GARRETT COLLEGE ACADEMIC PLAN

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Preface

The process of developing this Academic Plan began more than a year ago in November 2010. While the College had previously conducted academic planning as part of the process of developing its strategic plans, up until this point it had never engaged in a comprehensive academic planning process resulting in the creation of a separate Academic Plan. In a proper higher education planning sequence the existence of an Academic Plan is the key element, because this plan, which is grounded in an institution's mission, is the engine that drives all other planning, i.e., facilities, fiscal, strategic, etc.

It is important to point out that the Academic Plan addresses a broad range of activities that extends well beyond the academic courses and programs the College has traditionally offered or that it plans to offer to include non-credit workforce development, lifelong learning, and contract training programs and courses (viz., all forms of instruction), as well as academic and other student support services. For example, the academic plan addresses such issues as optimum student enrollment; optimum number of faculty; depth and breadth of curriculum; and available human and physical resources.

While the entire College community has been involved in development of the Academic Plan, the process has been guided by an Integrated Planning Taskforce comprised of 22 members representing a broad cross-section of the campus community and two members from outside the College. In order to address the various components of the academic planning process, Taskforce members were divided into five separate workgroups: the College Profile and Environmental Scan Workgroup, County/Regional Needs Assessment Workgroup, Program Review Workgroup, Capacity Study Workgroup, and Visioning Process Workgroup. In addition to Taskforce members, the Visioning Workgroup was also joined by two members of the Garrett College Board of Trustees.

As part of the process of conducting an environmental scan, the College Profile and Environmental Scan Workgroup conducted an extensive SWOT (i.e., strengths, weaknesses, opportunities, threats) analysis that involved every segment of the campus community through a series of separate sessions that provided an opportunity for almost everyone to provide input, including our students. This Workgroup also created a colorful dashboard-type pamphlet that was designed to better inform the community (and participants in the community focus groups that would take place as part of the County/Regional Needs Assessment in particular) about the College, its programs and students, and its strengths. The County/Regional Needs Assessment Workgroup, which includes the president of the Garrett County Chamber of Commerce and the County's director of economic development, worked to identify (and in some cases, clarify) the educational, workforce development, and training needs and opportunities of Garrett County

as well as surrounding counties in West Virginia and Pennsylvania. As part of this needs assessment process, the College held a number of focus group meetings that sought input from various constituencies from throughout the County. The Program Review Workgroup assessed the specific strengths and weaknesses of the College's individual transfer and career programs and noted plans for improvement, modification, expansion, etc. The Capacity Study Workgroup analyzed the College's existing instructional/laboratory space in order to determine the maximum (optimum) number of students the College could accommodate (given a desired student-faculty ratio, etc.). Working from the College's Mission Statement and with assistance from the Board of Trustees, the Visioning Process Workgroup guided the College community through the process of identifying our foundational Values and developing a shared Vision for the institution.

The information that has resulted from these various activities, which has been reviewed and analyzed to various degrees by the College's Executive Council, Administrative Council, Board of Trustees, and the College community at large, is the information upon which this Academic Plan is based.

Executive Summary

Garrett College has established six Institutional Goals it considers fundamental to the accomplishment of its mission as a comprehensive community college: *Accessibility, Student Satisfaction and Success, Educational Effectiveness, Workforce Development, Community Service,* **and** *Effective Use of Financial, Human, and Physical Resources.* The strategies and initiatives that are outlined in the Academic Plan and which are summarized below are designed to move the College forward toward the achievement of its vision, and they directly support one or more of the mission-critical goals listed above. The process that lead to the creation of these strategies and initiatives has involved the entire campus community and has been informed and guided by analysis of an extensive volume of information and data that has been gathered from a wide array of sources, both internal and external to the College, including meetings with a number of focus groups representing various segments of the local community.

Enhance the Quality of the Teaching and Learning Environment

Garrett College's Mission is diverse, but it is first and foremost an institution where teaching and learning is to take place. Thus, the quality of the teaching and learning environment goes to the very heart and essence of the institution. It is therefore crucial that the College strive to continually improve the quality of the instruction it provides and the programs it delivers. It must also work to create a physical environment that supports and is conducive to the learning process. The following initiatives are designed to improve and enhance the quality of the teaching and learning environment.

- Improve and sustain instructional quality.
- Create and maintain appropriate environments that promote learning.
- Initiate a process of continuous program improvement with respect to the College's existing programs.

Develop Instructional Programs that Define Garrett College as One of the Region's Premier Institutions for Postsecondary Education and Lifelong Learning

Part of Garrett College's Vision is to be "… recognized as a small college that offers excellent academic programs that prepare our students for further study or entry into careers", and to be "… known for signature programs offering curricula ranging from those focusing on the acquisition of advanced technical skills to the wise management of the area's natural resources." Moreover, given the County's aging population and a concomitant decline in the number of high school age students in particular, the College is likely to become increasingly dependent on attracting out-of-county and out-of-state students in order to grow enrollment. The College also desires to distinguish itself through newly developed non-credit courses and programs that provide opportunities for lifelong learning as well as workforce development. The following initiatives involve development of new programs for which there is either a

demonstrated need or for which the College is uniquely equipped to deliver, in large part because of its location and the surrounding natural environment.

- Improve and expand the College's programs that involve science, technology, engineering, and mathematics (STEM), as well as training leading to the acquisition of advanced technical skills and training directed toward the application of new and emerging technologies which in turn may lead to the formation of new businesses.

- Create new programs and other educational opportunities such as corporate training, summer camps, and experiential learning that are set in the context of the region's (County's) natural environment and complement its tourism/adventure sports industry, that take advantage of the synergies between existing programs such as Adventure Sports Management and Natural Resources and Wildlife Technology, and that have the potential to promote economic development and attract more students, especially those coming from outside the local area.

Better Serve the Student Body

The ultimate measure of an institution's effectiveness with respect to carrying out its educational mission is the success of its students. However, a number of processes, programs, and support services are needed in order for students to be successful, particularly the growing number of students who are considered at-risk. The initiatives that follow are aimed at improving and/or expanding the support services that the College needs to provide in order to ensure that a greater number of students achieve success.

- Develop and implement strategies specifically aimed at increasing the number of students who successfully complete their programs of study (graduate) or who successfully transfer to other postsecondary institutions either before or after graduation, depending on their particular educational goals.

- Develop and implement an academic advising program that, taking into account students' educational and career goals, moves them from initial registration (course selection) through graduation as efficiently as possible (including any developmental studies that may be required), provides guidance to undecided students to help them establish more specific educational and career goals as early as possible, and facilitates transfer for students wishing to pursue further education at another college or university.

- Improve and expand the full range of academic and other student support services to match enrollment demand, giving particular attention to the provision of the support services needed by under-prepared and other at-risk students (such as those who are in academic difficulty), as well as students with special needs.

- Formulate and implement a comprehensive enrollment management plan that establishes targets for enrollment growth and retention goals that are sustainable and in balance with the College's available resources with respect to instruction and student support services.

- Pursue and establish relationships with other postsecondary institutions to facilitate transfer and articulation, broaden educational opportunities both locally and remotely, and open up opportunities for mutually beneficial cooperation.

Improve Access and Support a More Diverse Campus Community

Garrett College is different from most community colleges in that a large majority of its students are traditional age and they attend full-time. Enrollment of part-time and adult students has continued to decline as a proportion of the College's overall student population. At the same time, while the Garrett County Scholarship Program and other forms of aid are providing opportunities for greater numbers of local students to access higher education, the number of incoming students who are academically underprepared for college-level work is steadily increasing. Experience has shown that students needing developmental work are much more likely to fail with respect to successfully completion of their academic programs. The following initiatives are planned to increase opportunities for students of all ages to access higher education:

- Actively collaborate with the Garrett County Schools to assist in helping students prepare for and transition to postsecondary education and to access a broader spectrum of educational opportunities, including dual-enrollment, receipt of articulated and/or transcripted credit, etc.

- Improve access by ensuring that course schedules and the locations where courses are offered are responsive to the needs of part-time and adult students, and by increasing the number of Distance Learning courses and programs the College offers.

Help Build Garrett County's Future

Workforce Development is one of the College's principal activities, as is indicated in its Mission Statement and it involves both the credit and non-credit divisions of the institution. Using the Career Technology Training Center (CTTC) as a centralized hub for workforce development, providing training to encourage growth and expansion of local businesses, and preparing an exemplary workforce that will attract new businesses continue to be driving forces. Through innovative partnerships, the development of responsive curricula to address employer needs, and the provision of leadership on County-wide initiatives, Garrett College can make a positive impact on the economic health and growth of Garrett County. The initiatives that follow address training needs for business leaders and entrepreneurs as well as short-term job training programs leading to licensure and/or certification.

- Develop training opportunities which support economic development through the creation of new businesses providing jobs to County residents, the development of existing businesses which are poised for expansion and growth, and the preparation of a competitive workforce.

- Provide short-term training, predominantly leading to licensure and certification, to address ongoing local and regional employment needs (e.g. health care, construction, tourism and manufacturing), while responding to emerging and cyclical employment trends.

In order to successfully implement this ambitious agenda there are certain facilitating actions the College must also take. These actions include (1) organization of instructional resources to facilitate implementation of the strategies and initiatives outlined in the Academic Plan; (2) identification of the College's staffing needs with respect to faculty and professional and support staff, taking into account enrollment demand and attrition due to retirement; (3) elimination of the barriers that exist between the Academic and the Continuing Education and Workforce Development divisions in order to make more effective use of our instructional resources; (4) leverage external resources to facilitate program improvement and expansion; and (5), develop and submit to the Maryland Higher Education Commission (MHEC) a 10-Year Facilities Master Plan designed to support the strategies and initiatives outlined in the Academic Plan.

Institutional Vision

MISSION

Garrett College provides accessible, quality education in a supportive environment to a diverse student population. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world.

PURPOSE

Garrett College is a place where education thrives through engaged learning, businesses incubate and emerge, and vibrant leaders are forged.

VALUES

Garrett College believes that every human being is entitled to dignity, worth, respect, and the opportunity to learn. Therefore, Garrett College commits to…

The inherent value of learning by:
- Encouraging a culture of appreciation for the power of knowledge;
- Designing and advancing a curriculum of excellence for student mastery and success;
- Creating opportunities to reveal brilliance;
- Promoting ageless, lifelong learning; and
- Providing open access to programs and services.

The inherent value of the Garrett College community by:
- Sustaining a college focused on student learning and success;
- Fostering innovation and creativity;
- Embracing the concept of the power of people working together in the free exchange of ideas, including respectful disagreement; and
- Vesting individuals with the authority and responsibility to participate in shared governance.

The inherent value of the Garrett County community and the surrounding region by:
- Recognizing diversity of people, along with their differing points of view;
- Fostering a sense of belonging;
- Understanding the intrinsic value of our unique surroundings and of our cultural and artistic heritage;
- Seeking an approach that balances preservation and progress; and

- Contributing to the quality of life, economic and cultural vitality, awareness of local issues, and promotion of social justice.

The inherent value of a global community by:
- Facilitating understanding of other cultures and beliefs;
- Providing opportunities for community awareness; and
- Expecting a high level of cultural competence.

The inherent value of organizational responsibility by:
- Making the most effective use of resources;
- Regularly evaluating our fiscal health;
- Managing our human resources wisely;
- Monitoring and assessing the utility of existing policies and procedures;
- Facilitating necessary change in a timely manner;
- Being responsive to future trends and needs; and
- Promoting environmental awareness and serving as stewards of our environment.

VISION

Garrett College will be a gateway where…
Academic excellence will be our hallmark.
The campus reflects the diversity of the world.
An engaged faculty and staff are committed to students' success.
The needs of local and regional economic development shape programs and services.
Scholarly achievement, physical and emotional preparedness, and integrity will be our product.

FUTURE

Garrett College will be recognized as a small college that offers excellent academic programs that prepare our students for further study or entry into careers. We will be known for signature programs offering curricula ranging from those focusing on the acquisition of advanced technical skills to the wise use and management of the area's natural resources.

Garrett College will serve as a model for transfer preparation, advising, and seamless transition.

Garrett College will be a leader in partnership initiatives focusing on community and regional economic and workforce development.

Garrett College will be the college of choice for students seeking a personal educational experience set in a dynamic natural environment.

Context

Overview of the College

Garrett College offers a comprehensive and diversified array of transfer and career programs despite its small size. Currently, the College offers Associate of Arts (20), Associate of Science in Engineering (1), Associate of Applied Science (7), and Associate in Teaching degree programs (2) and certificate programs (8). Over the last four and a half years enrollment has grown significantly, with fall 2011 enrollment reaching a record 902 students. Much of this growth is attributable to the establishment of the Garrett County Scholarship Program (GCSP) in fall 2006, which provides tuition support for all eligible graduating Garrett County high school students. However, the number of out-of-county and out-of-state students have also grown, due to several factors: more aggressive marketing and recruiting, the availability of new student housing, and increasing costs at four-year institutions. Despite these gains, enrollment growth continues to be a major concern, particularly as the College looks to increased tuition revenue as a way to offset reductions in state and local funding. While graduating high school seniors have typically accounted for the majority of the College's incoming students, the local high school population continues to decline. Therefore, to achieve its enrollment goals the College will need to concentrate on attracting more non-traditional students (a population that has not been well served in recent years) as well as more students from outside Garrett County. Over the past year the College's non-credit enrollment has also rebounded significantly, due in part to a gradually improving local economy. The recent extension of the GCSP to include graduating high school students who prefer to pursue postsecondary job training instead of a college degree (about 30% of the local high school population) may also be a factor. For FY2011, a total of 3,973 individuals enrolled in Continuing Education and Workforce Development courses and programs.

The majority of Garrett College's credit students attend full-time, while the number of students attending part-time has continued to decrease. For fall 2011, 78% of Garrett's credit students were full-time. About 60% of Garrett's students are first-generation. While its student body is predominantly Caucasian, the College enrolls a minority population that is proportionally much larger than that of its service area. Over the last four years the number of newly entering students with developmental education needs has steadily increased. For fall 2011, among new students, 86% have needed developmental coursework in English, reading, and/or mathematics.

Capacity

Over the past five years Garrett College has experienced rapid growth in terms of student enrollment, as was noted above. The College expects enrollment growth to continue, although it is likely to occur at a much more moderate rate. Nevertheless, it has become increasingly important for the College to ascertain the capacity of its physical plant with respect to the

number of students it can adequately support. Accordingly, a capacity study was undertaken in order to answer two key questions:

1. Given the available physical resources, what is the maximum number of students the College can adequately serve without compromising the quality of education it provides?
2. What physical resources would be required to increase maximum capacity by 25%?

Calculation of capacity was done by making various assumptions. The first assumption was based on using the current Monday – Thursday (8:30 a.m. - 9:30 p.m.) schedule and then using a Monday – Friday (8:30 a.m. – 9:30 p.m.) schedule. Moreover, four different "levels of capacity" were calculated, (i.e., maximum capacity, high capacity, mid-range capacity, and "optimal capacity" as defined by the Maryland Higher Education Commission). Each "level of capacity" assumed a different occupancy rate and utilization rate. The results from the capacity analysis for the McHenry campus are shown in the following tables.

Table 1
GARRETT COLLEGE CAPACITY
Full-Time Day Equivalent Students (Four-Day Week)

Calculated Capacity Based on Monday - Thursday 8:30 a.m. – 9:30 p.m. Schedule				
Assumption	Occupancy Rate (%)	Utilization Rate (%)	Total FTDE Students	NASF/Student	Student : Faculty Ratio
Max. Capacity	100	100	1700	8	41
High Capacity	80	80	1090	13	27
Mid. Capacity	70	60	710	21	17
MHEC Rec. Capacity	60	44	440	34	11

Note: FTDE = Full-Time Day Equivalent; NASF/Student = Net Assignable Square Footage per Student

Table 2
GARRETT COLLEGE CAPACITY
Full-Time Day Equivalent Students (Five-Day Week)

Calculated Capacity Based on Monday - Friday 8:30 a.m. - 9:30 p.m. Schedule				
Assumption	Occupancy Rate (%)	Utilization Rate (%)	Total FTDE Students	NASF/Student	Student : Faculty Ratio
Max. Capacity	100	100	2130	7	52
High Capacity	80	80	1360	11	33
Mid. Capacity	70	60	890	16	22
MHEC Rec. Capacity	60	44	560	26	14

In both cases, the calculated mid-range capacities appear as the most reasonable based on the following considerations:
- Average to high NASF/student (16 NASF/Student M-F and 21 NASF/Student M-R)
- NASF/Student (16 M-F & 21 M-R) is slightly less than current levels (23 NASF/Student)

- A reasonable student to faculty ratio is achieved (22:1 M-F and 17:1 M-R)
- Similar usage and occupancy rates when compared with national levels

Thus, given available resources and assuming the current four-day schedule, the maximum number of students the College can adequately serve at its McHenry campus without compromising the quality of education is 710 FTDE, which correlates to 920 FTE and an underlined headcount of 1200 students. Assuming a mid-range capacity and four-day schedule, an additional analysis was completed in order to determine the additional capacity that would be provided by inclusion of the Career and Technology Training Center (CTTC), Northern Outreach Center (NOC), and Southern Outreach Center (SOC). Inclusion of these three off-campus sites increases capacity by an additional 103 students.

Table 2 shows that the mid-range capacity of 890 FTDE for the Monday – Friday schedule is 21% greater than the mid-range capacity of 710 FTDE for the Monday – Thursday schedule shown in Table 1. Therefore, in order to address the second question of what resources would be required to increase capacity by 25%, the number of students was held constant at 890 FTDE, and the total classroom NASF required to maintain the Monday-Thursday mid-range recommended 21 NASF/Student was calculated. Based on this calculation, the College would need to increase its classroom space by roughly 4,000 NASF in order to increase its capacity by 25%. In addition, in order to maintain the recommended student – faculty ratio of 17:1 (at a given student population of 890 FTDE), the College's number of Full-Time Equivalent Faculty (FTEF) would need to increase by 10.

Looking at the available instructional space on the basis of square footage alone, and using the information provided by the Capacity Study, it is clear that for the foreseeable future (i.e. the next 5-10 years), the potential for further enrollment growth should not be limited by the availability of instructional (classroom) space. However, there are several important factors that are not accounted for in this study, such as the function and arrangement of the space, its appearance, or its ability to provide an environment that supports learning. Most of the College's instructional space is unattractive and poorly-suited to its intended function, nor does it create a supportive environment in which learning can take place.

Location[1]

Garrett County, the westernmost county in Maryland, has long been known for its rural lifestyle and natural beauty. It is the state's second largest county in terms of area, as well as the most sparsely populated county in the state. With over 76,000 acres of parks, rivers, lakes, and publicly-owned land, Garrett County has historically been a haven for outdoor enthusiasts. Unfortunately, the County has also historically been known for its high unemployment (and more recently, underemployment), low educational attainment, low incomes, and relative remoteness.

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[1] It should be noted that some portions of this section were taken from the 2009 Garrett County Economic Development Strategic Plan.

Fortunately, a number of relatively recent events have changed perceptions about the County and its residents. The completion of Interstate 68 improved both access and egress to/from Garrett County, making it easier for County residents to access amenities and services available outside the County and improving non-residents' access to the County. With the improved access provided with the completion of I-68, tourism-related industries have grown and flourished over the past 20 years. The completion of I-68 changed the demographics of people visiting the county by providing much improved access for people living in Pittsburgh and the Baltimore – Washington, D.C. – Northern Virginia area and conversely, improved access to those market areas from Garrett County. While tourism is a very important component of the local economy, the County has also made progress in diversifying its business base and reducing unemployment. Figure 1 (which appears on the following page) shows the relative importance of the County's various economic sectors in terms of total employment.

Garrett County is bordered by only one other Maryland county (Allegany), but shares a common border with three Pennsylvania (Fayette, Somerset, and Bedford) and four West Virginia (Preston, Tucker, Grant, and Mineral) counties. Thus, due to its location, geography, and demographics, Garrett County differs significantly from most Maryland jurisdictions – especially those in the Baltimore–D.C. Metro area and has more in common with its West Virginia and Pennsylvania neighbors. One of the biggest challenges facing the County, as well as the tri-state region, is population stagnation and/or decline. Garrett County's population over the last five decades and projected population by the end of the next decade are shown below in Table 3. The County's population grew at a 6% rate from 1980 to 1990 and by another 6% from 1990 to 2000. However, between 2000 and 2010, the County's population grew by only 0.84%, and based on current projections, only moderate population growth (a little more than 3%) is forecast over the next decade (2010 to 2020).
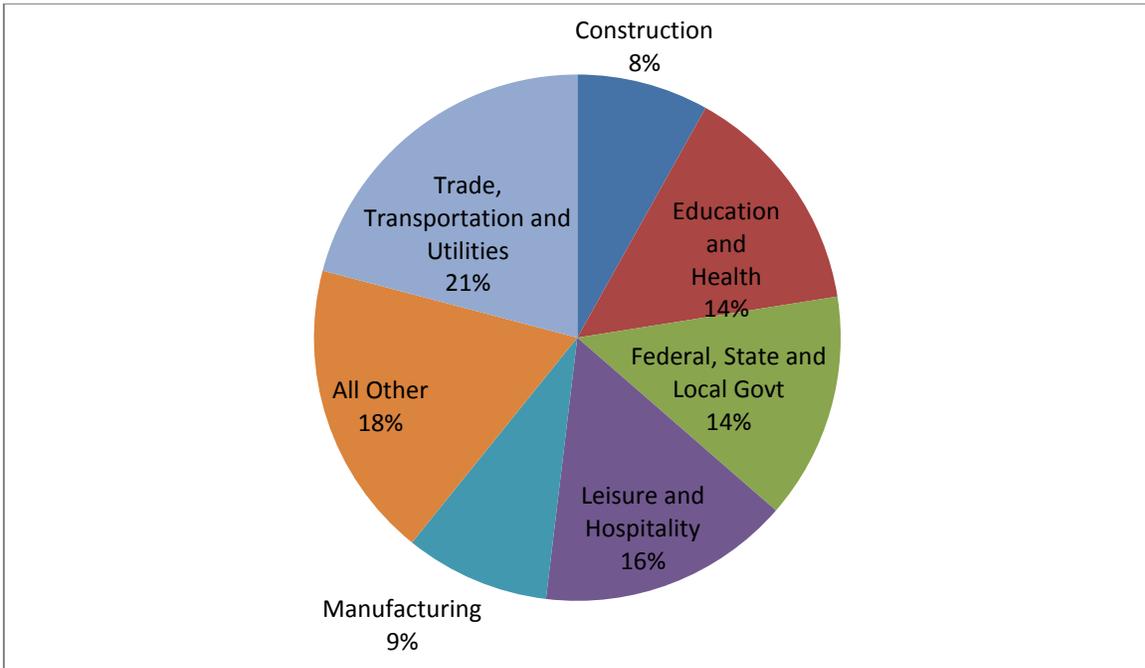
Table 3
GARRETT COUNTY POPULATION

1970 Census	1980 Census	1990 Census	2000 Census	2010 Census	2020 Projected
21,476	26,498	28,138	29,846	30,097	31,100

Sources: U.S. Census Bureau, Decision Data Resources, Demographic Comparison Reports, October 2010; Projected Population, Maryland Department of Planning, November 2010

At the same time, the County's population has continued to age, as the graph in Figure 2 shows. As can be seen from in Figure 2, nearly all of the projected population growth over the next 10 years will be among the 55+ age group, with all other age groups showing population declines. The County's declining/stagnant population is one of the biggest challenges to building and growing the local economy. It also poses a significant challenge for Garrett College considering that most of the College's enrollment consists of traditional age students, most of who are from Garrett County and the surrounding area.

Figure 1
GARRETT COUNTY EMPLOYMENT BY SECTOR

Construction 8%
Education and Health 14%
Federal, State and Local Govt 14%
Leisure and Hospitality 16%
Manufacturing 9%
All Other 18%
Trade, Transportation and Utilities 21%

Source: Maryland Dept. of Labor, Licensing and Regulation, Employment and Payrolls, 3rd Quarter 2010

Figure 2
POPULATION TRENDS BY AGE GROUP

Age 0-14
Age 15-24
Age 25-54
Age 55+
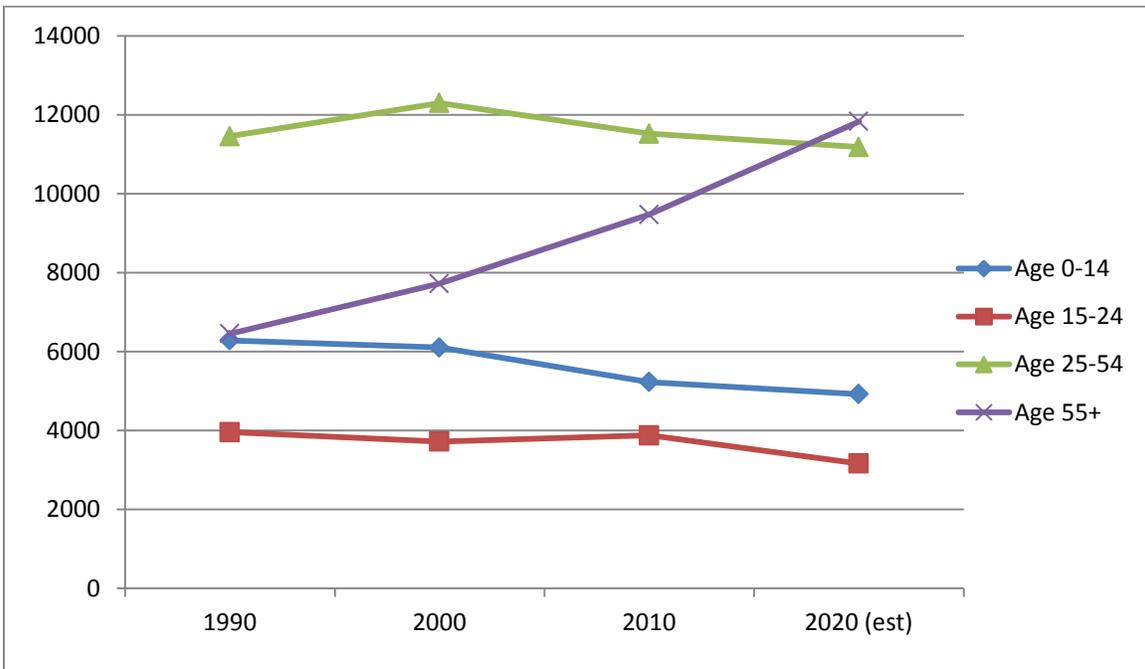
Data Sources: U.S. Census Bureau, Decision Data Resources, Demographic Comparison Reports, October 2010;
U.S. Census Bureau, 2010 Census Data for Garrett County Maryland; Projected Population, Maryland
Department of Planning, November 2010 (interpolated to match age categories)

Factors Influencing Development of the Academic Plan

In addition to the College's mission, values, and vision, a number of other factors have influenced the development of this Academic Plan, including the environment in which we operate. This environment includes broad economic and societal trends that impact higher education; state, regional and local trends and existing conditions that impact the College directly; and conditions within the College itself. An extensive environmental scan was conducted in order to identify and assess these factors. The results of this scan are summarized below.

National Trends

During 2005-2006, the Secretary of Education's "Commission on the Future of Higher Education" released a series of *Issue Papers* to inform the work of the Commission. The paper states in its opening that "American postsecondary education is operating at the confluence of multiple forces." The paper then goes on to identify five driving forces that have the potential to significantly affect the future of American higher education, three of which have implications for Garrett College:

Increased Demand – Higher education is increasingly being seen as the most effective means for attaining a better quality of life and promoting economic development. Thus, the demand for higher education will continue to increase. This trend is evident in the Garrett County schools. As recently as 15 years ago only about one-third of Garrett County high school graduates attended college. Now, nearly two-thirds of the students who graduate are college-bound. Nationally, this growing population of college-bound students will place new demands on the higher education system due to differences in age, racial, ethnic and economic make-up, and levels of preparation.

Economic and Fiscal Stress – States have traditionally played a major role in funding higher education. However, as more and more states face long-term budget shortfalls and structural deficits, the proportion of state funds going to higher education is steadily diminishing. As a result, more of the burden for paying for higher education is being placed on students and their parents through steep cost increases in tuition and fees; this is making college unaffordable for a growing segment of the nation's population. At the same time, at both federal and state levels, financial support for higher education is being regarded as less important or less urgent than other budget priorities and this trend is likely to continue. Therefore, in the Commission's words, "Higher education will need to explore new sources of revenue beyond traditional ones if it is to surmount these fiscal realities."

Demands for Accountability – Higher education faces growing demands from public officials, business and industry, and the general public to provide better evidence of its effectiveness. Public officials and concerned citizens are demanding justification for the high cost of higher education, particularly as those costs continue to escalate, and all constituencies are

demanding clear evidence in the form of measurable outcomes that students are learning (i.e., of value-added). Future public support for higher education will likely depend on the ability of higher education to adequately demonstrate its effectiveness.

What Are the College's Strengths, Weaknesses, Challenges, and Opportunities?

In order to create a plan that moves Garrett College forward in terms of academic quality, student satisfaction and success, and contribution to Garrett County's economic growth, we need to candidly assess where we stand today. What are the College's core strengths? Where does it need to improve? What are the challenges that must be overcome? What are the opportunities that should be considered? In order to answer these questions, Garrett College compiled information from a variety of sources including the College's own campus community (through an internal assessment of the College's strengths, weaknesses, opportunities, and threats (i.e., a SWOT analysis) involving students, faculty, staff, and administrators); a random community survey (conducted during Oakland's 2011 Winter Fest); a survey of Garrett County high school juniors (2011 junior class); a community needs assessment conducted by the Community Outreach and Needs Assessment Work Group; and a series of focus group meetings involving the Garrett County Council of Mayors, the Garrett County Board of Commissioners, members of women's groups and organizations from throughout the community, the Garrett County Chamber of Commerce and Garrett County Economic Development Corporation; Oakland community members, and representatives from the Garrett County Schools and the Garrett County Board of Education. The 2009 Garrett County Economic Development Strategic Plan, which the College helped to develop, also yielded a considerable amount of useful information.

Where Does Garrett College Need to Improve?

A candid assessment of its strengths and weaknesses is necessary before an institution can begin to move forward with respect to achieving its vision. This process revealed several areas where Garrett College needs to improve or where it is perceived negatively:

- While Garrett College is well regarded throughout the state, its image among some segments of the local community is poor. Concerns about the transferability of Garrett's courses are longstanding and widespread. This perception in turn leads to questions concerning the quality of the education the College provides. Such perceptions are particularly prevalent among local high school students. In meetings with various segments of the community some cases of students being misadvised were also cited.

- As indicated above, perceptions within the community about transfer and advising are issues the College needs to address. However, for the most part, these perceptions are a consequence of a number of broader issues related to the advising and transfer advising processes that the College must work to resolve. Some of these problems are connected with the lack of a centralized advising process. Others stem from a lack of resources. Some of the more critical issues that need to be resolved include the following:

- An advising structure and processes that are not adequate to meet enrollment demand
- De-centralized and confusing advising functions (and other support services) that make it difficult for students to know where to go in order to get help
- Lack of a trained academic support counselor who can assist and monitor students who are in academic difficulty
- Heavy and, in many cases, excessive advising loads for faculty, as well as significant advising loads for some professional staff and part-time faculty
- An online registration process that currently does not have the capability to allow students to self-register
- A lack of formal transfer and/or articulation agreements with receiving institutions in the region that would facilitate Garrett students' ability to transfer with minimal or no loss of credit.

- While the College has experienced significant enrollment growth over the last five years, there has been no increase in the number of full-time faculty and only a modest increase in the number of professional staff (mainly in Student Life). In fact, the College has only slightly more full-time faculty today than it did 20 years ago. This situation has forced the College to rely more heavily on adjunct instructors to meet enrollment demand. While many of these part-time instructors are competent and dedicated, because of the College's rural location, the supply of qualified instructors is limited. In order to improve instructional quality the College must hire more full-time faculty. The need is particularly acute in developmental math and English due to the large increase in the number of entering students who are under-prepared to do college-level work. There is also a need for additional faculty in the life sciences.

- As was mentioned above, the College has become increasingly dependent on the use of adjunct instructors in order to meet enrollment demand. However, because the supply of qualified and experienced instructors who are available locally is limited, the College has sometimes been forced to rely on instructors who possess the necessary academic qualifications but have little or no teaching experience. However, because the College does not have a faculty development program, it is not able to provide these instructors with the training and support that they need in order to become effective teachers. There is also no coherent plan for the continued development of the College's full-time faculty. There is a particular need for more training in the use of instructional technology.

- Over the course of the last four to five years, the College has experienced a significant increase in the number of entering students who are academically under-prepared for college-level work, as is evidenced by the nearly 86% of entering students needing developmental course work in math and/or English for fall 2011. At the same time, experience has shown that the College is not adequately positioned to serve the needs of developmental students, especially in large numbers. The College has no full-time faculty and only a few part-time faculty with significant experience in developmental

education. Moreover, recent modifications to developmental math and English courses into six-credit workshops have not been as effective as hoped, especially in the case of math, and the fact that these courses carry six credits has caused numerous problems with teaching loads, classroom scheduling, financial aid, academic standing, student engagement, etc. Leadership from full-time faculty who have training and/or significant experience in developmental education is needed. The developmental math and English workshops also need to be redesigned to carry fewer credits and to more specifically meet the needs of a broader range of student preparation and abilities.

- As the College's student population has grown it has also become more diverse. With this diversity has come a wider range of student needs, some of which the College has not been well-equipped to provide. As a result, the support services provided to veterans, international students, students with special needs, students from urban backgrounds, and students who are in academic difficulty have not always been adequate. The need for an academic support counselor is particularly acute. Moreover, given the diversity of its student population, the College also needs to make a greater effort to achieve more diversity among its faculty and staff.

- While the College has recently added a new library, residence hall (owned by the Foundation), and athletic and recreation complex, the campus facilities as a whole fail to create an environment that supports and is conducive to learning. The layout of the campus itself is somewhat haphazard and its aging buildings (most are 35-40 years old) have seen only minor renovations or improvements. Most of these buildings have inadequate and/or poorly functioning HVAC systems. Most instruction occurs in classrooms that are unattractive and lack modern amenities. Classroom furniture is uncomfortable. Apart from the library, there are few locations on campus where students can study or meet to work on group projects, and except for a few small areas off passageways, there are no lounge areas where students can go to relax or socialize.

- Garrett College is different from most community colleges in that a large majority of its students are traditional age. These students attend full-time and they take most of their classes during the daytime. Enrollment of part-time and adult students has continued to decline as a proportion of the College's overall student population. The College offers a relatively small number of courses at night and most of these are offered at the McHenry campus. Few credit courses are offered at the College's other instructional sites in Oakland, Grantsville, and Accident. These practices severely limit access for adult students who have work and/or family responsibilities. The College also needs to increase the range of its online course offerings in order to better serve the County's adult population.

What Are the Challenges the College Must Overcome?

For Garrett College to advance and realize the Vision that was articulated earlier in this plan, there are several challenges that must be overcome and potential threats to which the institution must be prepared to respond. Perhaps the greatest challenge with respect to moving forward is the uncertainty surrounding the future of federal, state and local funding. State and local (County) funding are especially a concern because, along with tuition, they are the College's principal sources of revenue. Moreover, possible reductions to or complete elimination of the Garrett County Scholarship Program could significantly reduce enrollment, thereby putting even greater pressure on the College's fiscal resources due to reductions in tuition revenue. At present, there is nothing to indicate that these uncertainties will be resolved anytime soon. The likelihood that no new funding will be forthcoming anytime in the next five years is especially problematic given the College's pressing need for more full-time faculty. A stagnant job market and a local economy that is heavily dependent on tourism (one of the industries most affected by an economic downturn) only exacerbate this situation. The College's aging faculty and staff represents another significant challenge. Nearly half of the College's full-time faculty and a significant number of professional staff could potentially retire within the next five years. The College's inability to pay competitive salaries coupled with the relatively high cost of housing in Garrett County will make it difficult for the College to hire replacements for these positions. The College's relationship with the County school system also presents a challenge. There is a long history of close cooperation and partnership between Garrett College and the Garrett County Public Schools, but more recently, due to financial pressures and several other factors, the relationship has been strained.

The College faces other challenges and threats. The County's declining high school population (which was discussed earlier) is a particular concern. We will need to attract more students from outside the local area in order to increase or possibly even maintain enrollment at current levels. At the same time, a shortage of affordable off-campus housing and the lack of public transportation severely limits housing choices for out-of-county and out-of-state students (assuming the College's two residence halls are full). Keeping technology current with industry standards and addressing IT security issues are ongoing challenges. Moreover, without online registration and class scheduling, the College may find it difficult to compete with other institutions, with Garrett College being regarded as "behind the times" with respect to standard college admission and registration practices. In fact, with West Virginia University, Frostburg State University, and Allegany College of Maryland being located within a 40+ mile radius of our main campus, and with the continual increase in online courses and programs being offered by other institutions, competition from other educational providers who are larger with more resources and more programs to offer will be an ongoing threat.

What Are Garrett College's Core Strengths?

Despite its small size, limited resources, and rural location, Garrett College possesses a number of strengths. Quite possibly the College's greatest strength is its people. Its faculty and staff are

talented, hardworking, competent, caring, and dedicated. While small size can be a disadvantage in terms of available resources, it can also be a source of considerable strength. With an annual enrollment of around 5,000 students (999 credit, 3,935 non-credit for fiscal year 2011), Garrett College is by far Maryland's smallest community college in terms of headcount. However, our small size allows our faculty and staff to know most of our students on a personal level and our "smallness" fosters a close-knit community that heightens our ability to be student-centered. The College's small size also allows us to be more nimble in responding to opportunities as well as community needs. The College also benefits from its location in a four-season resort/tourist destination situated in the heart of the scenic Appalachian Mountains. Outdoor and adventure recreation activities abound which are not available to students at our sister institutions. The area's natural resources also serve as outdoor classrooms for students enrolled in the College's Adventure Sports Management and Natural Resources and Wildlife Technology programs. These same two programs have distinguished themselves as the College's "signature" programs and have been widely recognized for their unique curricula and the quality of their graduates. Overall, Garrett College graduates who transfer to four-year institutions typically outperform students coming from other Maryland community colleges. The College also enjoys strong support from the Garrett County government, as exemplified by the establishment of the Garrett County Scholarship Program.

What Opportunities Should We Pursue?

As one might expect, many of the opportunities that currently exist or that are likely to present themselves in the future involve the creation of new instructional programs (both credit and non-credit) or expansion of or spin-offs from existing programs. For example, expansion of the College's Distance Learning program is seen as a major source of opportunity. Many of the suggested programming opportunities derive from local and/or regional economic development efforts and support the workforce development needs of existing businesses and industries, promote the further development of emerging industries, or create the climate and conditions necessary to attract new industries. Most of the opportunities identified from the county and regional needs assessment as well as by many of the community focus groups fell into one of these three categories (see Appendix A). The prospect of the College developing a robotics program received considerable attention. A strong interest in robotics already exists in the County owed mainly to the success of the school system's competitive robotics teams. There are also other opportunities for the College to consider. Given the availability of two on-campus residence facilities and only limited summer course offerings, opportunities exist for the College to offer a variety of summer camp and enrichment programs which could generate much needed revenue. The College is also well-equipped to provide corporate training and team-building activities. With athletics playing an important role in the recruitment of future students, the College needs to consider adding new sports such as soccer and track and field, which seem to be especially popular with local students.

Strategies and Initiatives

Garrett College has established six Institutional Goals that it considers fundamental and indeed critical to the accomplishment of its Mission and Vision:

Accessibility: Make higher education accessible to a diverse student population through appropriate admissions practices, active recruitment of a diverse student body, affordable tuition and fees, financial aid and scholarship assistance, developmental studies for students who are under-prepared for college-level work, student support services, and delivery of courses at times and via media that are responsive to student needs.

Student Satisfaction and Success: Create and sustain a supportive learning environment that encourages student growth and achievement through appropriate advising and career counseling, transfer and career preparation programs, experiential learning opportunities, and curricular as well as extra-curricular activities that encourage student engagement and responsibility.

Educational Effectiveness: Ensure, through an emphasis on teaching excellence, that graduating students are able to demonstrate mastery with respect to oral and written communications skills, information literacy, critical reasoning and analysis, quantitative reasoning, scientific literacy, and information management; that they have achieved the requisite levels of academic and technical proficiency in their major; and that, through activities focusing on diversity and cultural awareness, they are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs.

Workforce Development: Support the economic development of Garrett County and the surrounding region by creating a skilled workforce through credit programs, as well as non-credit job readiness and workforce preparation courses; Garrett College will also be the provider of choice for affordable contract and customized training in response to the emerging needs of new and growing businesses.

Community Service: Serve, within the scope of available resources, the specific needs of the community through partnerships with local government, businesses, community and arts organizations, schools, and non-profit agencies; and by providing continuing education courses for personal enrichment, lifelong learning, and community need.

Effective Use of Financial, Human, and Physical Resources: Ensure, through the application of "best practices," that financial, human, and physical resources are managed effectively and efficiently for optimal results.

The strategies and initiatives outlined here link to and directly support one or more of these mission-critical goals. The process that lead to the creation of these strategies and initiatives was informed and guided by analysis of an extensive volume of information and data that have been gathered from a wide array of sources, both internal and external to the College. Most of

these sources have already been identified, but also included are the College's Institutional Research office and input from faculty, staff, administrators and Board members as they have reviewed draft portions of this plan.

Enhance the Quality of the Teaching and Learning Environment

Garrett College's Mission is diverse, but it is first and foremost an institution where teaching and learning is to take place. Thus, the quality of the teaching and learning environment goes to the very heart and essence of the institution. It is therefore crucial that the College strive to continually improve the quality of the instruction it provides and the programs it delivers. It must also work to create a physical environment that supports and is conducive to the learning process. The following initiatives are designed to improve and enhance the quality of the teaching and learning environment.

- Improve and sustain instructional quality. Examples include:
  - Ensuring that the number and quality of full-time faculty is adequate to meet enrollment demand
  - Implementing an ongoing faculty development program, including establishment of a Teaching and Learning Center devoted to providing training in a variety of topics of interest to faculty, including the use of instructional technology
  - Sustaining a student learning outcomes assessment program that regularly assesses student learning at all levels (i.e., course, program, and institutional)
  - Upgrading instructional facilities, and science laboratories in particular, bringing them up to current standards

- Create and maintain appropriate environments that promote learning. Examples include:
  - Holding ourselves accountable for meeting professional standards
  - Refurbishing classrooms to make them more attractive and functional
  - Upgrading instructional equipment and replacing existing classroom furnishings with furniture that is attractive, comfortable, and functional

- Initiate a process of continuous program improvement with respect to the College's existing programs. Potential examples include:
  - Reviewing and revising curricula
  - Ensuring that the curricula for career programs is current with industry standards
  - Ensuring that the facilities and equipment used by career programs are adequate and up-to-date with respect to industry standards. Examples include:
    - An indoor climbing wall for the Adventure Sports Management Program
    - Global Positioning System (GPS) and other field equipment for the Natural Resources and Wildlife Technology Program

- Identifying applicable industry-recognized certifications and ensuring that students are adequately prepared to pass the tests to receive these certifications
- Identifying appropriate performance indicators and establishing peer and aspirational benchmarks as appropriate

Develop Instructional Programs that Define Garrett College as One of the Region's Premier Institutions for Postsecondary Education and Lifelong Learning

Part of Garrett College's Vision is to be "…recognized as a small college that offers excellent academic programs that prepare our students for further study or entry into careers," and to be "…known for signature programs offering curricula ranging from those focusing on the acquisition of advanced technical skills to the wise management of the area's natural resources." Moreover, given the County's aging population and a concomitant decline in the number of high school age students in particular, the College is likely to become increasingly dependent on attracting out-of-county and out-of-state students in order to grow enrollment and possibly even to maintain it at current levels. If this is the case, the College will need more programs that have the ability to attract these students, either because of their quality or because of their relative uniqueness or a combination of the two. At the same time, the College desires to have at least a few programs, such as engineering, that are capable of attracting more talented and better prepared students who can provide some balance to the increasingly large numbers of students who are under-prepared and who struggle academically. The College also desires to distinguish itself through newly developed non-credit courses and programs that provide opportunities for lifelong learning as well as workforce development. The following initiatives involve development of new programs for which there is either a demonstrated need or for which the College is uniquely equipped to deliver, in large part because of its location and the surrounding natural environment.

- Improve and expand the College's programs that involve science, technology, engineering, and mathematics (STEM), as well as training leading to the acquisition of advanced technical skills and training directed toward the application of new and emerging technologies which in turn may lead to the formation of new businesses. Potential examples include:
  - A.S. degree program in Mechanical Engineering Technology
  - A.A.S. degree program in Cyber-security
  - A.A.S. degree program in Robotics
  - A.A.S. degree program in Generic Technical Skills
  - Non-credit STEM Entrepreneurship Training Program

- Create new programs and other educational opportunities such as corporate training, summer camps, and experiential learning that are set in the context of the region's

(County's) natural environment and complement its tourism/adventure sports industry, that take advantage of the synergies between existing programs such as Adventure Sports Management and Natural Resources and Wildlife Technology, and that have the potential to promote economic development and attract more students, especially those coming from outside the local area. Potential examples include:

- Eco-Tourism concentration offered jointly by the ASI and NRWT programs
- Event Management and tourism/hospitality concentrations linked to the A.A.S. degree program in Business Management
- Leadership development component as developed by ASI integrated into other degree programs (e.g., Business Management, General Studies)
- Corporate training, summer camps, experiential learning opportunities

Better Serve the Student Body

The ultimate measure of an institution's effectiveness with respect to carrying out its educational mission is the success of its students. Student success is usually considered to be graduation (i.e., completion). However, in some cases, it may consist of a successful transfer to another institution either prior to or after graduation. However, a number of processes, programs, and support services are needed in order for students to be successful, particularly the growing number of students who are considered at-risk. The initiatives that follow are aimed at improving and/or expanding the support services that the College needs to provide in order to ensure that a greater number of students succeed in completing their programs of study or are otherwise successful in achieving their educational goals.

- Develop and implement strategies specifically aimed at increasing the number of students who successfully complete their programs of study (graduate) or who successfully transfer to other postsecondary institutions either before or after graduation, depending on their particular educational goals.

- Develop and implement an academic advising program that, taking into account students' educational and career goals, moves them from initial registration (course selection) through graduation as efficiently as possible (including any developmental studies that may be required), provides guidance to undecided students to help them establish more specific educational and career goals as early as possible, and facilitates transfer for students wishing to pursue further education at another college or university.

- Improve and expand the full range of academic and other student support services to match enrollment demand, giving particular attention to the provision of the support

services needed by under-prepared and other at-risk students (such as those who are in academic difficulty), as well as students with special needs.

- Formulate and implement a comprehensive enrollment management plan that establishes targets for enrollment growth and retention goals that are sustainable and in balance with the College's available resources with respect to instruction and student support services.

- Pursue and establish relationships with other postsecondary institutions to facilitate transfer and articulation, broaden educational opportunities both locally and remotely, and open up opportunities for mutually beneficial cooperation.

Improve Access and Support a More Diverse Campus Community

Despite its rural and relatively isolated location, coupled with the fact that Garrett County's population is 98% Caucasian, Garrett College's 17.5% minority student population represents a significant achievement with respect to creating a more racially or ethnically diverse campus community. However, as was pointed out earlier, Garrett College is different from most community colleges in that a large majority of its students are traditional age and they attend full-time. Enrollment of part-time and adult students has continued to decline as a proportion of the College's overall student population. The County's adult population in particular is not being well served. Apart from online course offerings (which also need to be increased), relatively few credit courses are being offered at times or locations that are convenient for adult students. At the same time, while the Garrett County Scholarship Program and other forms of aid are providing opportunities for greater numbers of local students to access higher education, the number of incoming students who are academically underprepared for college-level work is steadily increasing. For fall 2011, about 84% of the entering Garrett County students tested into one or more developmental courses. Experience has shown that students needing developmental work are much more likely to fail with respect to successful completion of their academic programs. The following initiatives are planned to increase opportunities for students of all ages to access higher education:

- Actively collaborate with the Garrett County schools to assist in helping students prepare for and transition to postsecondary education and to access a broader spectrum of educational opportunities, including dual-enrollment, receipt of articulated and/or transcripted credit, etc.

- Improve access by ensuring that course schedules and the locations where courses are offered are responsive to the needs of part-time and adult students, and by increasing the number of Distance Learning courses and programs the College offers.

Help Build Garrett County's Future

Workforce Development is one of the College's principal activities, as is indicated in its Mission Statement. It involves both the credit and non-credit divisions of the institution and is therefore a key component of the College's current Strategic Plan, as well as this Academic Plan. It is also a key component of Garrett County's recently approved Economic Development Strategic Plan. Using the Career Technology Training Center (CTTC) as a centralized hub for workforce development, providing training to encourage growth and expansion of local businesses, and preparing an exemplary workforce that will attract new businesses continue to be driving forces. The County's stagnant population growth, and declining public school enrollment, further illustrates the necessity of retaining our existing workforce and developing new strategies for growth. Through innovative partnerships, the development of responsive curricula to address employer needs, and the provision of leadership on County-wide initiatives, Garrett College can make a positive impact on the economic health and growth of Garrett County. The initiatives that follow address training needs for business leaders and entrepreneurs as well as short-term job training programs leading to licensure and/or certification.

- Develop training opportunities which support economic development through the creation of new businesses providing jobs to County residents, the development of existing businesses which are poised for expansion and growth, and the preparation of a competitive workforce. Potential examples include:
    - Leadership Academy
    - Lean Efficiency
    - Entrepreneurship
    - Workforce Certification

- Provide short-term training, predominantly leading to licensure and certification, to address ongoing local and regional employment needs (e.g. health care, construction, tourism and manufacturing), while responding to emerging and cyclical employment trends. Potential examples include:
    - Machine Tool
    - Electrical
    - Plumbing
    - Phlebotomy
    - Natural Gas Drilling and Hydraulic Fracturing (Marcellus Shale)
    - Green Construction
    - Health Informatics (Electronic Health Records)

Facilitating Actions

Facilitating actions describe other activities that need to be carried out or changes that need to be made if the College is to successfully implement the strategies and initiatives outlined in this Plan.

- Organize instructional resources (i.e., human, fiscal, physical) as needed to facilitate the implementation of the strategies and initiatives that are outlined in this Academic Plan.

- Identify the College's staffing needs with respect to faculty and professional and support staff, taking into account enrollment demand, attrition due to retirement, and giving particular attention to the desired balance between full- and part-time faculty, and then allocate the resources necessary to achieve the desired staffing levels.

- Eliminate barriers that exist between the Academic and the Continuing Education and Workforce Development divisions in order to make more effective use of our instructional resources and to be able to provide a fuller range of educational, training, and experiential learning programs and opportunities for both credit and non-credit students, including opportunities for "career laddering."

- Explore ways in which the Garrett College Foundation might help to support the strategies and initiatives outlined in this Academic Plan.

- Leverage external resources to facilitate program improvement and expansion. Potential examples include:
  - Adventure Sports Center International (ASCI)
  - Garrett Trails
  - Wisp Resort

- Develop and submit to the Maryland Higher Education Commission (MHEC) a 10-Year Facilities Master Plan that is designed to support the strategies and initiatives outlined in this Academic Plan.

Continuing Activities

This plan does not include every activity that will take place at Garrett College over the next five years. It focuses instead on newly proposed and/or current activities that are considered crucial or otherwise particularly strategic in moving the College forward with respect to achieving its vision. The initiatives and facilitating actions outlined in this plan represent only a part of the many important activities that are ongoing at Garrett College and to which the College is committed. Included among these are the transfer and career, workforce development, contract training, and life-long learning programs the College currently offers; its library; its inter-collegiate and intramural sports and athletic programs; its present contributions to the region's economic development; and the services it currently provides to the community, such as the recently opened Community Aquatics and Recreation Complex.

However, the transfer and career programs that the College currently offers were reviewed as part of the process of developing the Academic Plan in order to identify any important programmatic elements or initiatives that needed to be incorporated within the Plan. Time did not allow for a formal program review to be conducted for each program, but program directors and faculty were asked to develop a vision for their respective program; to identify strengths, weaknesses, opportunities, and threats (i.e., conduct a SWOT analysis); to indicate their program priorities for the next 3-5 years, including any plans for expansion; and to outline their plans for achieving those priorities, including identification of the resources required. As appropriate, this information has been incorporated into the Academic Plan.

Action Plan

Upon completion and approval of this Academic Plan, the College will develop a detailed Action Plan which will serve as the roadmap for carrying out the planned initiatives. The Action Plan will identify the specific steps involved in carrying out each initiative, a timeline, the resources required, and the person or persons responsible for overseeing the project. It will also be used to track the status of each initiative. The Action Plan will also link to an Assessment Plan (described on Page 31) which we enable us to measure and evaluate our progress.

Resources

The College anticipates that most of the strategies and initiatives outlined in this Academic Plan will be carried out over a five to ten year period, as resources and other circumstances permit; although, work on carrying out some initiatives is already in progress. Some of the planned initiatives are more critical to the College's mission and/or its ability to move forward than others. The priority in which the various initiatives are to be carried out will be established through the College's strategic planning process. The Strategic Plan, in conjunction with the Financial Plan, will also guide allocation of the necessary resources.   The College's current Strategic Plan extends only through fiscal year 2013 so in large part, this Academic Plan will drive development of the 2014-2018 Strategic Plan which will be formulated over the course of the next year.

How Will Success Be Determined?

As the Academic Plan is implemented, i.e., the various initiatives are carried out, the extent to which the Plan's five Strategies are moving the College toward achievement of its vision and their impact on institutional performance will need to be monitored and assessed. These tasks will be accomplished through the use of a series of strategic (i.e., performance) indicators associated with each Strategy. These strategic indicators will be based on data the College already collects, either for IPEDS or the MHEC Institutional Performance Accountability Report. Assessment results will be reported in the form of an Academic Scorecard. Comparative data from peer institutions will be presented if available.