credit
MUSC 113 – Music Theory I	3 credits
MUSC 114 – Music Theory II	3 credits
(MUSC 113 and 114 also fulfill the degree requirement for a two-semester sequence.)	
MUSC 211 – Ear Training III	1 credit
MUSC 212 – Ear Training IV	1 credit
MUSC 213 – Music Theory III	3 credits
MUSC 214 – Music Theory IV	3 credits
MUSA 101-291 – Applied Music (4 semesters in sequence)	8 credits
Total Major Area	**24 credits**

Supportive Courses in Music

MUSC 130 – Piano Class I*	1 credit
MUSC 131 – Piano Class II*	1 credit
MUSC 135 – Voice Class**	1 credit
MUSC 232 – Piano Skills and Musicianship	2 credits
MUSC 160-179 – Performing Ensemble (4 semesters)	4 credits
Total Supportive Courses in Music	**9 credits**

*For non-piano majors
**For non-voice majors

General Studies

ENGL 101 – College Composition I	3 credits
ENGL 102 – College Composition II	3 credits
SPCM 101 – Fundamentals of Communication	3 credits
Total General Studies	**9 credits**

Electives

MUSC 102 or MUSC 109	3 credits
Social and Behavioral Sciences	6 credits
Biological and Physical Sciences	7 credits
Mathematics	3 credits
Wellness and Health	3 credits
Information Technology	3 credits
Global, Historical, and Cultural Perspectives	2 credits
Critical Thinking	3 credits
Total Electives	**30 credits**

Appendix 8

Howard Community College
ARTS AND HUMANITIES DIVISION AREAS OF STUDY

Music

A.A. Degree (Transfer)
An Arts and Sciences Area of Study
For curriculum information, contact the Arts and Humanities Division—Room HVPA 200—443-518-1480.
This curriculum is designed as a guide for students planning to transfer to a four-year institution that offers a bachelor's degree in Music (Music Education, Performance, Musicology, Music Theory, Composition, or Jazz/Commercial Music). Students are advised to check the requirements of the institution to which they intend to transfer. The goal of the music area of study is to produce well-rounded musicians with demonstrable excellence in core musical knowledge, solo performance, and collaborative musicianship.

GENERAL EDUCATION CORE Credits		
Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.		
Composition ENGL-121 College Composition		3
Humanities, Arts &Literature		
MUSC-202 Music Literature in Context I		3
Humanities Core Course (see p. 62)		
Literature Core Course (see p. 61)		6-8
Social Sciences		
Social and Behavioral Sciences Core Courses (see p. 63)	6	
Science Science Core Courses		
(see p. 63; must include one course with lab)	7-8	
Mathematics		
Mathematics Core Course (see p. 64)		3-5
Interdisciplinary		
Interdisciplinary and Emerging Issues Core Course		
(see p. 64)		2-3
Total General Education Credits		30-36
REQUIRED COURSES RELATED TO MAJOR		
MUSC-121 Introduction to Music Technology		2
MUSC-203 Music Literature in Context II		3
MUSC-110 Music Theory, Musicianship & Keyboard Skills I		4
MUSC-110L Music Theory, Musicianship & Keyboard Skills I Lab		
MUSC-111 Music Theory, Musicianship & Keyboard Skills II		4
MUSC-111L Music Theory, Musicianship & Keyboard Skills II Lab		
MUSC-210 Music Theory, Musicianship & Keyboard Skills III		4
MUSC-210L Music Theory, Musicianship & Keyboard Skills III Lab		
MUSC-211 Music Theory, Musicianship & Keyboard Skills IV		4
MUSC-211L Music Theory, Musicianship & Keyboard Skills IV Lab		
MUSC-117 Applied Music I		2
MUSC-117L Applied Music I Lab		
MUSC-118 Applied Music II		2
MUSC-118L Applied Music II Lab		
MUSC-217 Applied Music III		2
MUSC-217L Applied Music III Lab		
MUSC-218 Applied Music IV		2
MUSC-218L Applied Music IV Lab		
MUSC-131-134; or Ensemble (Major I – IV)		4
MUSC-151-154; or		
MUSC-171-174; or		
MUSC-181-184		
Total Music Credits		33
Total Credits		63-69

MUSC-202 (3 credits), plus one Humanities Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement,
OR
World Language Sequence
(8 credits), plus MUSC-202 (3 credits) satisfies the Humanities, Arts and Literature Core requirement.

ARTS AND HUMANITIES DIVISION AREAS OF STUDY

Music Technology

A.A. Degree (Transfer)
An Arts and Sciences Area of Study

For curriculum information, contact the Arts and Humanities Division—Room HVPA-200—443-518-1480.

This curriculum is designed as a guide for students planning to transfer to a four-year institution that offers a bachelor's degree in Music (Music Education, Performance, Musicology, Music Theory, Music Recording, Composition, or Jazz/Commercial Music). Two concentrations are offered in this area of study: Audio Recording and Composition. This can be done by choosing a sequence of either Audio Techniques I & II or Music and Sound Creation I & II. Students are advised to check the requirements of the institution to which they intend to transfer. The goal of the music area of study is to produce well-rounded musicians with demonstrable excellence in core musical knowledge, solo performance, and collaborative musicianship.

GENERAL EDUCATION CORE Credits

Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.

Composition ENGL-121 College Composition 3
Humanities, Arts &Literature[1]
Humanities Core Course (see p. 62)
Arts Core Course (see p. 62)
Literature Core Course (see p. 61) 9-11
Social Sciences[2]
Social and Behavioral Sciences Core Courses
(see p. 63) 6
Science Science Core Courses (see p. 63; must include
one course with lab) 7-8
Mathematics
Mathematics Core Course (see p. 64) 3-5
Interdisciplinary MUSC-145 Music Technology in Society 3

[1] One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement,
OR
a World Language Sequence (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

[2] One History Core Course is required and may be taken as either a Social and Behavioral Sciences Core or a Humanities Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

[3] Ensembles counting as major ensembles include HCC Singers, HCC Jazz Band, The Columbia Concert Band, and The Columbia Orchestra. All other ensembles are considered to be secondary or minor ensembles.

REQUIRED COURSES RELATED TO MAJOR

MUSC-121 Introduction to Music Technology 2
MUSC-110 Music Theory, Musicianship and Keyboard Skills I 4
MUSC-110L Music Theory, Musicianship and Keyboard Skills I
Lab
MUSC-111 Music Theory, Musicianship and Keyboard Skills II 4
MUSC-111L Music Theory, Musicianship and Keyboard Skills II
Lab
MUSC-210 Music Theory, Musicianship and Keyboard Skills III 4
MUSC-210L Music Theory, Musicianship and Keyboard Skills III
Lab
MUSC-211 Music Theory, Musicianship and Keyboard Skills IV 4
MUSC-211L Music Theory, Musicianship and Keyboard Skills IV
Lab
MUSC-117 Applied Music I (2 credits)
MUSC-117L Applied Music I Lab (0 credits)
OR
MUSC-119 Applied Music I (1 credit)
MUSC-119L Applied Music I Lab (0 credits) 1-2
MUSC-118 Applied Music II (2 credits)
MUSC-118L Applied Music II Lab (0 credits)
OR
MUSC-120 Applied Music II (1 credit)
MUSC-1120L Applied Music II Lab (0 credits) 1-2
MUSC-217 Applied Music III (2 credits)
MUSC-217L Applied Music III Lab (0 credits)
OR
MUSC-219 Applied Music III (1 credit)
MUSC-219L Applied Music III Lab (0 credits) 1-2
MUSC-218 Applied Music IV (2 credits)
MUSC-218L Applied Music IV Lab (0 credits)
OR
MUSC-220 Applied Music IV (1 credit)
MUSC-220L Applied Music IV Lab (0 credits) 1-2
MUSC-228 & MUSC-229 Audio Techniques I & II
OR
MUSC-238 & MUSC-239 Music and Sound Creation I & II 6
MUSC-131-134; or Ensemble I - II (Major)[3] 2
MUSC-151-154; or
MUSC-171-174; or
MUSC-181-184
Total Credits: 61-70

Appendix 9

Carroll Community College

Transfer Program
Arts and Sciences—Music Transfer Recommendation

Associate of Arts

Faculty Advisor: Elijah Wirth · Phone: 410-386-8537 · Email: ewirth@carrollcc.edu

The Music—Arts and Sciences transfer program provides students with knowledge and skills related to the field of music. By consulting with an advisor and using ARTSYS at http://artweb.usmd.edu, students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution.

Prerequisite Courses:

ENG-097 Writing Effective Paragraphs and Essays 0
MAT-099 Intermediate Algebra 0
READ-099 Reading in the Content Areas 0

Mr. Wirth's Recommended Program Electives (any 29 elective credits required for graduation):

ITAL-101Italian 1	3
MUSIC-110Theory of Music 1	3
MUSIC-111Theory of Music 2	3
MUSIC-210Theory of Music 3	3
MUSIC-211Theory of Music 4	3
MUSIC-114 Keyboard Skill for Music Majors 1	1
MUSIC-115 Keyboard Skill for Music Majors 2	1
MUSIC-214 Keyboard Skill for Music Majors 3	1
MUSIC-215 Keyboard Skill for Music Majors 4	1
MUSIC-112 Musicianship 1	1
MUSIC-113 Musicianship 2	1
MUSIC-212 Musicianship 3	1
MUSIC-213 Musicianship 4	1
Applied Study	8
Ensemble	1
Total Credits	32

General Education Requirements (See pages 43–44 for details):

Arts and Humanities (MUSIC-101 recommended)	3
Arts and Humanities (HIST-101, recommended)	3
Biological and Physical Sciences	7-8
Emerging Issues	3
English Composition and Literature	6
Mathematics	3-5
Social and Behavioral Sciences	6
Total General Education	31-34
Total Credits	60

Diversity/ World View requirement met (ENGL-102).

Appendix 10

MUSIC THEORY/MUSICIANSHIP

ARTICULATION AGREEMENT

BETWEEN

TWO-YEAR AND FOUR-YEAR

PUBLIC AND PRIVATE INSTITUTIONS

IN

MARYLAND

JANUARY, 2000
Amended September, 2002

MUSIC THEORY
ARTICULATION AGREEMENT

INTRODUCTION

The effort to review and define the articulation processes and agreements for the four-semester Music Theory/Musicianship sequence required for music programs in the State of Maryland was begun many years ago when the Council for Higher Education in Music (CHEM) was formed. In the early 1990's, an informal consensus was agreed to by the membership, but there was no attempt to formalize the process or seek endorsement from MHEC. In March of 2000, CHEM, after having revised the initial agreement, presented the articulation agreement to the Intersegmental Chief Academic Officers for action. The ICAO took the agreement back to their individual music departments for formal consideration and in November of 2000, unanimously approved the articulation agreement. CHEM was given the charge of preparing a formal document for the signatures of music department chairs from each institution and returning the documents to the ICAO. This document is the result of that charge.

PROCESS

In order to form the Council for Higher Education in Music in the 1970's, Maryland two-year and four-year institutions were invited to become members and send representatives to four executive meetings held yearly at various locations in the state. The purpose of CHEM was to develop a network among music faculties, promote cooperative efforts among institutions, facilitate the transfer of music students between institutions, act as liaison with policy-making bodies and to address the professional/educational needs of member institutions.

An initial focus for the group was difficult to find because of the separation in time of the meetings, but the early members realized that the single most important element of a musical education *and* the most difficult to coordinate was the Music Theory/Musicianship component. Through these meetings and subsequent dialogs with Music Theory/Musicianship teachers, the representatives were able to formulate a list of essential requirements for an articulated theory program that detail expectations for music students.

Initially, this list was intended to be an articulation aid for those students who plan to transfer to any institution in the CHEM membership, but later it became instrumental in ensuring that member schools coordinate coursework with the agreement and serving as an articulation aid for students transferring outside the membership to institutions unfamiliar with CHEM and the State of Maryland's commitment to excellence in Education.

The agreement stipulates that receiving institutions accept students for transfer without placement testing, provided that the student has earned a grade of C or better for each course of a four-semester music theory sequence from a two- or four-year institution subscribing to this set of articulation guidelines.

In September 2002, the members agreed to an amendment for the purpose of more clearly defining section II. Written and Analytical Competencies in accordance with principle number seven.

PRINCIPLES

This articulation agreement reflects the intent of the participating institutions to facilitate transfer of credit in Music Theory/Musicianship at the lower-division level to programs at the four-year institutions. The agreement is based upon the following principles:

1. Participating institutions in the Council for Higher Education in Music (CHEM) have agreed to certain core Music Theory/Musicianship elements of essential learning critical to the preparation of music professionals. (See attachment)
2. Participating institutions agree upon the basic course objectives and basic elements of learning and learning outcomes for each of the four-semester sequence of Music Theory/Musicianship courses attached to this document as defined by the Council for Higher Education in Music (CHEM).
3. It is understood that participating institutions may expand and re-arrange the attached elements of learning beyond the basic outline for the course sequence as appropriate to the goals of the departments from each institution. Each participating institution will identify its own assessment methods and textbook selection.
4. Participating institutions agree to modify existing courses to reflect the agreed upon essential course content. New institutions may enter into the articulation agreement at any time upon acceptance of the policy.
5. Participating institutions agree to accept all four Music Theory courses in transfer as equivalent required courses in their program without further review. All Code of Maryland (COMAR) regulations and institutional standards and policies for transfer apply including minimum grade requirements for major courses and acceptance of lower-division credit.
6. Signed agreements will be submitted to CHEM, then to the Maryland Higher Education Commission for endorsement.
7. Amendments to this agreement will be made when necessary for the improvement of transfer or when curriculum changes occur as articulated by the CHEM membership. Amendments will be submitted to the Intersegmental Chief Academic Officers for approval

The following college agrees to abide by this agreement:

_____ _____

Institution **Date**

_____/_____

Department Head/Chairperson

_____ _____

Chief Academic Officer/Institutional Representative **Title**

_____ _____

Authorized Signature (if needed) **Title**

_____ _____

Authorized Signature (if needed) **Title**

Council for Higher Education in Music
Theory Articulation Plan for Two and Four-Year Member Institutions

I. Musicianship Skill Expectations

The following minimum skill expectations apply to music majors who have completed four semesters of music theory study in two-or four-year CHEM member institutions and who plan to transfer to another institution within the CHEM network. By the end of the fourth semester of study, the student should be able to demonstrate proficiency in the following areas:

A. Sight singing

1. Sing tonal melodies with chromaticism and modulation, utilizing treble, bass, alto and tenor clefs.
2. Perform melodies and rhythms containing asymmetric meters, meter changes, irregular beat divisions, and other complex patterns.

B. Dictation

1. Melodic: Notate one- and two-part dictation with chromaticism and modulation.
2. Harmonic Progression: Notate chromatic chord progressions with modulation, diatonic seventh chords, secondary function chords, Neapolitan sixths and augmented sixths, providing bass/soprano, Roman numerals, and figured bass.
3. Notate rhythms containing various beat divisions and subdivisions in simple, compound, and asymmetric meters.

C. Aural Structural Discrimination

Identify motivic development, modulations, sequences, phrases, cadences, phrase groups, periods, contrapuntal processes, and binary, ternary, rondo, and sonata-allegro forms.

D. Keyboard Harmony Skills

1. Play all major and minor scales (all forms), one octave, hands together with correct fingering.
2. Play chord progressions in keyboard style - incorporating seventh chords, secondary function chords, Neapolitan sixth chords, and augmented sixth chords--in several keys.
3. Realize simple figured bass in chordal style, utilizing diatonic harmony and secondary function.
4. Harmonize tonal melodies, utilizing diatonic harmony and secondary function.
5. Play chord progressions, utilizing basic commercial chord symbols (e.g. Dmi7).
6. Perform from a simple "lead sheet."

II. Written and Analytical Competencies

The fundamentals of music will be covered, with emphasis upon the visual recognition and proper notation of scales and modes, intervals, key signatures, chords and inversions, time signature and meter, and rhythm. This will also include terminology, vocabulary, and an introduction to musical acoustics, the transposition of instruments, and commercial chord symbols.

Students will be able to recognize, analyze and construct such aspects of tonal melody writing as motives, phrase and period structures, cadences, non-harmonic tones and other melodic devices. Students will be able to write two-part exercises using counterpoint at an introductory level, and demonstrate an understanding of four-part chorale style, figured bass realization, and melody harmonization with appropriate voice leading and harmonic function. Students will be able to recognize, analyze and construct diatonic and chromatic triads and seventh chords, 9th, 11th, and 13th chords, secondary functions, modal mixtures, Neapolitan chords, altered dominants, augmented sixth chords, chromatic mediants, and modulations to closely related and remote keys.

Students will be expected to demonstrate proficiency employing Roman Numerals and other analytical methods appropriate to the common practice period. The study of musical form and formal analysis will be included progressively throughout the four-semester sequence and should include basic musical concepts such as phrase structures, counterpoint, and standard musical forms. Familiarity with non-common practice period music, late 19th century complex tonal techniques, and 20th century techniques is encouraged.

III. Theory Articulation Agreement

Receiving institutions will accept a student's music theory/musicianship credits if the student has earned a grade of C or better for each course of a four-semester music theory sequence from a two- or four-year institution that subscribes to the above articulated theory program.

Frederick Community College Convocation

The Maryland Model of Community College Student Degree Progress

Completion Rates in Context

Craig A. Clagett
Carroll Community College
Westminster, Maryland

February 10, 2012

Available Upon Request: Extension 2802

Frederick Community College
Music Program Jury Adjudication Form

Student Name: _____
Semester of Study: 1st _____ 2nd _____ 3rd _____ 4th _____
Registered for: 1 or 2 credits? (circle one)
Degree: Music Major or Elective (circle one)
Applied Teacher: _____
Repertoire List/Technical Studies:

Title	**Composer**	**Memorized**	**Performed**
1: _____	_____	_____	_____
2:_____	_____	_____	_____
3:_____	_____	_____	_____
4:_____	_____	_____	_____

Criteria

Technique	**Poor**	**Fair**	**Good**	**Excellent**
Position/Posture/Embouchure				
Note Accuracy				
Intonation				
Fingering/hand position/strength				
Breath Support				
Diction				
Tone Quality				
Musicianship				
Rhythmic Accuracy				
Use of Dynamics				
Tempi: Steady/as indicated/flow				
Phrasing/articulation				
Concepts of style				
Presentation				
Appearance				
Stage Deportment				
Artistic presence/body language/communication				

Additional Comments:

Appendix 13

Student Success in Classroom Based Music Courses					
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
A	19	22	15	23	25
AU	0	3	0	0	0
B	8	11	4	11	6
C	1	5	3	3	6
D	1	2	1	0	2
F	1	2	2	0	0
W	1	4	4	1	3
Total Enrollment	**31**	**49**	**29**	**38**	**42**
Student Success (A, B, C)	**90%**	**83%**	**76%**	**97%**	**88%**

Appendix 14

SAMPLE ENSEMBLE REPERTOIRE

Percussion Ensemble

Ney Rosauro, Mytos Brasiliaros
Bach [arr Michael Boo], Jesu, Joy of Man's Desiring, for Marimba Quaret
Xylophonia for ragtime xylophone soloist and marimba quartet
Mitchell Peters, Piece for Percussion
Jane Boxall ,Mad Hatters by Jane Boxall
Dave Brubeck, Blue Rondo a la Turk [from Brubeck's landmark recording Time Out]
Murray Spivak, Quartet for Paper Bags
Michael Colgrass, Percussion Music [arr of Dvorak Slavonic Dance No. 13]
Carlos Chavez, Toccata
Anthony Cirone 4/4 for Four
Louis Bellson, Percussion Suite No. 1
John Beck, Jazz Variants

Flute Choir

Handel, And I Will Exalt Him from *Israel in Egypt*
Pietro Yon, Gesù Bambino
Bach, Sinfonia and Chorale from *Uns ist ein Kind Geboren*
Palestrina, Exsultate Deo
Handel, Hallelujah! Chorus from *Messiah*
Tchaikovsky, Selections from *The Nutcracker Suite* (March, Chinese Dance, Dance of the Reed Flutes, Arab Dance, Dance of the Sugar-Plum Fairy, Trepak)
[Trad., arr. Cameron Pearce], African Noël
Lennon/McCartney, Norwegian Wood
Rachmaninoff, Adagio from Symphony No. 2
Gried, Wedding Day At Troldhougen
Debussy, String Quartet
Ravel, Rigaudon and Minuet from *Le Tombeau de Couperin*

String Ensemble

Wagner (arr. Dackow), March of the Meistersingers
Brahms (arr. Monday), Allegro Giocoso from Symphony No. 4
Tchaikovsky (arr. Dackow), Finale from Symphony No. 2
Tchaikovsky (arr. Longfield), Andante from Symphony No. 6
Beethoven [arr. Keiser], Allegretto from Symphony No. 7
Mozart [arr. Phillipe], Eine Kleine Nachtmusik
Handel (arr Dabczynski), Themes from "Messiah"
Handel, Bourée
Saint-Saëns, Danse Macabre
Offenbach, Can-Can
Stravinsky, Round Dance from The Firebird
Villoldo/Rodriguez, South American Tangos
W. C. Handy, St Louis Blues

Choral Ensemble

Bizet, *Carmen*: "Les Voici!"
Verdi, *Aida*: Triumphal Scene
Verdi, *Il Trovatore*: Anvil Chorus
Verdi, *La Traviata*: Brindisi
Verdi, *Nabucco*: Chorus of the Hebrew Slaves
Brahms, Liebeslieder Walzer
Blow, Sing, Ye Muses
Martini, *Domine Ad Adjuvandum*
Beethoven, Symphony No. 9
Rachmaninoff, Ave Maria
Lauridsen, O Magnum Mysterium
Le Jeune, Revecy venir du printemps
Billings, Easter Anthem
Pinkham, Christmas Cantata
Handel, from Messiah:
- And the Glory of the Lord
- And He Shall Purify
- O Thou That Tellest Good Tidings to Zion
- For Unto Us a Child is Born: Glory to God
- He Trusted in God
- The Lord Gave the Word
- Their Sound is Gone Out (Version I)
- Let Us Break Their Bonds Asunder: Hallelujah
- Worthy is the Lamb That Was Slain

Wind Ensemble

Delle Cese, Inglesina [The English Girl]
Tchaikovsky, 1812, Solemn Overture
Bate, Hymn to the Beauty That Was
Hosay, Mayan Sports Festival
Bullock, Five to Go
Applebaum, Toboggan Ride
Ponchielli, Galop from Dance of the Hours
Sousa, King Cotton
Jager, Esprit De Corp
Schwalgin, Running on Wood
Elfman, A Brass Thing
Arr Nestico, Salute to American Jazz

Orchestral Ensemble

Smetana: *The Moldau*
Mozart: *Concerto for Horn, No. 3 in E-flat Major, K. 447*
Rimsky-Korsakov: *Scheherazade, Op. 35*
Verdi, Overture to La Forza del Destino
Holst, The Planets
Beethoven, Symphony No. 9
Bernstein, Overture to Candide
Schubert, Symphony No. 8, Unfinished
Shostakovich, Festive Overture
Liszt, Totentanz
Liszt, Piano Concerto No. 2
Shostakovich, Symphony No. 5

Appendix 15

Frederick Community College

Academic Program Review 2011-2016

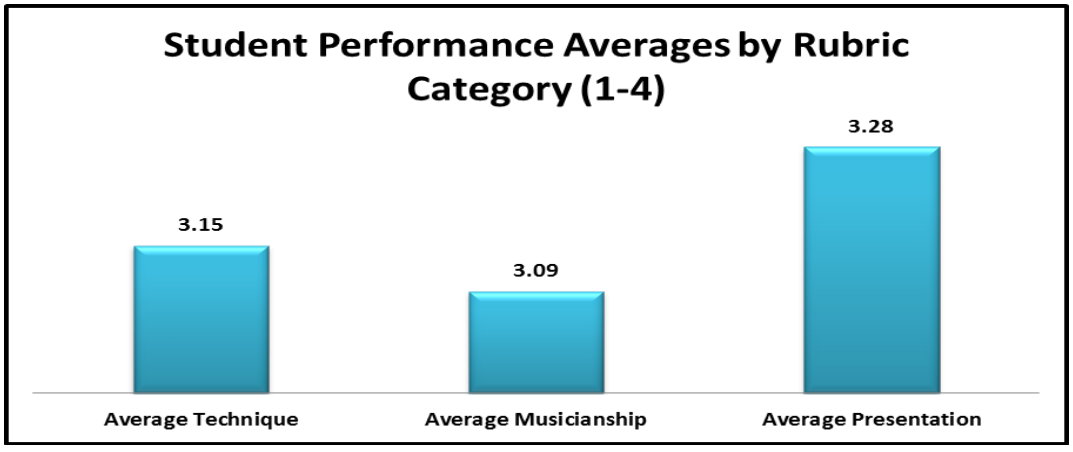
A.A. Music

2012 Student Learning Outcomes Assessment Report

Introduction: The data was collected as part of the Jury process within the Music Department. This process consists of a review of the students performing abilities using a standardized rubric. It is a critical part of the music program and is used to specifically evaluate the students playing ability. Each student is scored by multiple instructors (3 to 4) and there were a total of 58 graded rubrics collected. The students are scored on a four point scale (1 being the lowest rating and 4 the highest) on specific areas within their technique, musicianship, and presentation. This assessment evaluates students on the seven student learning outcomes in the program. The results of the assessment are reported below.

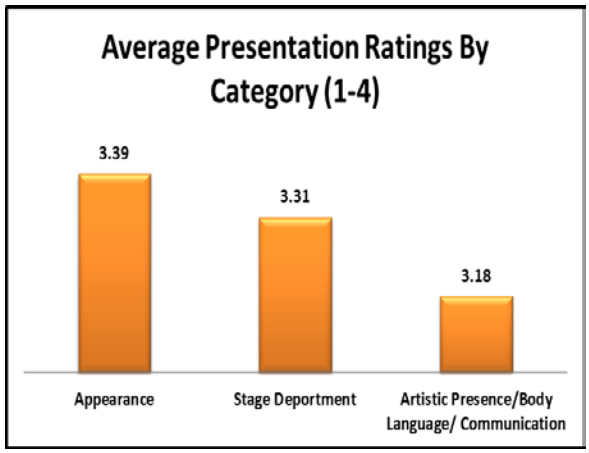
Music SLO's:

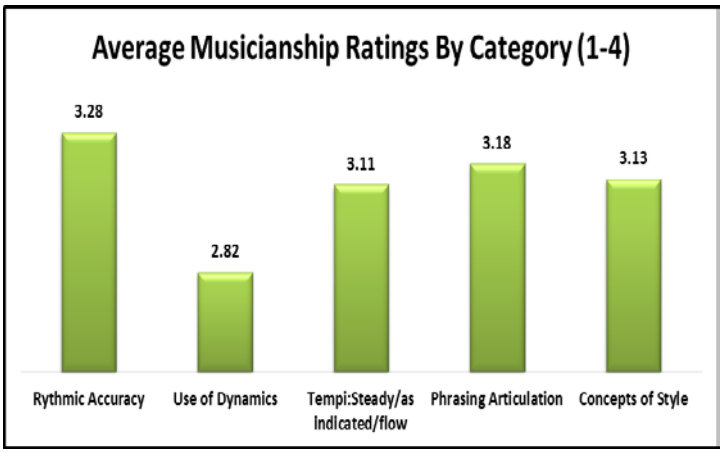
- SLO #1: Perform as a soloist with musical expression and technical proficiency.
- SLO #2: Interpret a variety of styles, periods and genres.
- SLO #3: Perform in collaboration with other musicians, using appropriate performance and stage presence techniques and artistic expression.
- SLO #4: Demonstrate keyboard proficiency, synthesizing theoretical and technical concepts.
- SLO #5: Demonstrate proficiency in musicianship skills, including sight-singing, ear training, dictation, and generating and notating original musical ideas.
- SLO # 6: Develop basic skills in manipulating current musical software programs, for purposes of research, composition and arrangement of music, recording and archiving.
- SLO #7: Develop basic analytical skills in diatonic harmony
- SLO #8: Develop basic analytical skills in chromatic harmony

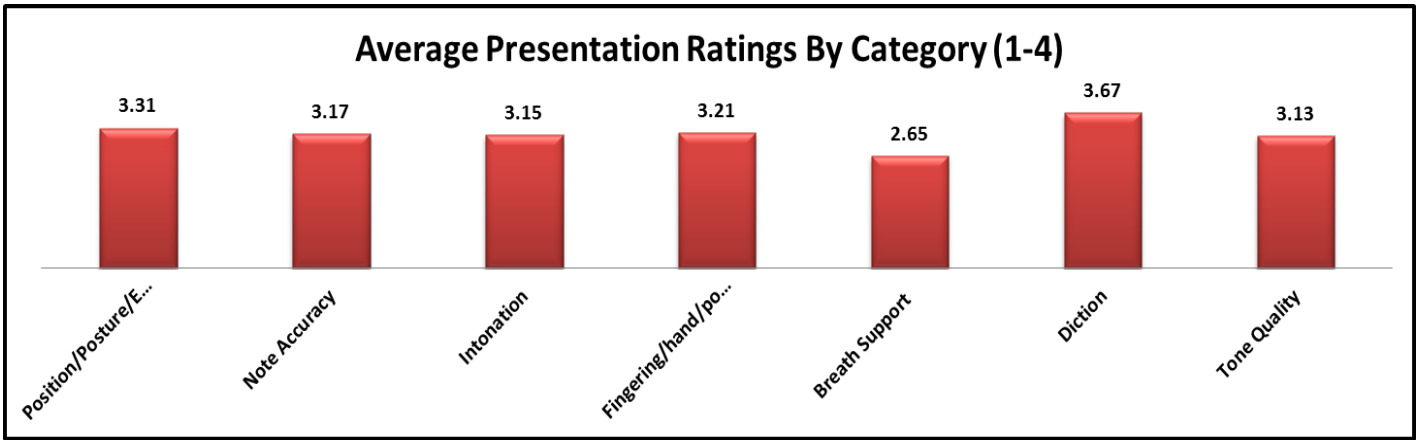


- The chart above shows that the students in the Music program scored well on the rubric. The average in all categories was above 3. This means that there is room for improvement, but overall students had competency in these areas.

- The charts below show a further breakdown of each of the three main categories (technique, musicianship, presentation) for measuring student competencies during their jury performance.



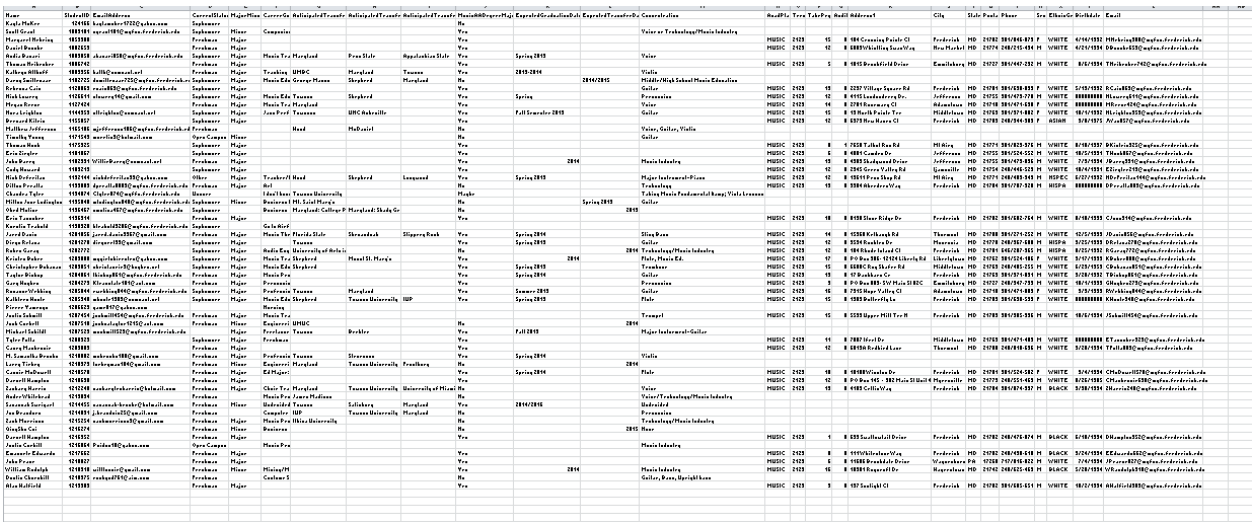




- There were only two areas where students scored below a 3. These were breath support, and use of dynamics. This could be an area of focus for improvement in the coming semesters.

Conclusion: The data above was collected and analyzed by the Institutional Effectiveness Department. Overall, it shows that students are demonstrating through their performances in front of Faculty that they are meeting the required SLO's for the Music A.A. program. This data will be reported back to the Music Program Manager for review so that improvements to instruction and assessment can occur to continue to collect accurate data and measure whether students are meeting the programs student learning outcomes when they complete. The information will also be included in the college's program review report about the Music A.A.

Appendix 16



Available Upon Request: Extension 2802

Appendix 17

Music Faculty Qualifications		
Faculty Member	Qualifications	Other Institutional Teaching Experience
Laura Armstrong	B.M. in Performance, Susquehanna University, M.M. in Performance, Duquesne University, D.M.A. in Performance, University of Maryland	Shippensburg University
Jason Ayoub	B.M. , University of North Texas	
Anna Claire Ballard-Ayoub	B.M., University of North Texas, M.M., Peabody Conservatory	Gettysburg College and Susquehanna University
Timothy Ballard	DMA, Benjamin T. Rome School of Music, Catholic University of America; M.A. , Jacksonville State University; B.M., Jacksonville State University	
Howard Burns	B.M., Howard University, M.M., Royal Conservatory of Music in Brussels, Belgium	
Paula Chipman	B.M.E., University of Kansas, M.M., Arizona State University, D.M.A., University of Maryland, College Park	Rice University, Mesa community College, and Northern Virginia Community College
Lynn Flemming	Julliard School	McDaniel College
Pat Franz	B.S., Kansas State University	Taubman/Golandsky Institute Certified Instructor
Adam Gonzalez	B.S., Wheaton College, M.A., Boston University	Georgetown University, Carroll Community College, and Montgomery College

Serap Gray	B.M., Peabody Conservatory of Music, M.M. Peabody Conservatory of Music	Maryland Conservatory of Music
Mary Gresock	B.M., Catholic University School of Music, M.M., University of College Park	
Greg Herron	B.M., University of Miami, Boston Conservatory	Baltimore School for the Arts and Park School of Baltimore
Jan Holly	Ph.D., University of Maryland, M.M., University of Cincinnati College Conservatory of Music, B.A., Ball State University	University of Maryland, Hood College, Edison Community College, Pensacola Junior college, University of Cincinnati College Conservatory of Music
James Hontz	B.M., New School of Music, M.M. Temple University, DMA, Peabody Institute of Music at Johns Hopkins University	Dickinson College, Gettysburg College, Lincoln University, Harford Community College
Suk-Yi Hyun	DMA, University of Maryland, M.M., University of Michigan, B.M., Seoul National University	
Alice Lee	B.M., Northwestern University, M.M. Northwestern University, DMA, University of Maryland	Levine School of Music
Aaron Lovely	B.M., Grand Rapids Baptist College, M.M., Indiana University	Columbia Union College and the McLean School of Music
David Loy	B.A., Elon University, M.M., Conservatory of Music at the University of Missouri-Kansas City	
Cam Millar	M.M., State University of New York, B.M. University of British Columbia	Shepherd college, SUNY College, Purchase, and Mt. Royal College
Candice Mowbray	B.M., Shepherd College, M.M., Shenandoah Conservatory, D.M.A., Shenandoah Conservatory	Shenandoah Conservatory, Shepherd University, Mount St. Mary's University, and Hagerstown Community College
John Pursell	DMA, University of Maryland, M.M., West Chester State College, B.M., West Chester State College	
Dana Rokosny	B.M., Ithaca College, M.M., Rice University	
Jennifer Rundlett	B.M., California State University Northridge, M.M., Peabody Institute, Post Graduate Diploma, Northern College of Music	Mt. Saint Mary's
Lynn L. Stainінger	B.M., Arizona State University, M.M., Arizona State University	
Anita Thomas		
Alice Tung	B.M., Eastman School of Music, M.M., Peabody Institute of Johns Hopkins University	McDaniel College

John Wickelgren	B.A., B.M., Oberlin College, M.M. Peabody Conservatory, D.M.A., Peabody Conservatory	Mt. Saint Mary's
Fred Wilcox	B.A. Yale University, M.M., Ohio State University, Doctoral Studies, University of Maryland College Park	

Appendix 18
Faculty Professional Development Activities, Selected List

Instructor	Activity
Mary Gresock, Voice	Graduate Study, Contemporary Commercial Music Vocal Pedagogy Institute, summer 2007, 2011, 2012, Shenandoah Conservatory, Virginia
Lynn Fleming, String Ensemble/Bass/ Fundamentals/Theory	Baltimore Chamber Orchestra Conducting Workshop, Markand Thakar, director, Baltimore, December 2011.
Jennifer Rundlett, Music Apprec, Flute Choir, Intro/ Creative Arts	Pepperdine University Summer Institute, delivering lectures on the arts and religious expression, Malibu, California, 2009-2012; National Flute Convention, 2000-2007
John Wickelgren, Piano, Aural Skills	Golandsky International Piano Institute, Princeton University, July 2001-2013; The Well-Balanced Pianist Workshop, Colorado, 2008-2009;
Patricia Franz, Piano	Golandsky International Piano Institute, Princeton University, July 2006-2012
Jan Holly, Program Manager	Golandsky International Piano Institute, Princeton University, July 2006-2012
Laura Armstrong, Clarinet, Orch Ens.	International Clarinet Association, ClarinetFest, including solo appearance, Kimball Hall, University of Nebraska-Lincoln, August 2012
Lynn Stainінger, Voice, Piano, Theory, Fundamentals, A and K	American Choral Directors Association national conventions, Chicago, 2011, Dallas, 2013; eastern division ACDA convention, Hartford, CN; Jason and Jeremy's Jazz Theory Boot Camp, Denver, Colorado, 2011, Creston, Iowa 2012; Conductors' Seminar, Sarteano Chamber Festival, Sarteano, Italy, 2009; Berkshire Choral Festival, St. Matthew Passion, Berkshire, Massachusetts, 2010.
Greg Herron, Percussion	Percussive Arts Society International Convention, Austin, Texas, Nov 1-3, 2012; Private lessons, Don Liuzzi, principal timpanist, Philadelphia Orchestra, Curtis Institute, June-Oct 2012

Appendix 19

Frederick Community College

Academic Program Review 2011-2016

A.A. Music

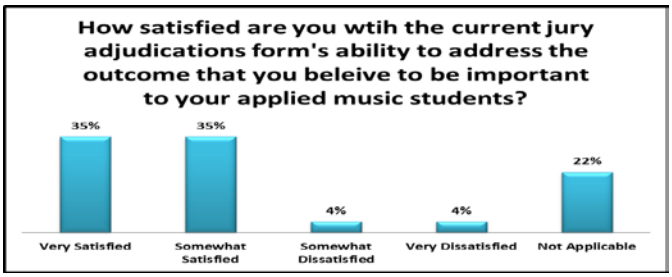
Music Program Review Faculty Survey Responses

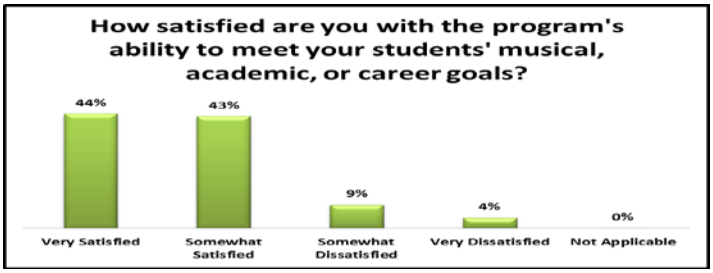
Introduction: The data was collected as part of the program review process. The assessment coordinator, in coordination with the Music program coordinator, created a survey to gauge faculty responses in order to better understand how they feel about the music program. The survey was sent to 27 faculty members and 23 responded (response rate= 85%). The data below gives a detailed analysis of the results collected.

- In response to the question, "Overall how would you rate your experience teaching in Frederick Community College's music program?", 13 (57%) faculty responded with excellent, 7 faculty (30%) responded with good, 2 faculty (9%) responded with fair, and 1 faculty (4%) responded with poor.
- In response to the question, "Would you recommend this music program to other teachers as a worthwhile place of employment?", 21 (91%) faculty responded yes and 2 (9%) faculty responded no.

Faculty Satisfaction Ratings					
	Very Satisfied	Somehwat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable
Performance Opportunities	35%	39%	13%	9%	4%
Facilities and equipment for teaching	32%	46%	18%	4%	0%
Program manager's responsiveness to your instructional needs	86%	9%	5%	0%	0%
Professional development opportunities	50%	27%	9%	0%	14%
Collegial atmosphere, as part of the instructional team	59%	36%	5%	0%	0%
Freedom and encouragement to take risks	59%	27%	5%	0%	9%

- The data above and the charts below show faculty responses about their satisfaction in specific areas. Overall on all questions the majority (above 50%) of respondents felt they were "very satisfied" or "somewhat satisfied".





Conclusion: This data will be reported to the program manager of the music department and shared as part of the program review process. Responses will be then considered when changes or suggestions are made to the program. An appendix of faculty open-ended responses is attached below.

Appendix I

- **Faculty Responses to the question, "What additional comments might you have regarding any of the questions that you have answered on this survey?"**

  The department chair and program manager are great. There is a real sense of a music department at FCC that is competitive with that of four-year institutions. I would love to see the program continue to grow. Although it may not be possible, I think the program would benefit greatly by having more full-time instructors so there is more on-campus dedication and presence. If this isn't possible, then having area coordinators like a keyboard division chair, or instrumental division chair would help to coordinate and propel development. The electronic music course is a GREAT asset.

  It is unbelievable that teaching studios don't have computers. It pains me to see computers everywhere, many not being used at times. Students studying jazz are required to create recordings of standards that they produce and use to practice improv, but we can't use these at the lesson because there is no way to play them. I can't demonstrate repertory, correct posture of top players, or other resources that are essential for development. I teach at three other colleges, all of which have computers in the teaching studios (one is a MD community college), and I use computers during the lessons of 75% of lessons. The new teaching spaces are a vast improvement over teaching in practice rooms, and they are appreciated. Please note that the questions supplied involve considerations outside of the music dept., and any dissatisfaction that I have stems from those outside sources, not from within the music dept.

  I would recommend this as a place of employment to a colleague but compensation is not competitive and frankly far below the current norm. Otherwise, I think it is a strong program and am happy to be employed here.

  Some things unclear in terms of credit student's applied requirements, performance opportunities, degree of rigor expected in course work, etc. Not consistent across program.

  We work hard for this institution. Better pay for that hard work would be appreciated.

  I listed being somewhat satisfied for performance opportunities, although my feeling is that there should be a music faculty series (separate from a guest artist series) which allows faculty to perform more often, whether solo or in combinations. Hopefully the new performance space might allow that idea to become a reality...students need to see faculty perform more often so that they can see not only what it takes to become a successful exponent of their chosen instrument, but to be inspired to continue working (regardless of what they end up doing when they leave FCC). I also feel faculty need to take more initiative to hold their own weekly (or at least monthly) performance classes for their students (which should be easier when the new facilities are operational). I believe I am not alone in feeling that we, the faculty, are not adequately preparing our students for the challenges they face in a four-year college/university music program. It's true that some students come to FCC with little or no experience in their chosen field, but it is ultimately up to us to quickly train them to acquire and retain basic knowledge of this field and in some cases that doesn't happen. I need to have more time to work with some students outside of class, and I have been unable to stay in constant contact with them. I wish there were an easy answer for this problem, but I don't see it at this time.

  The music program has good people with excellent qualifications - both the program directors and the faculty. As compared to the other places I teach, FCC is peaceful and a supportive environment. Kudos to Jan and Paula!

Appendix 20

FCC MUSIC PROGRAM CALENDAR, FALL 2012

Sunday, September 16, 3 p.m. "Balio Goes Baroque." Popular BSO Principal Trumpet Andrew Balio, soprano Nola Richardson and a virtuoso chamber orchestra, the Barocco Solisti di Baltimore, feature the clarion sounds of high trumpet and soprano in the timeless music of Bach, Corelli, Scarlatti and Handel. Free admission.

AREA REPERTOIRE CLASSES
Saturday, Sept 22, 11 a.m.- 12:30 p.m. Strings, Brass, Woodwind, Percussion—Jennifer Rundlett Room 109 (Alice Lee, accompanist).
Monday, Sept 24, 5 to 6:15 p.m. Piano– John Wickelgren Room 109.
Tuesday, Sept 25, 6 to 7:15 p.m. Voice – Paula Chipman Room 112.
Tuesday, Sept 25, 7:30 to 8:45 p.m. Guitar– Jim Hontz Room 105.

Monday, October 15, 4:30 to 7:30 p.m. Young Musicians (non-credit) Repertoire Class No. 1. 3 one-hour sessions. Amanda Strand, guest lecturer; Pat Franz.
Monday, October 15, 7:30-9:30 p.m. College Division Repertoire Class No. 1. Greg Herron.

October 19-21, 9 a.m. to 4 p.m. Taubman Master Piano Teacher Robert Durso. Open lessons. F105.

AREA REPERTOIRE CLASSES
Monday Oct 22, 5:15 to 6:30 p.m. Guitar, Serap Gray, F112.
Thursday, Oct 25, 6 to 7:15 p.m. Bass, Strings, Brass, Woodwinds, Lynn Fleming, F111.
Thursday, Oct 25, 3:30 to 4:45 p.m. Voice, Lynn Stainінger, F105.
Saturday, Oct 27, 11:15 a.m. to 12:30 p.m. Piano, Alice Lee, F109.

Saturday, October 27, 8 p.m. Frederick Symphony Orchestra "Exotic Landscapes." Featuring Smetana's The Moldau, Mozart's Horn Concerto No 3, and Rimsky-Korsakov's Scheherazade. Paul Hopkins is natural horn soloist. Elisa Koehler directs.

Saturday, November 10, 7:30 p.m Artist Series/Faculty Concert. "Copland's America: The American Cultural Scene, 1900-1950." FCC faculty artists and guests present Aaron Copland's landmark piece Appalachian Spring and contributing voices of his artistic world: composers George Gershwin, Jerome Kern and Samuel Barber, and artists Andrew Wyeth and Edward Hopper. Elisa Koehler directs. Free admission.

Monday, November 12, 4:30 to 7:30– Young Musicians (non-credit) Repertoire Class No. 2. (3 one-hour sessions. Amanda Strand, guest lecturer; Pat Franz.
Monday, November 12, 7:30 to 9:30 p.m. College Division Repertoire Class No. 2. Dr. John Wickelgren.

Tuesday, November 13, 4:30 to 8 pm. **String Recital Rehearsal.**

Wednesday, November 14, 7-9 p.m. Flute Choir Dress Rehearsal.

Thursday, November 15, 7:30 p.m. "Yes Virginia, There Is a Santa Claus." FCC's fabulous Flute Choir and soloists inaugurate a holiday season filled with child-like faith, innocence and romance. Special guests include principal wind players from the Maryland Symphony Orchestra, performing highlights from Tchaikovsky's *Nutcracker Suite*. Jennifer Rundlett directs. Free admission.

Sunday, November 18, Student Recitals. 2 p.m [Fred Wilcox]; 4 p.m [Pat Franz**]**; 6:30 p.m. [Dana Rokosny].

Monday, November 19, 4:30 to 8 p.m. Student Recital Rehearsal.

THANKSGIVING RECESS NOVEMBER 21-24

Monday, November 26, 6:30 to 9 p.m. Wind Ensemble Dress Rehearsal.

Tuesday, November 27, 4:30 to 8 p.m. Student Recital Rehearsal.

Thursday, November 29, 6-10 pm. **Jazz Two! Dress Rehearsal.**

Friday, November 30, 7:30 p.m. "Winter Nocturnes." The FCC 55-player Wind Ensemble warms the stage with music for a winter's night. Aaron Lovely directs.

Saturday, December 1, Guitar Juries. 10 a.m.-12 noon. F109 [Candice Mowbray, James Hontz, Serap Gray].

Saturday, December 1, Student Recitals. 12 Noon [James and Alice Tung; Lotus Trio, Coach, John Wickelgren]; 2 p.m. [Candice Mowbray, Alice Lee, James Hontz]; 4 p.m. [Lynn Stainінger].

Sunday, December 2, Student Recitals. 2 p.m. [Mary Gresock, Laura Armstrong]; 4 p.m. [David Loy, Suk-Yi Hyun]; 6 p.m. [James and Alice Tung].

Monday, December 3, 7:30 p.m. Jazz Two! "Swinging the Blues." FCC's Jazz improv group washes away your winter blues with blue-tinged songs. Anita Thomas directs and plays along. Free admission.

Tuesday, December 4, 6:00-9:30 p.m. Choir Dress Rehearsal. JBK Theater.

Wednesday, December 5, 7 to 10 p.m. Jazz Ensemble Dress Rehearsal. JBK Theater.

Thursday, December 6, 7:30 p.m. All That Jazz! Popular Jazz Trombonist Greg Boyer headlines the FCC big-band Jazz Ensemble's fall concert. Howard Burns directs. General admission: $12 Adults. $10 Students and Seniors. Free to FCC students and staff with ID. Tickets may be purchased at the Theater Box Office the evening of the performance.

Friday, December 7, Juries. Credit students, except guitar. 10 a.m. to 12 p.m. [Mary Gresock, James Tung, Suk-Yi Hyun]; 1:30 to 3:30 p.m. [Laura Armstrong, Lynn Fleming, Lynn Stainінger]; 3:30 to 5:30 p.m. [Laura Armstrong, Lynn Fleming, David Loy]. F109.

Friday, December 7, 7:30 p.m., Saturday, December 8, 3:00 p.m. "A Choral Arts Christmas." The Choral Arts Society of Frederick and FCC Choir inaugurate the season with traditional holiday favorites, featuring the St. James Brass. Tickets and information at casof.org. Lynn Stainінger directs.

Saturday, December 8, 7:30 p.m. "Percussion POPS." FCC's Percussion Ensemble features Michael Aukofer's "Identity Crisis," Chris Crockerell's "Circus, Circus," Clair Musser's famous marimba arrangements, and John Cage's "Third Construction," commemorating Cage's centennial year. Greg Herron directs. Free admission.

Sunday, December 9, 3 p.m. "Holiday Highlights." FCC's 15-piece swinging String Ensemble celebrates the holidays with fun, friends and food. Lynn Fleming directs. Free admission.

Saturday, December 15, 8 p.m., Sunday, December, 16, 3 p.m. "Christmas Around The World." The Frederick Symphony Orchestra features the music of Sammartini, Myers, Christensen and Anderson.

FCC MUSIC PROGRAM CO-CURRICULAR CALENDAR, SPRING 2013

AREA REPERTOIRE CLASSES

Monday February 25, 5 to 6:15 p.m. Piano– John Wickelgren, instructor, Rm. 104B
Tuesday, February 26, 7 to 8:15 p.m. Voice – Mary Gresock, instructor, Rm. 112
Tuesday, February 26 7:30 to 8:45 p.m. Guitar– Jim Hontz, instructor, Rm. 104B
Wednesday, February 27, 5 to 6:15 p.m. Instruments (strings, brass, woodwinds)—Fred Wilcox, instructor, Rm. 111.

Monday, March 4, 4:30 to 7:30 p.m. Young Musicians (non-credit) Repertoire Class No. 1. (3 one-hour sessions). Amanda Strand, guest lecturer; Pat Franz, instructor.

Monday, March 4, 7:30-9:30 pm. College Division Repertoire Class, Tim Ballard, instructor.

Saturday, March 9, 8 p.m. Forces of Destiny. The Frederick Symphony Orchestra and selected FCC students perform Verdi, Holst, and a concerto featuring the Young Artist Competition winner for winds. Adults: $20; Seniors: $14; Students: $10. Tickets available at the door. Call 301-685-3585, or www.fredericksymphony.org.

SPRING BREAK 2012 MARCH 18-24

AREA REPERTOIRE CLASSES

Monday, March 25, 5:15 to 6:30 p.m. Guitar– Serap Gray, instructor, Rm. 104B
Thursday, March 28, 6 to 7:15. Strings, Brass, Woodwinds, Percussion– Lynn Fleming, instructor, Rm. 109
Thursday, March 28, 6 to 7:15 p.m. Voice—Paula Chipman, instructor, Rm. 111
Saturday, March 30, 11:30 a.m. to 12:45 p.m. Piano—Suk-Yi Hyun (with Jennifer Rundlett), instructor, Rm. 105

April 5 9 a.m. JBK TUNING

Friday, April 5, 7:30 p.m. The Belmonte Trio in Concert. Pianist Robert Durso, violinist Jennifer K. Lee and ‘cellist Glenn Fischbach return by popular demand to perform chamber music by Beethoven, Glière and Brahms. Free Admission.

Saturday, April 6, 9 a.m.-4:30 p.m. 8th Annual Robert Durso Mid-Atlantic Workshop on Taubman Piano Technique. Featuring lectures, technique clinic, open lessons and three advanced players performing in master class. $50 registration fee; lunch included.

Saturday, April 6, 10 a.m.-12 noon. 2nd Annual Glenn Fischbach Chamber Music Clinic. Led by renowned ‘cellist Glenn Fischbach, and featuring student chamber group the Morini Piano Quartet. Open to the public.

Sunday, April 14, 7 p.m. Guitar Gala. FCC faculty artists Dr. Serap Gray, Dr. James Hontz and Dr. Candice Mowbray, back by popular demand, present an afternoon of masterworks for classical guitar by Barrios, Machado, Scarlatti, Piazzolla, and Bach. Free Admission.

Monday, April 15, 4:30-7:30 p.m. Young Musicians (non-credit) Repertoire Class No. 2. (3 one-hour sessions. Amanda Strand, guest lecturer; Pat Franz, instructor.

Monday, April 15, 7:30-9:30 p.m. College Division Repertoire Class. David Loy, Instructor

Wednesday, April 17, 7-10 p.m. Flute Choir Dress Rehearsal.

Thursday, April 18, 2 p.m. TUNING

Friday, April 19, 4-9 p.m. Recital Rehearsal.

Saturday, April 20, 10 a.m. – 2 p.m. Recital Rehearsal.

Sunday, April 21, 3 p.m. As Time Goes By: A Tale of Classic Love and Romance. FCC's Flute Choir and soloists perform in concert with guest artists, the Monocacy Jazz Quartet. Jennifer Rundlett directs. Free admission.

Monday, April 22, 4-9 p.m. Recital Rehearsal.

Wednesday, April 24, 6-10 p.m. Jazz Dress Rehearsal.

April 25 9 a.m. JBK TUNING

Thursday, April 25, 7:30 p.m. All That Jazz: The popular Eric Byrd Trio joins FCC's Big-Band Jazz Ensemble for their annual spring concert. Howard Burns directs. General admission, $12; students and senior citizens, $10; free to FCC students and staff.

DELETE FRIDAY APRIL 26, JURIES

Saturday, April 27, Student Recital. 2 p.m. [Fred Wilcox and Alice Lee]

Sunday, April 28, Student Recitals. 2 p.m. [David Loy, Tim Ballard, John Wickelgren], 4 p.m. [Pat Franz], and 6 p.m. [John Wickelgren, Dana Rokosny]

Monday, April 29, 6 to 10 p.m. Jazz Two Dress Rehearsal.

Tuesday, April 30, 7 p.m. Jazz II! Swings into Spring. A night of jazz classics to satisfy your soul and wash away your winter blues. Director Anita Thomas and her improv group groove on the likes of Cole Porter and Charlie Parker, among notable others. Free admission.

Wednesday, May 1, 7:30 p.m. A Rumble in Frederick. FCC's Percussion Ensemble, directed by Greg Herron, performs its annual spring concert, with a night of relentless drumming! Features music by the legendary experimental American composer John Cage, as well as Lou Harrison, Ed Argenziano, and Anthony Cirone. Free admission.

Thursday, May 2, through, Sunday, May 5. [for participating FCC students and faculty] **Choral Arts Society of Frederick, Frederick Symphony Orchestra.** Rehearsal and Concerts: Beethoven Ninth Symphony. [Performance at International Community Church, 123 Byte Drive].

Friday, May 3, Juries. 10 a.m.-noon: Suk-Yi Hyun, Lynn Fleming, Fred Wilcox; 1-3 p.m.: Tim Ballard, David Loy, Fred Wilcox; 3-5 p.m. Tim Ballard, Laura Armstrong, Larry Linton. MUST BE CONCLUDED AT 5 P.M.

Saturday, May 4, 10 am-noon. Guitar Juries. [Candice Mowbray, Serap Gray, Jim Hontz].

Saturday, May 4, Student Recitals. Noon [Mary Gresock and Alice Tung]; 2 p.m. [Candice Mowbray, Serap Gray, Jim Hontz], and 4 p.m. [Suk-Yi Hyun].

Monday, May 6, 6 to 10 p.m. Wind Ensemble Dress Rehearsal.

May 9, 9 a.m. JBK TUNING

Thursday, May 9, 7:30 p.m. Music in the Americas. FCC's String Ensemble performs selections from Bernstein's West Side Story, Copland's Hoedown, some Latin American surprises, and a new work, Concerto for Triangle. Lynn Fleming directs. Free admission.

Friday, May 10, 7:30 p.m. Fun with Keys, Valves, Slides, Bows and Sticks. . . and other Melodious Sundries. FCC's Wind Ensemble performs its spring concert. Aaron Lovely directs. Free admission.

Saturday, May 11, 3 p.m. Songs From the Cinema. The Choral Arts Society of Frederick and FCC's choral students perform music of "Spaghetti Western" composer Ennio Morricone, Spielberg film composer John Williams, the Disney animated film "Brave," and the award-winner "The Hunger Games." Tickets at casof.org. Lynn Stainінger directs.

Sunday May 12, 3 p.m. Honors Recital. George L. Shields Scholarship recipients and selected students from FCC's music program perform a concert of varied repertoire. Free admission.

Tuesday May 14, 7:30 p.m. Capstone Recital. Graduating music majors in FCC's music program perform a concert of varied repertoire in the Jack B. Kussmaul Theater. Free admission. The students present an evening of solo classical music and jazz. The recital features guitar students Roxanne Wehking and Diego Retana, piano student Nick Defreitas, flute student Katie Houle, and voice students Olivia Bishop and Ahdia Bavari. The concert includes works by Debussy, Beethoven, Fauré, and Schubert. The students are nearing completion of their AA degrees in music, with plans to transfer to four-year institutions. Bios attached.

Saturday, June 15, 8 p.m. A Salute to Broadway. The Frederick Symphony Orchestra performs favorite Broadway show tunes by Bernstein, Rodgers *et al*. Adults: $20; Seniors: $15; Students: $10.

Appendix 21

Room Schedule Fall 2012

Monday

F109 Dana Rokosny, vln, noon-5:30 pm [in PR 11-12:15 for 2 weeks after Labor Day]; James Tung, vln, 5:30-6:30 pm [chamber ens]
F111 Lynn Stainінger 3-7 pm
PR 1 Dana Rokosny, vln, 5:30-8 p.m.
PR 2 John Pursell, trpt, 3-9 pm
PR 3
PR 4
F103A Candice Mowbray, guitar, 9am-1 pm James Tung, vln, 1 pm-5:30pm
F103B[ig] John Wickelgren, piano, 9:30 am -noon; 4:30-8 pm
F104A; Serap Gray, guitar, noon-5 pm; 7:30-9pm
F104B[ig] Jennifer Rundlett, flute, 10:45 am-12:30 pm

Tuesday

F109 Dana Rokosny, vln, noon-8 pm
F111 Adam Gonzalez, cello, 11 am-12; 2-9 pm
PR 1 David Loy, voice, 4-9 pm
PR 2 Larry Linton, cl/sax 2-6 pm
PR 3 John Pursell, trpt, 4-7:30 pm
PR 4
F103A James Tung, vln, 2-7:30 pm
F103B[ig] John Wickelgren, piano, 9am-8pm
F104A Jim Hontz, guitar, 3-9 pm
F104B[ig] Jennifer Rundlett, 2-6:30 pm

Wednesday

F109 Aaron Lovely, Low Brass, 2:30-6pm
F111 Dana Rokosny, vln, noon-8 pm
PR 1 Fred Wilcox, vln, 1:30-7:45pm
PR 2
PR 3
PR 4
F103A Alice Tung, 1-8:30 pm
F103B[ig] John Wickelgren, piano, 10am-noon; 4:30-8:30 pm (chamber ens 7:30-8:30)
F104A Jennifer Rundlett, flute, 9:45 am-12:30pm; 3:30-7:30 pm
F104B[ig] Lynn Stainінger, 3-7 pm

Thursday

F109 Fred Wilcox, 11 am-noon; Laura Armstrong, sax/cl 2-7 pm
F111 James Tung, vln, 12:30-7:30pm [12:30-1:30 pm chamber ens]
PR 1
PR 2
PR 3
PR 4
F103A David Loy, voice, 11 a.m.-5 pm; Lynn Fleming, string bass 5-7 pm; Laura Armstrong, clarinet, 7-9 pm
F103B[ig] Suk-Yi Hyun, piano, 10 am-9 pm
F104A Candice Mowbray, guitar 9am-noon; Fred Wilcox 1:30-9 pm
F104B[ig] Mary Gresock, 2-8:30 pm

Friday

F109 Greg Herron, perc, 10 am-8:30 pm
F111 John Wickelgren, piano, 10-4:30; 5:30-7:30 pm
PR 1
PR 2
PR 3
PR 4
F103A James Tung, vln, 12:30-7 pm
F103B Mary Gresock, 2-8:30 pm
F104A
F104B[ig]

Saturday

F109
F111 Alice Lee, piano, 9:30 am-4:15 pm

PR 1
PR 2
PR 3
PR 4
F103A
F103B[ig]
F104A
F104B[ig]

Room Schedule Spring 2013
Monday
F109
F111 Candice Mowbray, guitar, 8 a.m.-2 p.m.; Lynn Stainінger, voice/piano 2:30-7 p.m.
PR 1
PR 2 John Pursell, trpt, 3:30-9 p.m.
PR 3
PR 4
F103A Lynn Fleming, bass, 12:30 – 2 p.m
F103B[ig] John Wickelgren, piano, 9:30 am -noon; 4:30-8 p.m.
F104A; Serap Gray, guitar, noon-5 p.m.; 7:30-9 p.m.
F104B[ig] Jennifer Rundlett, flute, 10:45 am-12:30 pm; Dana Rokosny, vln, 12:45-8 p.m.
Tuesday
F109 Tim Ballard, voice, 11 a.m. to 3:30 p.m.
F111 Adam Gonzalez, cello, 2-9 p.m.
PR 1 David Loy, voice, 3-9 p.m.
PR 2 Larry Linton, cl/sax 2-6 p.m.
PR 3 John Pursell, trpt, 4-8 p.m.
PR 4
F103A; Dana Rokosny, vln, noon-8 p.m.
F103B[ig] John Wickelgren, piano, 9 a.m.-8 p.m.
F104A Jim Hontz, guitar, 3-9 p.m.
F104B[ig] Jennifer Rundlett, flute 2-6:30 p.m.
Wednesday
F109 Aaron Lovely, Low Brass, 2-6 p.m.
F111 Lynn Stainінger, voice/piano 2:30-7 p.m.
PR 1
PR 2
PR 3
PR 4
F103A Alice Tung, violin/viola 1-8:30 p.m.
F103B[ig] John Wickelgren, piano, 10 a.m.-noon; 4:30-8:30 pm (chbr ens 7:30-8:30 p.m.)
F104A Fred Wilcox, vln, 1:30-8:30 p.m.
F104B[ig] Lynn Fleming, bass, 12:30-1:30 p.m., Jennifer Rundlett, flute, 3:30-7:30 p.m.
Thursday

F109 David Loy, voice, 10 a.m.-4:30 p.m.;
F111 Adam Gonzalez, 11 a.m. – 4 p.m.
PR 1
PR 2
PR 3
PR 4
F103A Laura Armstrong, clarinet, 2-9 p.m.
F103B[ig] Suk-Yi Hyun, piano, 11 a.m.-9 p.m.
F104A Fred Wilcox, violin 11 a.m.-8:15 p.m.

F104B[ig] Mary Gresock, voice, 3-8 p.m.

Friday

F109 Greg Herron, perc, 10 a.m.-8:30 p.m.
F111 John Wickelgren, piano, 10-4:30; 5:30-7:30 p.m.
PR 1
PR 2
PR 3
PR 4
F103A
F103B Mary Gresock, 3-6 p.m.
F104A
F104B[ig]
Saturday
F109
F111 Alice Lee, piano, 9:15 a.m.-4 p.m.
PR 1
PR 2
PR 3
PR 4
F103A
F103B[ig]
F104A
F10

Appendix 22

Frederick Community College

Academic Program Review 2011-2016

A.A. Music Program

Spring 2013

External Reviewer Report

Submitted to
Dr. Jan Holly, Program Review Team Chair
Jacob Ashby, Institutional Research Office

By External Reviewer
Patti Crossman, Music Program Coordinator
Community College of Baltimore County/Essex

May 2013

I. Summary

I would express my gratitude for the warm welcome Professor Eli Wirth and I received on May 14, 2013, when we visited Frederick Community College. We were given an instructive tour of the Music Program facilities by Michelle Hall and Mark Sikes, and we experienced cordial, open and informative visits with music faculty and students, and with Dr. Jan Holly, Music Program Manager. It is clear from the climate we encountered that the Music Program at Frederick Community College is a working unit where students and faculty enjoy their work and each other.

Professor Wirth and I were fully prepared for our visit by the excellent Self Study Report authored by Dr. Holly, Dr. Paula Chipman, Dr. John Wickelgren, Ms. Lynn Stainінger, and Ms. Jennifer Rundlett. The report was clear, well-organized, well-written, and informative.

The mission and objectives of the Frederick Community College Music Program, as described in the self-study, are most fitting for a two-year college program. The program provides a broad range of curricula, courses, and applied and ensemble experiences for Frederick County residents wishing to pursue music as a career or for life-span enrichment. The Program also provides to Frederick County music lovers affordable access to high-quality concerts, performed by FCC's artist-faculty, advanced students and guest artists. The Music Program Goals are comprehensive, appropriate, and applicable to the Program mission, and the Program mission is well-aligned with the mission of the College.

All of the Music Program's Student Learning Outcomes are measureable and most certainly relevant to the mission, goals, and objectives. With the exception of software proficiency, the assessment tools and results detailed in the Self Study Report show that the Program is effective in achieving the desired student learning outcomes. Because it is currently in its first semester, the music technology class (MU161EX), which addresses software proficiency, has not yet yielded assessment data . The methods of assessment are appropriate and in sync with those of music programs, departments, and schools nationwide.

The Associate of Arts degree demonstrates a variety of topics, methods and approaches to teaching and learning, by virtue of its adherence to national curricular standards put in place by the National Association of Schools of Music [NASM], and by its adherence to guidelines put in place by the Maryland Area College Music Association [MACMA]. Its four-semester course sequences present all of the skills necessary for mastery at the end of the sophomore level of music study. The skills classes make use of current technology-augmented instruction, and the applied courses provide a variety of performance opportunities in both lower and higher intensity formats. The general education program incorporates current trends in music instruction, including in addition to the traditional music appreciation and fundamentals courses, world music. History of American Popular Music will be introduced in spring 2014. Online sections in music appreciation, music fundamentals, and world music are also available.

The quality and breadth of music courses delivered, the use of state and national standards as strong curricular guidelines, the high skill levels required in applied music and ensembles, and the attention to the needs of the general student population, amateur musicians, and the public all point directly to the very high quality of music education offered by the FCC Music Program.

II. Observations based on the Self Study Report and the Site Visit

A. Strengths
   1. An excellent faculty that is highly qualified and experienced, most of whom are active performers
   2. A synergetic blending of credit and non-credit students, notably in ensembles
   3. Continuity of instruction and long-term faculty, demonstrating
      a. stability and consistency of instruction
      b. a high degree of satisfaction among the faculty, notably the 27 adjunct faculty

4. Significant outside funding from the George L. Shields Foundation, thanks to the work of Program Manager Dr. Jan Holly; of special note is that these funds are earmarked for student scholarships and faculty development, including adjunct faculty.
5. A superb new piano and music technology lab
6. A planned recording booth which will give the Music Program the capacity to record applied music and small ensemble performances and to provide hands-on experience for recording technology students*
7. A planned new performance space for small ensembles and recitals, along with a fine theatre suitable for larger ensembles and audiences**
8. Five teaching studios (please also see Recommendation, No. 3)
9. A wonderful slate of special programs for students, faculty, and the community (listed on p. 6 of the Self Study)
10. An outstanding concert grand piano (Bösendorfer Imperial Grand)
11. Effective marketing and promotion of the Music Program
12. A cohort of music students that is engaged, energetic, prepared, and very pleased with the instruction and their overall experience with the FCC Music Program, as evidenced by the comments reported in the Self-Study and by comments made during a meeting with the visitors. This is the bottom line for which all educators strive, and there is no other benchmark that is more important.

B. Recommendations

1. It is recommended that the Operating Budget be increased by at least $5000 in order to maintain the integrity of the Music Program and to allow for instrument and equipment maintenance.
2. It is recommended that a maintenance/replacement plan be developed for instrument and equipment repairs and replacement. This is especially important in light of the new Music Tech Lab and the aging piano inventory.
3. The workload of the Music Program Manager is extremely heavy, with the administration and nurturing of both credit and non-credit offerings, as well as the maintenance of the mutually beneficial relationship of credit and non-credit curricula. Additionally, the Program Manager administers all student performances, guest artist recitals, and other outreach and marketing activities. It is strongly recommended that the reassigned time for the Music Program Manager be increased to 12 credits per semester.
4. Renovations recently completed and still in progress will add much needed teaching, rehearsal, and performing space; it is strongly recommended that the Music Program retains its current classroom/rehearsal room. *It also is strongly recommended that the new black box be retro-fitted with acoustical treatments, a curtain, and a backstage area in order to provide a proper performance space for music as well as theatre, **and in order that the recording booth is able to be used for as many musical performances as possible.
5. Using practice rooms as teaching spaces is not conducive to teaching or learning; it is strongly recommended that the use of the practice rooms for teaching be kept to a minimum.
6. It is recommended that the custom of open access to practice rooms be curtailed; because of their limited number, practice rooms should be available to music students only.
7. Practice and teaching spaces should be sufficiently acoustically treated to eliminate sound leakage.
8. FCC's music curriculum, standing at 67-69 credits, is plagued by the conflict between the number of courses/credits required to fulfill standard music requirements in a two-year music program vis-à-vis the number of required general education courses. This is a problem shared by FCC's sister institutions. It is not possible to decrease the number of Music Program requirements and still retain the high caliber curriculum and thorough preparation of students for transfer. It is strongly recommended that students pursuing the A.A. in Music use MU 101 to satisfy their Arts & Humanities general education requirement. Howard Community College and the Community College of Baltimore County students use music appreciation or music literature courses to satisfy

the requirement. CCBC students must use music appreciation to fulfill the H&A general education requirement, as prescribed by the National Association of Schools of Music.

9. It is recommended that the Music Program plan weekly or bi-weekly repertoire classes that are scheduled at a time when ensembles are not rehearsing.
10. Students would greatly benefit from a convenient and secure instrument storage space; it is recommended that a space be designated for this purpose.

III. Final Thoughts

It has been an honor and a pleasure to serve as an external reviewer for Frederick Community College's Music Program. The College should be very proud of this program and its offerings, its faculty, and its students.

Appendix 23

Frederick Community College

Academic Program Review 2011-2016

A.A. Music Program

Spring 2013

External Reviewer Report

Submitted to
Dr. Jan Holly, Program Review Team Chair
Jacob Ashby, Institutional Research Office

By External Reviewer
Eli Wirth, Music Program Head
Carroll Community College

May 2013

The Frederick Community College A.A. Music Program Self-Study review process is thorough, providing historical background, evolution and steady growth to the present. The Music department mission is in alignment with the FCC Mission statement. The program provides diverse offerings of quality coursework, applied lessons and ensembles for anyone seeking musical fulfillment. In addition, it provides enriching, affordable performances for the enjoyment of the Frederick community.

The Program Goals are clear, concise, and relevant to the program, outlining necessary elements for NASM alignment. The goals and standards reflect high quality education with essential coursework offered, fulfilling NASM instructional standards. The majority of applied options are available, as well as solo, small and large ensemble performance experience. The needs of the community are met through the promotion of opportunities for involvement, enrichment and support.

The Program's self-study report is well-formulated and thorough, encompassing all aspects of the program. It provides detailed data related to enrollment trends, demonstrating the growth of the program as it continues to evolve and expand to meet the musical needs of the Frederick community. The curriculum outlined in the study report is high quality and continually developed to meet demands.

Ample resources in the areas of technology, equipment and instruction are available to students, supporting, a variety musical pursuits. The instrumental choices for applied lessons missing from the program are minimal (harp, organ, oboe). The Music faculty hold accomplished and varied educational backgrounds, complemented with performance and teaching experience and benefit from well supported faculty development options.

The Student Learning Outcomes for the Program use effective means of measurement and beneficial in determining program effectiveness. Competencies are rated via numerical rubric, caliber of repertoire, proficiency in technique, or various other measures as applicable to the various outcomes.

The Faculty we met during the site visit seemed to be a good representation of the Music department staff. Their comments were indicative of fulfilling, committed and rewarding teaching experience.

The Students we met were very positive in their comments regarding the facilities, instruction and encouragement received from faculty and staff, as well as the level of curriculum offered in meeting their goals. Overall, the energy of the department was very positive.

The newly designed space will expand the availability of areas designed specifically for providing essential music instruction, including percussion practice room, rehearsal space and lab.

My primary recommendation for the future of the FCC A.A. Music program would be addressing the ventilation conditions and acoustical issues in the existing areas in order to provide adequate instruction. Replacement of pianos that are beyond repair should be addressed, as well as the allocation of more dedicated space for providing studio instruction, rather than utilizing areas intended for practice.

My secondary recommendation would be removing the restriction for Music majors from taking the Music Appreciation. While it is understood that appreciation courses of any other discipline should be encouraged to create a well-rounded student, the music major student should not be restricted from taking the Music Appreciation course because it fulfills any deficits in the student's knowledge of the musical world.

Frederick Community College

Academic Program Review 2011-2016

Television Production Certificate

Spring 2013

Self Study Report

Authored by:
Jason Santelli Program Manager

May 14, 2013

Section 1: Introduction

The Digital Media Design program is designed for students whose career goals are oriented toward the mass media field of graphic and publication design, video production, photography, public relations, and corporate communications. Students in the Television Production certificate program receive hands-on experience in a professional television production studio environment from the second day of instruction. Courses include an overview of the mass communications field, digital camera operation, directing, lighting, editing, audio, TV broadcast graphics, and field production techniques. Our television program has undergone many significant changes in the past two years. Keeping up with the film and television industry plays a major roll in how our courses are structured. Every studio course has been updated to reflect the current work methods and expectations used in the industry. Other recent changes to the program include High-definition tapeless cameras, a wall-mounted HDTV accompanied by an Apple TV, and a tapeless live television studio switcher. Making the transition from tape-based workflows to a tapeless one will ensure that students will not have to purchase tapes or DVDs. Along with the updated hardware, the television program offers industry standard audio and video editing software such as Avid Media Composer, Final Cut Pro X, Premiere Pro, Adobe After Effects, and Pro Tools. Along with new courses, an articulation agreement, and updated courses, the FCC television program will prepare students for transfer to a four-year university or help them move into a career.

The Digital Media Design Television Production caters to all types of students. Traditional students looking to transfer to a four-year college will find themselves well-prepared due to the overwhelmingly positive atmosphere, industry standard equipment, course layout and objectives, knowledgeable faculty and staff, as well as having the full support of the college. While the coursework in the television production program is demanding, it is also fun. Returning students or industry professionals, who want to move into a new career or simply looking to update their skills, will find the television production program an extremely satisfying experience. Our students have consisted of writers from local newspapers and magazines, photographers, and professionals from local production companies; all coming to FCC because of the growing need for video productions in their respective fields. With the high demand for digital content for viewing on the web, on smart phones, and on tablet computers, companies are finding it easier and less expensive to train their current employees in video production instead of hiring a full-time production crew. One example of this would be the local photographers who came to FCC to update their skill sets to include video production. With the advent of video recording capabilities on DSLR still cameras, a single photographer can shoot photos and video without using two different cameras. They can then return to their office and upload the still for print and upload the video to the web. These emerging technologies opened up opportunities for the television program to expand and create new and exciting courses for otherwise unknown students.

Students in the television production program are encouraged to: 1) learn current television skills and procedures; 2) enhance skills as critical thinkers; 3) demonstrate ability to plan, produce, and edit television segments; and 4) show awareness of digital television media applications. The above objectives, along with course curriculum, mirror FCC's values and objectives. The television industry is constantly moving forward with new and exciting changes to existing technologies. In order to stay knowledgeable of the latest technology and techniques, the faculty has to be life-long learners, and in turn, so do the students. Teaching the basics of television production is key to success, but not having an up-to-date skill set will hinder performance in the work place. Regardless of skill level, the television production program at FCC prepares students who want to learn how a film or television show is produced or are looking to advance in their career. The constantly updated television production facility and knowledgeable faculty are capable of instructing new incoming students as well as industry professionals looking to update their skills. When enrolled in the program, they will have access to FCC's advanced television facility, along with industry standard hardware and software, allowing them to express their creativity without limits. Having the latest production equipment available also better prepares students for transfer to a four-year college or readies them for a professional career. Not only does the television production program provide an excellent learning environment for our students, but also allows the opportunity for community groups such as local cub scout packs and middle and high school students, as well as industry professionals, to visit our facility to learn how a film or television production works. In addition to providing a learning experience for the community, this helps to advertise our program with the hopes of bringing in more students to the program.

The television production program utilizes the L-102 production suite and L-100 student production lab. Due to the nature of the program and studio set, currently L-102 is the only area on campus that television production can be taught. While the L-102 suite is sufficient for our needs, it has always been a struggle to find a location that would be suitable for expanding the television production program. When L-100 became vacant, we seized the opportunity to expand the television program, giving students access to more studio space for their projects. L-102, along with L-100, has provided the students with an opportunity to broaden their creativity, by giving them the flexibility of simulating different locations. Instead of being limited to working within the realm of the television studio, they have access to additional space, which can be utilized as a news desk, office space, meeting room, etc. Giving students access to additional space helps enhance their productions by letting them come up with scenarios they might not think of otherwise.

Section 2: Program Mission, Goals, and Objectives

Designed for students whose career goals are oriented toward the mass media in the fields of graphics and publication design, video production, photography, public relations and corporate communications.

Goals:

1. Learn current television skills and procedures for entry-level employment in a professional production facility.
2. Enhance skills as critical thinkers, effective problem solvers and ethical communicators who demonstrate professional behavior consistent with industry standards.
3. Demonstrate ability to plan, produce and edit television segments reflecting current visual media standards and communicate appropriate to a target audience.
4. Demonstrate awareness of digital television media applications to the Internet and merging technologies.

Based on the mission and goals outlined above, the courses in Digital Media Design department are still relevant today; however, the overall mission could be modified to reflect the ongoing changes being made in the Television Production Program. One of the changes would be to simply modify the wording of video production to say digital studio and film production, which will reflect how the industry is progressing, comprising of creative narrative and documentary-style productions. The goals, on the other hand, continue to be accurate achievements within the industry, as well as the classroom, and will be for many years to come. While there is always room for growth and change, the goals represent what will always be taught in the classroom. While technology and techniques continue to advance, the principles of digital media design and television production stay the same, giving students objectives to strive toward.

"FCC, as a learning college, prepares individuals to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. We are a student-centered, community-focused college. FCC offers courses, degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment. Through these offerings, FCC enhances the quality of life and economic vitality of our region." The mission statement of the college is a testament to what we offer in the television production program. After graduating with either the AA degree or certificate, students will be well prepared for transfer to a four-year college or university or be prepared for a professional career in the industry. The students will also be ready for a career change or promotion with an updated skill set acquired by taking television production courses. Additionally, with our internship opportunities, local and regional businesses are benefiting from our well-trained students who are able to produce, shoot, and edit television and film productions. Some of the students have even been hired on as full time employees after their internships have been completed.

While the television production goals accurately represent how the industry is focused, they do not reflect the mission of the program. Currently, the mission statement represents the entire Digital Media Design department, which encompasses both the television production and graphic arts programs. By taking the opportunity to create a separate mission statement for the television production certificate program, I believe it can precisely demonstrate our intentions as a program. As with written statements, it would have to go through a lot of rewrites. One way we could rework the mission statement: *Designed for new and returning students whose career goals are oriented toward mass media in the fields of digital studio, film, and television production.* The new, streamlined mission statement would be singularly focused on digital film and video production, separating itself graphic and publication design, which is part of a different program, or public relations and communications. Since the television production program's courses are designed for working in a studio or field setting, the mission statement should communicate our focus on guiding students toward the technical aspects of producing in the film and television industry.

Section 3: Program Trends according to Internal and External Data

According to the A&R Discipline Analysis Report from 2007–2011, there are two sections that stand out, which may require further attention; Students Retained in the Program and Students Taught by Full-time Faculty. On the subject of Students Retained in the Program, there was a significant drop from 2010 to 2011 – 63% in 2010 to 30% in 2011. Despite finding this decline extremely alarming, it has been difficult to understand what factors have attributed to this drop off in retention rates. The question we must ask is, "are there more students transferring to a four-year college, changing majors, or is the economy affecting where and when a student will attend college?" While we can try and determine why students are not completing the program, one avenue we could explore is administering a student questionnaire, surveying students on their reasons for transferring, changing their major, or not attending classes instead of obtaining a degree from FCC first. Regardless of this past decline, recent numbers have shown an increase in students seeking internships, which could potentially affect retention rates in 2013. In Spring 2013, there were six students participating in internships within the Television Production program alone. Hopefully, this trend will continue and there will be more students retained in the program. Although currently not a major problem, the area of Students Taught by Full-time Faculty has become a little disconcerting due to future trends of the program. Currently, there is only one full-time faculty, the program manager, Jason Santelli, and three adjuncts, Robert McMillian, Adam Frey, and Adam Frank. While Jason teaches the majority of the classes, if there were to be an expansion of the program with future courses, this might not be able to be sustainable. As the program expands, we need to explore the possibility of hiring another full-time faculty member to share the load of additional courses. Another concern within the program is the lack of female students. Even though gender data has shown that there is a 50-50 split between female and male students, there is some concern that this may reflect more on the enrollment numbers of the Graphic Design program rather than the Television Production program. While there are a significant number of female students taking the entry-level Television Production course, they are mostly in the class due to the fact that it is required for an AA degree in Digital Media Design, regardless of whether it is Graphic Design or Television Production. One of my goals for the program is to devise ways to get more female students interested in Television Production. Although the film industry has been historically male-dominated, lately, female writers, producers, and directors have been receiving a great deal of accolades for their work on movies and in television. With this movement towards more women being recognized in the industry, it might bolster efforts to attract more female students to consider taking Television Production courses with the intention of seeking a career in this field; however, unless there is an increased exposure of female filmmakers and the gap in the industry becomes smaller, there will continue to be a wide gap in the classroom. While nothing has been implemented to date to remedy this situation, we are developing a solution that we hope will attract more female students to the Television Production program.

The Television Program course catalogue descriptions, syllabi, and curriculum map continue to be relevant today and continue to be relevant with the exception of a few minor tweaks to the wording. For example: CMM 254 – Principles of Film and Video Editing (4) Develops practical skills in digital editing through a series of demonstrations and intensive hands-on exercises. Students study various editing styles and philosophies while designing and completing assigned editing projects using Final Cut Pro software. Effective media management and post-production processes are emphasized. While the main objectives will continue to remain intact, software used may have to be updated every so often. Currently, the description above says "using Final Cut Pro software." Although Final Cut Pro is still being taught in the courses, we have begun teaching other industry standard editing software such as Avid Media Composer and Adobe Premiere Pro. Simply adding new software to the descriptions would create additional relevancy to the course and indicate our continued efforts in preparing students in all aspects of film and television editing. As for the syllabi, they were updated a couple of years ago to reflect the many changes made to the program; again, to reflect the efforts made to keep the program on par with industry changes.

When it comes to promoting the program, the Television Production program strives to be a leader in advertising. Currently we have television commercials, printed brochures, and promotional videos on the FCC website, as well as student and FCC videos on the Digital Media Design Vimeo site, course information and highlights on the Digital Media Design blog, and a small television outside the Television Production suite (L-102) that plays student, faculty, and promotional videos. Other promotional efforts are made by participating in High School nights and Future Link, visiting CTC, and having CTC students visit our facility, which has helped tremendously in attracting students to the program as many students from CTC have gone through the program here at FCC.

http://vimeo.com/user4326906

http://fccdigitalmediadesign.tumblr.com

http://www.frederick.edu/courses_and_programs/degree_tv.aspx

In comparison to other community and four-year colleges, FCC's Television Production program is on par, especially in terms of our courses, objectives and outcomes, equipment, software, and faculty. As a graduate of The Savannah College of Art & Design, Jason has taken his experiences and used them to develop the courses that reflect what is being taught at a four-year school. By developing our courses around what a four-year college has to offer, students who go through FCC's Television Production program are better prepared for transfer to a four-year college or for the move directly into a professional career. After having the opportunity to meet with two of Towson's EMF (Electronic Media & Film) professors and finalize an articulation agreement, provided Jason with the insight into how a

four-year college changes with the industry. Towson is utilizing tapeless cameras and Macintosh computers, as well as Avid Media Composer, which students in FCC's Television Production program also utilize. FCC's Television Production program is a leader in industry standard education for the arts in Television Production.

http://www.towson.edu/emf/undergraduateProgram/

http://www.scad.edu/film-and-television/index.cfm

http://www.howardcc.edu/academics/program_information/catalog/web/programs/ArtsHumanities/TelevisionandRadio.html

Course evaluations for the Television Production program have been consistently positive. Approximately 91-92% of students either agreed or strongly agreed with each category in the evaluations. This pattern shows that students were able to understand, comprehend, and develop critical thinking and creativity with the material, and parallels what is being taught in all of the courses. This can be attributed to the positive learning environment maintained in the classroom. In addition to the positive reviews, about 98% of students had positive comments in the essay section of the evaluation. While the course evaluations were very good, there is always room for improvement in the classroom. The positive overall evaluation of the program is attributed to the outgoing, professional, and passionate full-time faculty, adjuncts, and staff. By having outstanding instructors who are also artists and industry professionals, the students are receiving the best education there is to offer.

As a member of both the American Film Institute (AFI) and Stage 32, as well as a friend of the American Society of Cinematographers (ASC), I am afforded the opportunity to communicate with other industry professionals from around the world about news and updates within the digital media industry. Along with digital magazine subscriptions, online meetings, video chats, and web videos of speakers in the film and television profession, I have access to a wealth of information that I am able to relay back to the students. One of the major discussions happening in the industry is the competition between 3D and 4K acquisitions. Due to the success of 3D movies such as "Avatar," the industry has gone through a renaissance in how movies are being captured. This translates in new techniques needing to be taught in the classroom. Additionally, video resolutions have increased beyond standard high definition, which is currently at a resolution of 1920x1080. With camera makers pushing for resolutions beyond the current standard, filmmakers are now able to shoot movies and television in Ultra HD, or 4K, which is at a resolution of 4096x2160. At video resolutions of this size, images are sharper and clearer than ever before, allowing for easier manipulation of the image, such as scaling or cropping with limited degradation of the picture quality. With the advent of these newer technologies, I believe we should focus our attention and incorporate them into the classroom; however, incorporating 4K will need to be done in stages. The first stage would require all of the cameras to be upgraded for 4K acquisition. Since most 4K cameras also record in the 1920x1080 HD resolution, this will allow us upgrade the Macintosh computers in the editing lab at a later date. Upgrading the Television Production program to 4K will be expensive, but by adding equipment over time, the program will not have to incur the huge expense all at once. In the end, the transition to 4K will be worth the investment, as it will ensure that the Television Production program will remain relevant and current with industry standards.

http://www.stage32.com/welcome2/

http://www.theasc.com

http://www.afi.com

Section 4: Assessment of Student Learning Outcomes

The Student Learning Outcomes for the Television Production program were designed to reflect the expectations students will be required to accomplish in a real world setting.

Student Learning Outcomes:

1. Demonstrate proficiency in use of current industry standard software.
2. Produce works of digital and interactive art in a variety of media.
3. Demonstrate and appreciate the creative/problem solving process through research, development and execution of digital media.
4. Comprehend the responsibilities associated with professional behavior by participating in an internship.
5. Enhance skills as critical thinkers, effective problem solvers and effective ethical communicators who demonstrate professional behaviors consistent with industry standards.
6. Demonstrate their ability to plan, produce and edit digital productions that reflect an awareness of current visual and interactive media standards appropriate for entry or intermediate level professional work.
7. Demonstrate current digital media skills, procedures and techniques that will enable them to function successfully as entry-level employees in a professional production facility.

Student Learning Outcomes are measured by how much the students' progress throughout the semester. Projects are designed to develop creativity, critical thinking, problem solving, and a sense of awareness and professionalism not only in the classroom, but also to mirror what students will encounter in a real world production facility. From the beginning, the projects assigned to students give them an understanding of the entire production process. As they progress to Project 2, the focus shifts to emphasize working with clients and completing a project with a minimal amount of guidance through the process. Lastly, on the final project of the semester, students are required to complete a full production, taking their own creative idea and go from the scriptwriting phase to production and finally post-production phases. Once they have finished the final project, the students should be able to complete the project with no guidance from their instructor, relying solely on the assistance from other students in their group. After each project is completed, students are given a rubric which outlines how well they performed in each category, ranging from technical competency to how well they used their creativity on the project.

Again, projects are designed to develop creativity, critical thinking, and prepare students for industry standard procedures. The Ad-Lib Script project was developed specifically for Television Production students and emphasizes the use of critical thinking and technical competency to complete the project. Students are given a partially completed script and are tasked with filling in the blanks. This includes settings, characters, and dialogue. They are also required to research about movies from different countries and eras that are used to fill in these blanks. The goal will be that students will gain knowledge about films they might not have previously known about. Students will then go through the steps of pre-production, production, and postproduction until the project is finished. Students are then graded using a critical thinking and discipline-specific rubric.

After viewing and critiquing the initial student projects, students are usually able to start and complete the following assigned projects with minimal help from the professor. The overall observation is that the students gain a level of confidence in their creative and technical abilities through working together in a group to accomplish the first project. Even though they may have achieved a great deal of confidence, students still seek guidance and assistance from the professor with troubleshooting and creative issues that may arise on set. Teaching students how to think critically based on the CT3 Recognizes and Develops Alternative Perspectives or Solutions rubric has its challenges. Although the tools are given to them, students are likely to rely on the professor for a quick and easy solution when he/she is present on set when problems may arise during production. One method used to promote the development of critical thinking is to propel students into a situation where the professor is not readily available. Students are then required to come up with solutions for the problem before consulting the professor. One example would be if the camera is not showing or recording audio. This could be one of many problems: the camera is not set to capture audio from a microphone, the microphone is not connected to the camera, the microphone is turned off, or the battery is dead in the microphone. The general observation is that most students will attempt to figure out the problem before consulting the professor. It is believed that this teaching method, which has been implemented in all of the Television Production courses, has been beneficial to the students by forcing them to assess the problem and come up with viable solutions; thus, in turn, developing their use of critical thinking.

Based on employer surveys submitted by WHAGTV and the City of Frederick, students coming out of the Television Production program are well prepared for the demanding real world challenges set by the film and television industry. They are able to complete the tasks given to them by using the preproduction, production, and postproduction techniques they acquired in the classroom, as well as professional, technical, and critical thinking skills that were developed through the completion of their projects. Mirroring what was stated many times in the program review, WHAGTV suggested that FCC stay current with the latest technology. Additionally, the City of Frederick suggested that students should have the opportunity to complete a demo reel before they graduate or transfer to a four-year college.; a suggestion that will more than likely be implemented into the program.

Each course in the television production program is designed to allow every student the opportunity to achieve a variety of skills pertaining to the educational goals and outcomes of the course. Students learn on current industry standard software, production equipment, and hardware while demonstrating creativity, problem solving, and professionalism, as well as ethical and critical thinking skills while working on their projects. Their ability to produce works of digital and interactive art, using a variety of media, will successfully enable them to function as employees in a professional production facility.

Program and course outcomes are designed to help students prepare for transfer to a four-year college or university or begin a career in the film or television industry. Student Learning Outcomes are measured by how much the students' progress throughout the semester. Projects are designed to develop creativity, critical thinking, artistic vision, and professionalism. The outcomes are designed to work in conjunction with one another. The program outcomes give students an understanding of what will be expected of them when entering a professional work environment or transferring to a four-year college or university. The course outcomes build upon the program outcomes by adding sophisticated technical and artistic skills needed to succeed and be competitive in the demanding field of film and television production. The development and redesign of the television production courses has aided in student success through the understanding of industry standard procedures and techniques. Through these outcomes, students will have the technical and creative proficiency needed to succeed in the competitive film and television industry.

Program:

1. Learn current television skills and procedures for entry-level employment in a professional production facility.
2. Enhance skills as critical thinkers, effective problem solvers and ethical communicators who demonstrate professional behavior consistent with industry standards.
3. Demonstrate ability to plan, produce and edit television segments reflecting current visual media standards and communicate appropriate to a target audience.
4. Demonstrate awareness of digital television media applications to the Internet and merging technologies.

Course:

1. Demonstrate knowledge of digital studio production by correctly operating digital cameras, sound recording and related video equipment.
2. Write effective short scripts, organize and direct studio productions.
3. Demonstrate critical thinking skills by evaluating and finding appropriate solutions to digital media production problems.
4. Recognize that digital video and film provide opportunities for self-expression and personal growth.
5. Demonstrate an awareness of professional copyright procedures.
6. Demonstrate an awareness of digital video and film as both a record and a reflection of our culture and recognize the applications of digital video to the emerging media technologies.

Section 5: Program Resources, Support, and Viability

Demand for the Television Production courses has always been high, with enrollment in the courses ranging from 90-100% every semester. As a career path, Television Production remains relevant. In just the past three years, there has been a tremendous amount of growth in the number of students registering for internships. This is attributable to students' desire to remain at FCC and receive their AA degrees or certificates in Television Production. As the Digital Media field grows, there is more demand for professionals who can produce video for entertainment, news, theater, web, instructional, educational, and commercial purposes. And since video is not limited to just television or movies, more companies are looking toward mobile devices as a form of content delivery, creating a demand for professionals versed in Television Production skills.

The focus of the Television Production program is to prepare students in real-world applications, allowing them to either transfer to a four-year school or transition right into the digital media field. Students who have graduated with their AA degree or received their Television Production certificate have gone on to work at the Baltimore Orioles stadium, City Hall in Frederick, as well as with many local and regional production companies. We have also seen many of our students transfer to Towson University to complete their education. As a side note, former students who have gone on to Towson have remarked that FCC's Television Production is comparable to Towson's program. We can gauge the effectiveness of the Television Production program by student successes. These successes include award winners in the Frederick 72 Film Fest. Other former students have worked on feature length movies and shot and edited music videos that have played on MTV. Once recent success story was one of our former students being hired by WHAGTV after completing his internship with them. His story was featured on the front page of the Frederick News Post.

It is our outstanding professors and adjunct faculty in the Television Production program who bring both passion and professional expertise to the classroom. Program Manager, Jason Santelli, graduated from the Savannah College of Art & Design with a BA in Film/Video and a MA in Broadcast Media and Motion Graphics. After graduating from SCAD, Santelli started an independent film production company, Missing Link Cinema, with Charles Pham and Karen Santelli, both current FCC employees. Staying active in the film and television industry allows Santelli to bring extensive knowledge from real world experiences into the classroom. Aside from film and video, Santelli is an active wedding photographer as well.

Adjunct faculty Robert McMillan has been involved in education and visual media for the better part of his life. After graduating from RIT with a film and video degree, McMillan started teaching at the age of 21. Along with teaching, McMillian has worked as a television producer and director with a varied list of clients including AAA (American Automobile Association), Women in Military Service for America Memorial, The league of Women Voters, Montgomery County Government, and FEMA. McMillan's work has been broadcast nationally (NBC - The Bob Hope Show), as well as locally on WDCA Channel 20.

Adjunct faculty Adam Frank earned a Bachelor's degree in Mass Communication from Frostburg and a Master's degree in Administration and Supervision from the University of Phoenix. Again, not only is Adam an FCC adjunct faculty, but also the instructor of the Television & Multimedia Production program at the Career & Technology Center in Frederick where he and his students have won many awards including SkillsUSA, 72 Film Fest, and many PSA contests, but has had success in the film and television industry.

The faculty at FCC has always been sufficiently supported in their endeavors around the college.

Within the CHA department, there is a huge potential for co-curricular opportunities. Based on what I have learned from how other college art departments are structured, coupled with my own experience while attending SCAD, I have devised a few opportunities where television production, graphics, drama, and music could combine projects. These cross-discipline projects would allow students to learn about different classes and programs they might not necessarily get a chance to learn about. The concept would be that students in the drama classes could act in the television production students' projects. This would benefit the television production students by having trained actors in their projects. This will also give students the opportunity to explore different acting styles and compare how different theater productions are from television productions. Students from the music department would be given the opportunity to write and score a student production. This would again benefit both the television production and music students by showing how music influences the mood and pacing of a film or movie. Lastly, graphic design students would be given the opportunity to design a poster for the television production students' projects. One difficulty that could arise from this collaborative project would be come up with a project deadline that everyone would be able to meet. Due to the different work paces of the students across the multiple disciplines, it would be a challenge to find a cohesive balance to satisfy all parties involved. As mentioned before, not having the television production courses in the F building makes it difficult to have all the art students interact with one another. Moving the television production studio and editing lab to a new wing on the F building could create an unparalleled collaborative atmosphere.

The television production program has always been on the cutting edge of technology. With support from Perkins funding and the program budget, we have been fortunate enough to provide our students with the latest Macintosh computers, editing software, and

production equipment, including cameras and tripods. Along with our industry leading equipment, FCC's television students have the opportunity to work with learning support staff from the marketing department. Not only have Charles Pham and Richard Schellenberg provided excellent support to the students, but having their continued presence in the L-102 suite, has given students a firsthand experience at how video professionals work. Additionally, when the need arises, students are able to observe and participate in a real world production environment with the marketing department's video shoots. This is an invaluable teaching tool, and sets FCC apart from other schools in that it allows students the opportunity to see how a production company works, and participate on professional productions without having to leave the campus.

As it currently stands, the budgetary needs of the television program are adequately supported by the Perkins fund and the program budget; however, due to the nature of the industry, technology advances at a very high rate. To remain up-to-date with the industry, the program will be required to update its computers and equipment periodically. This will cause some concerns when it comes to whether the limited program budget will be able to support the needs of the program.

In comparison to similar programs in Maryland, FCC possesses sophisticated industry-standard equipment and software. With access to great equipment and software, students are provided the opportunity to express their artistic visions without limitations. Students are able to learn on high-end tapeless cameras, edit using industry standard editing software, and manipulate sound with advanced audio editing software. Additionally, they will be more than adequately prepared to make the transition in the industry as they will already have the experience using the same equipment that real world production and postproduction facilities utilize.

The curriculum for the Television Production program follows industry-standard procedures for how movie and television productions are made. This includes the steps for preproduction, production, and postproduction. Within these three areas, students learn how to write, schedule, direct, shoot, capture sound, edit, and color correct their digital film and television productions. Once they have finished the final cuts on their productions, they are able to use the finished movie as part of their portfolios, which will, in turn, be shown to admissions for a four-year college or a future employer.

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

The Television Production program has undergone extensive changes in the past couple of years. Since coming on as the program manager, Jason Santelli has looked into ways to bring the program up to the current standards in the film and television industry. By comparing the latest filmmaking and television production techniques, he determined what changes needed to be made to the studio courses. One of the issues that needed to be addressed was how most of the courses were behind the curve in terms of software, production equipment, and course objectives. Although the process did not happen overnight, Jason has worked diligently for the past two years to bring the program to where it currently is. This includes rewriting the television production courses so that they meet the current industry standards for preproduction, production, and postproduction techniques and expectations. One example of the changes he made would be with CMM252 Digital Film Production. Through CMM152 Digital Studio Production, students are taught all aspects of the film and television industry. Once they move on to CMM252, students are required to produce a ten-minute movie from beginning to end, using the entire semester to complete the project. From the first day of class, students are given minimal restrictions and requirements for the project. They are tasked with coming up with an idea and developing it into what will be their finished movie. During the first five weeks of the semester, students are required to develop a script, a hypothesized budget for the shoot, a shooting schedule, and shot list or storyboards. For the second five weeks, students will have shifted into the production phase of their project. They are then able to check out production equipment to use on complete their movie.. Finally, during the last five weeks, students will move to the postproduction phase of their projects, which includes editing, color correction, reshoots (if needed), and scoring their movie. At the conclusion of the semester, students from both CMM152 and CMM252 will gather for a small, makeshift film festival to show off their finished projects. Aside from updating the structure of the studio courses, there have been major changes to the classroom/editing lab and the production equipment. In the editing lab, we had a 55-inch High Definition television and an Apple TV installed, which allows for viewing of students' projects. The outdated television switcher was updated with a new one, which connects to an iMac for tapeless acquisition. The iMacs in the editing lab have all been installed with updated industry standard editing software such as Avid Media Composer, Final Cut Pro X, and Adobe Premiere Pro. Additionally, six new tapeless High Definition camcorders were purchased for student use. With the transition to a completely tapeless workflow, students are no longer required to purchase tapes and the program parallels what professionals are doing in the industry. Lastly, a new articulation agreement with Towson University has been put in place, giving students an option for when they transfer to a four-year school.

Five years from now I see the program growing, not only in student interest, but also with the technology and courses offered in the Television Production program. The addition of CMM222 Sound Design for Film & Television course is the first of many planned for the future. Other courses I wish to create include screenwriting for film & television, documentary filmmaking, and studio news broadcasting. With the addition of these courses television production students will have the opportunity to gain knowledge of all aspects of the film and television industry. These future expansions will create a more well-rounded learning environment for students interested in Digital Media as a career path.

Some of the most important things I've learned while writing this program review are:

1. The Television Production program at FCC is an excellent learning environment for our students.
2. The faculty and staff are not only passionate about their craft, but are passionate about student learning.
3. The Television Production program is well supported by FCC, Perkins, and Administrators.
4. Students enjoy the relaxed yet demanding atmosphere of the classes.

The Television Production program at Frederick Community College provides a highly-technical and creative experience for our students with real world applications. The program's strengths lie in our industry standard editing software, high quality production equipment, challenging course work, and program objectives. Additionally, these strengths are bolstered by our passionate and talented faculty. Faculty members in the television program are not only instructors, but are professionals in their respected fields. Working in the industry not only provides professional development for the faculty, but also allows students the opportunity to get firsthand knowledge of how the curriculum relates to how the industry operates and the real world applications of what they learning in the classroom. Another strength of the program is how our students are provided the opportunity to have direct access to FCC's film & television marketing department. Charles Pham and Richard Schellenberg provide students the opportunity to observe how an actual production team works. They can also observe the technical aspects of a production from beginning to end. Charles and Richard are also able to answer any questions the students may have if the instructor is not available. Ultimately, the program is successful because of the students. Television Production students are creative, knowledgeable, excited, and eager to learn all of the aspects that go into film and television production. In terms of weaknesses in the program, I have found that a couple of the courses need to be updated to reflect industry standard changes and expectations. I also believe there is a need for the addition of more courses. These courses would cover other aspects of the film and television industry that is not already being offered, allowing students to get a better rounded experience before they transfer to a four-year school, or move into the industry. Although not necessarily a weakness of the program, the rapid pace that the industry changes hinders the ability for FCC to stay up-to-date with new technology. Understanding the basics of film and television production are a necessity that is taught throughout the program, but as equipment, software, and technology change, staying up-to-date will aid the students, not only in understanding industry standard workflows, but assist them in understanding how the equipment and software work together. This will

better prepare them for real world applications. As time goes on, the budgetary needs of the program will necessitate an increase in order for the program to stay abreast with industry changes.

My official recommendations for improving the television production program start with an increased budget. Not only is this so we can stay current with the industry, but maintain or exceed the standards of other community and four year colleges and universities. With an increased budget, coupled with Perkins funding and additional grants, the Television Production program will have the resources for updated industry standard software, hardware, and equipment. The purchase of production equipment, software, and hardware would be completed over time instead of having to make a single large purchase all at once. Additionally, having a centralized location for all of the arts programs would provide an unparalleled collaborative atmosphere for the students, giving them the ability to interact and work together on their projects. Moving the Television Production program to the F building would allow the collaborative nature possible. By moving the Television Production program to the F building would open L-100 and L-102 up for other programs to take advantage of the space. Another recommendation would be to have a few Macintosh computers in the testing center so FCC could offer certification tests to our students. Certifications would include Final Cut Pro X, Avid Media Composer, and Adobe Creative Suite. By offering these certifications, it would allow students to be even more marketable in the competitive digital media industry..

In assessing Frederick Community College's Television Production, I believe we have one of the best on the east coast. Not only do we have equipment on par with other four-year colleges in the area, but we have instructors who not only teach, but also work in the industry. This provides students with a learning atmosphere that mimics what they will be doing in a real world setting. Having a well-rounded curriculum that encompasses writing, directing, producing, camera operation, editing, color correction, and sound design, immerses the students in an advanced conceptual and technical atmosphere that fosters their creativity.

Section 7: Appendices

Student Name: _____

Project Name: _____

Digital Media Design Television Production

	Developing-1	Novice-2	Proficient-3	Distinguished-4	Score
Software Knowledge *Students will be able to demonstrate a comprehensive understanding of computer software programs and their functions.*	☐ Insufficient understanding of Final Cut Pro, Avid Media Composer or Premiere Pro & their functions is evident, detracting from the final product.	☐ Basic understanding of Final Cut Pro, Avid Media Composer or Premiere Pro & their functions is evident, limiting the potential of the final product but not detracting from it.	☐ Full understanding of Final Cut Pro, Avid Media Composer or Premiere Pro & their functions is evident, helping to frame and present the project.	☐ Superior understanding of Final Cut Pro, Avid Media Composer or Premiere Pro & their functions is evident, creatively enhancing the final product.	
Camera & Audio *Students will be able to use technology such as a video camera and microphone to incorporate video and audio into their project.*	☐ Insufficient use of audio effects . ☐ Music, sound effects, and dialogue used are poor quality, inappropriate for mood/story, and/or generally detract from the project.	☐ Basic incorporation of music, sound effects, and dialogue. Tends to focus mostly on dialogue ☐ Music, sound effects, and dialogue provide general structure for the project.	☐ Full incorporation of music, sound effects, and dialogue. Tends to focus mostly on dialogue and sound effects. ☐ Music, sound effects, and dialogue are appropriate to the story and help communicate	☐ Superior incorporation of music, sound effects, and dialogue. Creatively weaves audio effects together in a way that enhances the story. ☐ Music, sound effects, and dialogue are appropriate to the story, help communicate the story's emotions/message, and include creative	
Editing for Story *Students will be able to edit shots in order to tell a clear and effective story that engages the audience.*	☐ Insufficient focus on a coherent story. ☐ Shots do not flow together coherently. The story is edited in a way that leaves the audience confused and unclear on the story's meaning.	☐ Basic focus on a coherent story. Uses creative storytelling techniques. ☐ Shots mostly flow together. The story is edited in a way that is sometimes confusing but in general keeps the audience's attention and hints at the story's meaning.	☐ Full focus on a coherent story. Uses creative storytelling techniques and is able engage the audience. ☐ Shots flow well together. The story is edited in a way that rarely leaves the audience confused and provides the audience with a clear idea of the story's meaning.	☐ Superior focus on a coherent story. Uses creative storytelling techniques in a way that engages the audience from start to finish. ☐ Shots flow seamlessly together. The story is edited in a way that never leaves the audience confused and creatively enhances the overall story.	
Editing Technique *Students will be able to use editing techniques in order to achieve quality shot length, effective transitions, and appropriate special effects.*	☐ Insufficient quality editing techniques demonstrated. ☐ The project has poor selection of shots, long shot length, choppy or poorly edited transitions, and/or inappropriate special effects. These problems detract from the overall experience.	☐ Basic quality editing techniques demonstrated. ☐ The project has appropriate shot selection and length, but may have a few rough transitions, jump cuts, or inappropriate special effects.	☐ Full quality editing techniques demonstrated. ☐ The project uses effective shot length and cuts which enhance the project, but makes limited use of transitions or appropriate special effects.	☐ Superior quality editing techniques demonstrated. ☐ The project has excellent choice of cuts, creatively uses transitions, and uses appropriate special effects in a way that enhances the project and demonstrates superior understanding of editing technique.	

Comments:

Total Score _____

Digital Media Critical Thinking Rubric

Digital Media Critical Thinking Rubric					
Critical Thinking	Learning Objectives	Levels of Achievement			
		1-Not Evident	2-Developing	3-Competent	4-Accomplished
CT1	Differentiates among facts, opinions, and inferences	Rarely differentiates among facts, opinions, and inferences	Occasionally differentiates among facts, opinions, and inferences	Frequently differentiates among facts, opinions, and inferences	Consistently differentiates among, facts, opinions, and inferences
CT2	Analyzes information from various sources	Rarely analyzes information from various sources	Occasionally analyzes information from various sources	Frequently analyzes information from various sources	Consistently analyzes information from various sources
CT3	Recognizes and develops alternative perspectives or solutions	Rarely recognizes and develops alternative perspectives or solutions	Occasionally recognizes and develops alternative perspectives or solutions	Frequently recognizes and develops alternative perspectives or solutions	Consistently recognizes and develops alternative perspectives or solutions
CT4	Evaluates alternatives to make sound judgments	Rarely evaluates alternatives to make sound judgments	Occasionally evaluates alternatives to make sound judgments	Frequently evaluates alternatives to make sound judgments	Consistently evaluates alternatives to make sound judgments
CT5	Synthesized alternatives to create a final product	Rarely synthesized information and alternatives to create a complete final project	Occasionally synthesize information and alternatives to create a final product	Frequently synthesized information and alternatives to create a final product	Consistently synthesized information and alternatives to create a final product

Academic Program Review 2011-2016

Digital Media Design

(Television Production)

Introduction: As part of the college's program review process, the Digital Media Design program manager in coordination with the Institutional Effectiveness Department created a questionnaire that allowed the college to collect data about the program. A total of **two employers** submitted information about the program. This was out of three employers who were asked to complete the survey (67% response rate). One employer was from WHAG-TV Hagerstown, MD and the other was from the City of Frederick. The data collected below specifically represents students' responses to questions about the programs student learning outcomes.

Quantitative Responses:

FCC Graduate Employee Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
They are solid employees and are able to complete the tasks of the job I give them.	1	1	0	0	0
They are able to think critically about the task they are assigned in order to complete them efficiently and effectively.	1	1	0	0	0
They are able to use the necessary technology in the workplace.	0	2	0	0	0
They are able to communicate effectively using both oral and written communication.	0	2	0	0	0
They are professional in their interactions within and outside the workplace.	2	0	0	0	0
They are punctual when it comes to work hours and other job assignments.	1	1	0	0	0
They demonstrated proficiency in use of current industry standard software.	1	1	0	0	0
They can produce works of digital and interactive art in a variety of media.	1	1	0	0	0
They demonstrate and appreciate the creative and problem solving process through research	1	1	0	0	0
They demonstrate their ability to plan, produce, and edit digital productions that reflect an awareness of current visual and interactive media standards appropriate for entry or intermediate level professional work.	1	1	0	0	0
They demonstrate current digital media skills procedures and techniques that will enable them to function successfully as entry-level employees in a professional production facility.	1	1	0	0	0

Qualitative Responses:

- Respondents also provided qualitative data when completing the survey:
  - Respondent 1 (WHAG-TV Hagerstown, MD):
    - "I have always appreciated FCC's audio/ video curriculum and the caliber of the students the college produces. Whenever I have the opportunity to employ a graduate or schedule an internship, I am satisfied and guaranteed a successful and focused tenure."
    - "Preparing a student for any desired form/ format of Digital Media and Design is an important focus necessary for a particular choice of career a student may be thinking about in their future."
    - "Frederick Community College is an outstanding institution and I have always been and remain satisfied that an FCC student will be capable of employment, in any related realm and maintain the character and capacity required for a good future."
    - "My only suggestions are that the curriculum remains current with technology, which is not an easy task. Considering the constant improvements in software, hardware, and related costs, I do understand the difficulty in this form of maintenance. Also, tapping a student's ability to think independently and creatively, along with as much "hands on" work/ projects will give them the strong base necessary, for success in a future working environment."
  - Respondent 2 (The City of Frederick):
    - "Overall, the FCC Interns we have had for our Audio Visual Department have been a great addition in helping complete tasks and projects for the department. They are all professional in communication and work habits."
    - "I would like to see all students produce and edit their own demo reel upon completion of program. Demo reel is another step needed to finding a job in the field."

Moving Forward: This information will be forwarded to the program manager for the Digital Media Design program for their review and will be included as part of the program review document. The program manager will review the data and consider changes that may benefit student learning in the program.

Assessment and Research Department, Phone: 301-846-2802, Spring 2011
Frederick Community College 7932 Opossumtown Pike, Frederick, MD 21702