



Self-Study Design

November 2022

Middle States Commission on Higher Education

Middle States Commission on Higher Education (MSCHE) Self-Study Design Report



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1. Institutional Overview



Baltimore City Community College (BCCC) is a state-sponsored, urban, comprehensive, degree-granting community college with one campus and instructional sites throughout the city of Baltimore. The College currently offers 30 degree and 18 certificate programs as well as a range of non-credit course offerings including General Educational Diploma (GED), English as a Second Language (ESL), and Adult Basic Education (ABE). The College partners with local business and industry to offer non-credit workforce training, customized training, and a variety of other educational options and services. BCCC offers Pathways in Technology Early College High School (P-TECH) programs in collaboration with Baltimore City Public Schools System (BCPSS) and various City employers, including Johns Hopkins University, the Johns Hopkins Health System Corporation, and the Baltimore Port Authority. BCCC also partners with BCPSS on dual enrollment, with dual enrolled students taking courses for college level credit at both BCCC locations or at their home high schools.

BCCC was founded in 1947, as Baltimore Junior College (BJC), a department of the Baltimore City Public Schools. Its mission was to provide post-high school education for returning World War II veterans. In 1967, the College was renamed the Community College of Baltimore (CCB). In the early 1990s, ownership of the College was transferred to the State of Maryland and it was renamed the New Community College of Baltimore (NCCB). In 1992, the College was given its current name: Baltimore City Community College.

Mission

Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

Vision

Baltimore City Community College is an innovator in providing quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment.

Values

- **Integrity** – Unwavering adherence to a strict moral and ethical standard.
- **Respect** – Showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences.
- **Diversity** – Recognizing, accepting, appreciating, and supporting individual differences and lifestyles.
- **Teaching** – Impacting knowledge skills, and values that are essential to the success of the individual and growth of the community.
- **Learning** – Gaining knowledge, skills, and understanding that are useful to the individual and college community by promoting intellectual curiosity.
- **Excellence** – Providing excellent teaching, student services, customer services and community engagement.
- **Leadership** – Empowering, nurturing, and inspiring individuals to be leaders in their own sphere.
- **Professionalism** – Adhering to the highest standard of customer service.

1. Institutional Overview, Cont.

IMPORTANT RECENT DEVELOPMENTS

At the conclusion of the 2017 session of the Maryland General Assembly, House Bill 1595 (HB 1595) was passed into law. HB 1595 required BCCC to complete a list of 12 specific realignment tasks (see table 3); altered the composition of the Board of Trustees; and established specific criteria for the next BCCC president. BCCC continues to report on these realignment tasks to the Board of Trustees monthly, and annually to the State of Maryland Appropriations Committee and Budget and Taxation Committee.

Progress had been made to address the Realignment Tasks. Highlighted operational initiatives and outcomes are summarized to demonstrate the institution's commitment to fulfill the mandate.

REALIGNMENT TASK #1

Academic Programming

Collaborations with workforce and high school partners aided in the development of five new programs (pending MHEC approval):

- Associate of Applied Science in Geoscience
- Associate of Applied Science in Communications
- Associate of Applied Science in American Sign Language and Deaf Studies
- Associate of Applied Science in Cybersecurity-Digital Forensics
- Lower Division Certificate in Communications

These programs were developed by the respective faculty and in conjunction with School Deans, the Curriculum & Instruction Committee and the Vice President of Academic Affairs, and approved by Board of Trustees.

REALIGNMENT TASK #5

Enrollment

In 2017, the Maryland General Assembly gave BCCC an ambitious mandate to realign its strategies and operations to better serve students, employers, and the community. The College has made considerable progress and it is reflected in our enhanced services and the enrollment growth experienced prior to the pandemic. To align the budget with realistic enrollment projections, a cross-collaborative strategy was developed and led by the Vice President of Finance & Administration, Vice President of Student Affairs, and Vice President of Institutional Effectiveness, Research & Planning. New, more realistic projections

were established by the Maryland Higher Education Commission in 2022 that factored in two years of pandemic-driven enrollment declines across all 16 community colleges.

The first chart below reflects MHEC's revised credit projections for all community colleges (which include dual enrollment and developmental courses). The second chart reflects MHEC's revised projections for BCCC's credit enrollment. This new set of projections supports the College's efforts to balance the expectations of MHEC and other State oversight bodies and fulfill the Realignment Task.

Maryland Higher Education Commission Projections: All MD Community Colleges (CC)	Fall 2021 Actual	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029
MHEC 2021 – 2030 Projections for All MD CCs Published April 2021	97,458	135,971	137,395	138,821	140,243	140,973	141,702	141,432	143,167
MHEC 2022 – 2030 Projections for All MD CCs Published May 2022	97,458	117,974	118,534	119,656	119,656	120,036	120,225	120,420	120,613
MHEC's New Percent Changes for Outyears		21.1%	0.5%	0.9%	0.2%	0.2%	0.2%	0.2%	0.2%

Maryland Higher Education Commission Projections: All MD Community Colleges (CC)	Fall 2021 Actual	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029
MHEC 2021 – 2030 Projections for BCCC Published April 2021	3,864	5,952	6,139	6,270	6,059	6,730	7,044	7,419	7,865
MHEC 2022 – 2030 Projections for BCCC Published May 2022	3,864	4,595	4,616	4,638	4,659	4,667	4,675	4,682	4,690
MHEC's New Percent Changes for Outyears		18.9%	0.5%	0.5%	0.5%	0.2%	0.2%	0.1%	0.2%

Source: BCCC Office of Institutional Research and MHEC Enrollment Projections

1. Institutional Overview, Cont.

Budget

BCCC uses the audit firm, Clifton Larson Allen (CLA) for the financial audits of the College, WBJC-FM and the BCCC Foundation annual statutory audits. Using one audit firm for all three of the financial audits ensures consistent and timely results. BCCC's approach for the financial audits simplifies the audit planning, fieldwork, and reporting. It allows collaboration between BCCC and CLA and a more consistent approach and workflow. It also allows BCCC to rely on the expertise of CLA during these challenging times facing public colleges. BCCC looks forward to a continued relationship with CLA for its audit needs as well as continuing to provide quality, affordable, and accessible education in an ever-changing competitive workforce and environment.

The State of Maryland uses a current services budget (CSB) process when developing the baseline budget. The Department of Budget and Management begins with a base of the previous year's budget, then adjusts that base for certain known changes, creating CSB targets for agencies. Agencies and State institutions must carefully consider their targets and determine what action is needed to submit a budget within the target.

The General Assembly, primarily through the Senate Budget and Taxation and House Appropriation Committees, reviews, holds hearings, and makes decisions on the budget. The budget bill must be enacted by the General Assembly one week before the end of the session; otherwise, the Governor must proclaim an extended session. The legislature must enact a "balanced budget". The Governor has no veto power over the budget bill; it becomes law immediately after enactment.

FY24 Capital Budget Request

Learning Commons Renovations/Additions
Nursing Commons Renovations/Additions
Facilities Building
Wellness Center

FY23 – FY25 Design and Construction
FY24 – FY27 Design and Construction
FY25 – FY26 Design and Construction
FY26 – FY28 Design and Construction



1. Institutional Overview, Cont.

Budget Development Calendar	Date
Conduct budget overview at President's Staff meeting; Vice President for Finance & Administration: distribute Budget Development calendar, general instructions and discuss process	January
Legislative Hearings – Operating Budget: Present FY (Fiscal Year) 2023 Operating Budget to the Senate and House legislative bodies	February
Revenue projections for appropriation and request years: Budget Office: distribute request for FY 2023 & FY 2024 revenue projections to key personnel Key personnel: submit revenue projections to the Budget Office.	March
Budget Worksheet Files: Distribute electronic FY 2023 budget development files and current (FY 2022) personnel listing to each Division Vice President.	March
Prepare internal budget detail request and submit it to Budget Office; Divisions: Submit detail FY 2023 budget request by cost center (PCA) Informal meeting occurs with each Vice President and the President, Vice President for Finance and Administration, and the Director of Budgets, where the VPs discuss their budget needs for the next fiscal year (FY24).	March
Develop personnel costs, analyze, and consolidate budgets: Budget Office: The prepared budget document is sent to all Division Vice Presidents for review.	March
Legislative Hearings Capital Budget: Present FY 2023 Capital Budget to the Senate & House Legislative bodies	March
Budget requests ranked and prioritized based on College's Strategic Plan	April
FY 2023 appropriation allocation Division budgets approved by President	April
Provide final FY 2023 allocations to Divisions: Budget Office	April
Divisions submit final detail FY 2023 budget data to Budget Office: By cost center (PCA) reconciling to the approved Divisional budgets	May
Finalized Budgets: Budget Office will conduct a final review for accuracy and completeness and then post final FY 2023 budgets in Banner and PEACE	June
Present budget for Request Year 2024: Vice President of Business & Finance: Discussion Item for the Board of Trustees	May
Submit budget FY 2024 request and FY 2023 appropriation to DBM	June
FY 2024 Maryland Higher Education Commission Budget Hearing; Present FY 2024 Operating and Capital Budget appropriation to MHEC (Maryland Higher Education Commission)	Aug/Sept
FY 2024 Department of Budget Management Budget Hearing	September
Present FY 2024 Operating and Capital Budget Request to DBM	March
Response to DBM (Department of Budget Management) & DLS (Department of Legislative Services) (Department of Legislative Services) Questions (fiscal notes)	November
Develop budget guidelines; Determined by the President's Staff with Ongoing linkage to Strategic Plan and Academic Master Plan. Develop policy outlining the institution's position on such items as salary and wage increases, tuition rates, fees, program modifications and expenditure allocation.	Jan – March
Current Year Budget Realignment: Present any significant changes in the current year budget (FY23).	January

1. Institutional Overview, Cont.

REALIGNMENT TASK #9

Technology

The College is transitioning from a 25-year-old legacy information system to a new Enterprise Resource Planning (ERP) system as a central outcome of the Information Technology Infrastructure Plan. In November 2020, BCCC received approval from the Maryland Board of Public Works to proceed with the acquisition and implementation of its identified ERP system, Banner by Ellucian. To date, BCCC has begun the process of implementing departmental modules (Student, Financial Aid, Finance, Accounts Receivable, Human Resources), with the final module to be implemented by December 2022. During the next phase, the institution will work with the vendor to provide managed services and operational continuity. The College provides an annual report to General Assembly budget committees on the Plan.

REALIGNMENT TASK #10

Facilities

Pursuant to Code of Maryland Regulations (COMAR), BCCC was required to develop and provide an annual update of Facilities Master Plans (FMP). The Capital Improvement Program includes three projects (Learning Commons Renovation and Addition, Deferred Maintenance, and Nursing Building Renovation), the Loop Road, and 45 additional projects with a ten-year outlook of improvements for the College.

Deferred Maintenance \$16M

Main Building	Replace 2 heating boilers
Physical Education	Replace exterior doors
Fine Arts Wing	Replace exterior doors – Phase I
Fine Arts Building	Roof Replacement
Physical Education	Resyroom and locker renovation
West Pavilion	Replace windows
West Pavilion	Renovate restrooms
South Pavilion	Renovate restrooms
South Pavilion	Upgrade electrical and fire alarm
West Pavilion	Replace electric back-up generator
West Pavilion	HVAC replacements
Fine Arts Building	Electrical upgrade
Fine Arts Building	Replace hot water boilers
Fine Arts Building	Replace domestic boilers
West Pavilion	Replace hot water boiler
Main Building	Generator replacement
Main Building	Replace windows
Facilities	Roof replacement
Campus	Wayfinding signage
Campus	Pave Parking Lots E and at LSB

1. Institutional Overview, Cont.

REALIGNMENT TASK #11

Procurement

The BCCC Board of Trustees approved procurement policies and procedures for the governance of procurements consistent with the mandate of Chapter 732 of the Laws of Maryland 2021 (Senate Bill 326). The State increased the long-standing authority and delegation thresholds for the Board of Trustees and President to streamline operations providing spending equity with our peer institutions.

BCCC's current President is Dr. Debra McCurdy. Dr. McCurdy was invested in 2019, replacing Interim President Dr. James H. Johnson. Her immediate Cabinet is made up of nine direct reports, many of whom are relatively new.

BCCC LEADERSHIP

President	Dr. Debra McCurdy	May 2019
Vice President for Academic Affairs	Dr. Jacqueline Hill	May 2023
Interim Vice President for Student Affairs	Ms. Donna Thomas	August 2023
Vice President for Finance & Administration	Mr. Aubrey Bascombe	April 2023
Vice President for Institutional Effectiveness, Research & Planning	Ms. Becky Burrell	May 2019
Vice President for Advancement	Mr. Gussener Augustus	January 2023
Vice President for Workforce Development and Continuing Education	Mr. Michael Thomas	September 2017
Chief Information Officer	Mr. Michael Rading	February 2022
Chief Internal Auditor	Ms. Lyllis Green	January 1995
General Counsel	Ms. Maria Rodriguez	September 2019

BOARD OF TRUSTEES

Chair	Mr. Kurt L. Schmoke, Esq.
Member	Ms. Leonor Tannhauser Blum
Member	Dr. Roger J. Ward
Member	Ms. Tanya Jones Terrell
Member	Ms. Lelia Parker, Esq.
Member	Dr. Rachel Y. Pfeifer, Ph.D.
Member	Mr. John Carroll Weiss III
Member	Ms. Mackenzie Garvin, Esq.

1. Institutional Overview, Cont.

ECONOMIC IMPACT

According to the 2021 Executive Summary: Economic Impact of Baltimore City Community College, BCCC added \$342.4 million in income to the Baltimore City Service Area economy during the analysis year, equal to the sum of the operations and construction spending impacts, the student spending impact, and the alumni impact. For context, the \$342.4 million impact was equal to approximately 0.3% of the total gross regional product (GRP) of the Baltimore City Service Area. BCCC's total impact can also be expressed in terms of jobs supported. The \$342.4 million impact supported 4,047 regional jobs, using the jobs-to-sales ratios specific to each industry in the region. In addition, the \$342.4 million, or 4,047 supported jobs, stemmed from different industry sectors. Among non-education industry sectors, BCCC's spending and alumni in the Health Care & Social Assistance industry sector supported 1,162 jobs in FY 2019. These are impacts that would not have been generated without the college's presence in the Baltimore City Service Area.

ACCREDITATION

BCCC's most recent Self-Study submission and associated Site Visit were completed in 2014. Although the College demonstrated compliance with most of the Standards, it was placed on Warning. A Monitoring Report was required for submission in 2015 to document necessary improvements in the areas of:

- **Standard 2: Planning, Resource Allocation and Institutional Renewal.** Long-range planning, budget planning and continued implementation of a comprehensive institutional strategic plan.
- **Standard 3: Institutional Resources:** multi-year budget projections, both institution-wide and among departments, aligned with the institution's mission, goals, and strategic plan.
- **Standard 6: Integrity.** Clear, accurate, up-to-date, and easily accessible advertisements, recruiting, and admissions materials, accurately reported and made available to the institution's constituencies.
- **Standard 7: Institutional Effectiveness.** A timetable and evidence that assessment information is used to inform budget, planning and resource allocation decisions and improve programs, services, and processes.

BCCC was released from Warning in 2015 having provided evidence of improvement in these areas. Since 2015, the College has continued its faculty-led processes for course and program assessment. This work was achieved and is ongoing, informing College-specific outcome #5 in the Self-Study Design.

IMPACT OF THE COVID PANDEMIC

The move back to "normal" after the COVID-19 pandemic was slower in Baltimore City than in other areas of Maryland as the City was consistently among the highest in terms of positivity rates and lowest in terms of vaccination rates. Many local organizations retained social distancing and mask requirements well into 2022 and BCCC has maintained its requirement for masks to be worn on campus through fall 2022. In fall 2021, the College was still operating in a remote learning environment for students except for a few Nursing and Health Professions sections. The winter 2022 session's courses were all conducted remotely. The instructional strategy sought to sustain courses via a virtual (synchronous) modality, keeping asynchronous online classes in the minority. The College returned to on-campus instruction for all instructional areas in the spring of 2022, although the actual physical return was delayed by three weeks due to the Omicron virus.

BCCC's student characteristics reflect a need for enhanced support services. Based on the responses to the Community College Survey of Student Engagement in spring 2020 and spring 2022, the proportion of first-generation college students increased from 35.9% to 59.7%. In conjunction, the percentage of first-time credit students with developmental educational needs increased from 47% in fall 2020 to 55% in fall 2021. To provide additional support to students, tutoring and advising services are offered both in person and virtually.

The College has retained and expanded teaching support and pedagogical innovations, initially adopted during COVID-19, to continue to strengthen the student experience in the classroom. This included flipped classes and more active learning in courses across programs, simulation software and augmented reality in Health Professions classes, and additional tutorial software for both coursework and board exams in Nursing.

1. Institutional Overview, Cont.

EXISTING KEY PROGRAMS

The College's largest programs, those conferring the most degrees and certificates, include General Studies, Computer and Information Sciences, Nursing, and Addiction Counseling.

The five highest enrolled programs in fall 2021 are reflected in Table 1.

TABLE 1: BCCC'S HIGHEST ENROLLED PROGRAMS

Program	Fall 2021 Enrollment
General Studies, Associate of Arts	424
Nursing, Associate of Science	178
Early Childhood Education, Associate of Applied Science	130
Business- Management Area of Concentration, Associate of Applied Science	125
Computer Information Systems, Associate of Applied Science	119

The five programs with the highest number of awards conferred in FY 2021 are reflected in Table 2

TABLE 2: BCCC'S HIGHEST NUMBER OF AWARDS CONFERRED IN FY 2021

Program	FY 2021 Awards Conferred
General Studies, Associate of Arts	98
Nursing, Associate of Science	61
Cyber Security and Assurance Certificate	37
Computer Information Systems, Associate of Applied Science	28
Business Administration, Associate of Science	28

ENROLLMENT

In FY 2022, BCCC served 5,761 credit and 3,126 continuing education (non-credit) students and awarded 473 degrees and lower division certificates. Across Maryland's 16 community colleges, there was a 10% decline in credit enrollment from fall 2020 to fall 2021 largely due to the continued impact of the pandemic. At BCCC, total credit enrollment decreased by 7.6% (317 students) over the same period. The proportion of part-time students has increased in recent years with 79.2% of credit students enrolled part-time (less than 12 credits including developmental courses) in fall 2021. The demographic and socioeconomic characteristics of BCCC's student population make full-time enrollment challenging: 52.2% of credit students are 25 years of age or older and 46.1% are employed more than 20 hours per week. Of the students who responded to the spring 2022 Community College Survey of Student Engagement (CCSSE), 39.1% reported having children who live with them.

Dual enrollment is a focus for enrollment growth. The College increased the number of dual enrolled students by 80.4% from fall 2019 (245) to fall 2020 (442) despite the overall enrollment decline. The increase continued in fall 2021, with 482 dual enrolled students. This was a result of concerted efforts to strengthen relationships with BCPSS. The College meets with representatives from the City Schools on a monthly basis to facilitate processes for the students and foster relationships with the schools. The increase in the number of dual enrolled students in fall 2021 is a result of the expanded partnership with the City Schools, with 41 course sections held at 10 City high schools. The College continues to enroll high school students in the Pathways in Technology Early College High School (P-TECH) program, in which BCPSS students take courses through BCCC to work toward associate degrees while completing their high school diplomas. P-TECH students receive one-on-one mentoring, workplace visits, and skills instruction, and are first in line for job opening with P-TECH business partners. The BCCC class of 2021 Valedictorian was a P-TECH student who completed her high school diploma concurrently with her associate degree.

2. Institutional Priorities to be Addressed in the Self-Study

The College's most recent Strategic Plan (2018 – 2022) is the primary document from which the three institutional priorities for this Self-Study are drawn. These three priorities are:

- Provide equitable access to a learning environment that supports a diverse population of learners and promotes student goal attainment.
- Implement a comprehensive approach to engage current and future students, alumni, and the community.
- Optimize resources to support existing and emerging initiatives effectively and efficiently.

In addition, these priorities are connected to the 12 Realignment Tasks the College was charged to complete by the Maryland State Legislature. The College has embedded these tasks into the everyday operations of each division. As such, through this Self-Study, one of the outcomes will be to assess the progress of these realignment tasks as part of developing the College's next, comprehensive strategic plan.

INSTITUTIONAL PRIORITY: STUDENT SUCCESS

Strategic Goal: Provide equitable access to a learning environment that supports a diverse population of learners and promotes student goal attainment.

Key Objectives:

- Align, support and deliver courses, programs, and services to ensure progression, transferability and employability.
- Utilize contemporary educational methods to improve and advance students' academic and workforce preparation goals.
- Enhance the student experience by increasing awareness of and engagement with college activities and support services.
- Increase persistence and goal attainment across all student populations.

INSTITUTIONAL PRIORITY: COMMUNITY ENGAGEMENT

Strategic Goal: Implement a comprehensive approach to engage current and future students, alumni, and the community.

Key Objectives:

- Reposition the College's brand to increase awareness of programs and services and highlight targeted initiatives.
- Grow partnerships with business and industry, government agencies, community members, educational institutions, and all potential partners in serving our students and community.
- Strengthen partnerships to promote and increase access to student learning and transfer opportunities, collaborative planning, and resource sharing.

INSTITUTIONAL PRIORITY: INSTITUTIONAL FRAMEWORK

Strategic Goal: Optimize resources to support existing and emerging initiatives effectively and efficiently.

Key Objectives:

- Ensure facilities, technology, staffing and instructional resources support a quality learning and working environment.
- Promote an environment of professionalism and civility.
- Invest resources to attract, grow and retain a highly-qualified and diverse faculty and staff.
- Develop and implement a plan to ensure faculty and staff knowledge retention and fluid transition during times of employee turnover.
- Improve the College's financial sustainability.

As a higher education institution in Maryland, the College aligns itself to the three goals of the State Plan for Postsecondary Education.

- 1. Access** – Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.
- 2. Success** – Promote and implement practices and policies that will ensure student success.
- 3. Innovation** – Foster innovation in all aspects of Maryland higher education to improve access and student success

As part of the annual Performance Accountability Report (PAR), community colleges must report on performance indicators for each goal related to credit and continuing education enrollment; retention, persistence, graduation, and transfer; employment outcomes; faculty and staff demographics; and revenue and expenditure data.

2. Institutional Priorities to be Addressed in the Self-Study, Cont.

Consultation on the priorities to be addressed in the Self-Study was generated via the work of the Self-Study Design Committee, which is a subset of the Self-Study Steering Committee. The Self-Study Design Committee comprises the Co-Chairs of each working group, Steering Committee members, and a group of five faculty members, to represent the voice of the faculty body. The Self-Study Design Committee has representation from each Cabinet area of the College: Academic Affairs, Student Affairs, Finance and Administration, Workforce Development and Continuing Education, Institutional Effectiveness, Research, and Planning, and Information Technology Services. The professional development schedule for August 2022 included two sessions for faculty and staff; the first on the Self-Study Design and the second, on the Self-Study evaluation process and current standards for accreditation. Both sessions provided opportunities for information sharing, feedback, and discussion. Information sessions will continue over the course of Academic Year 2022-2023 as specified in the Self-Study Design, including working group and Steering Committee reports to the wider College constituency.

In addition, various stakeholders from the College community meet regularly to discuss the work connected to these institutional priorities, including representatives from across the College's Cabinet areas and community stakeholders including BCPSS. State-level stakeholders also help define expectations for institutional performance. For example, the Performance Accountability Report driven by the Maryland State Plan for Post-Secondary Education (2017-2021) provides required measures that BCCC uses to help deliver these priorities. The Maryland Higher Education Commission (MHEC) published the 2022 Maryland State Plan for Higher Education in fall 2022.

TABLE 3: BCCC'S INSTITUTIONAL PRIORITIES ALIGNED WITH THE REALIGNMENT TASKS

Realignment Tasks	Institutional Priorities		
	Student Success	Community Engagement	Institutional Framework
1. Review and strategically align core course offerings of BCCC, consistent with accreditation requirements, and focused on the needs of students at BCCC and the workforce of Baltimore City.	X	X	
2. Make workforce development and job placement top educational priorities of BCCC.	X	X	
3. Improve student pathways to success, including remedial education, attainment of a degree or postsecondary certificate, and transfer to four-year institutions of higher education.	X	X	
4. Enter into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public Schools (BCPSS), institutions of higher education, and employers.	X	X	
5. Align the budget of BCCC with realistic enrollment projections.			X
6. Engage in a comprehensive review of all positions, faculty, and staff at BCCC.			X
7. Establish strong relationships with key stakeholders.		X	
8. Develop and market a brand.		X	
9. Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable.	X		X
10. Develop or sell all unused or underutilized real estate, including the Inner Harbor Site.			X
11. Identify barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects.			X
12. The Board of Trustees shall review, and if necessary, revise the BCCC Strategic Plan.	X	X	X

2. Institutional Priorities to be Addressed in the Self-Study, Cont.

TABLE 4: BCCC'S INSTITUTIONAL PRIORITIES ALIGNED WITH THE MISSION, VISION AND CORE VALUES:

Mission	Institutional Priorities		
	Student Success	Community Engagement	Institutional Framework
Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and professional goals of a diverse population, changing lives, and building communities.	X	X	X
Vision			
Baltimore City Community College is an innovator in providing quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment.	X	X	X
Core Values			
1. Integrity – Unwavering adherence to a strict moral and ethical standard.	X		X
2. Respect – Showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences.	X	X	X
3. Diversity – Recognizing, accepting, appreciating, and supporting individual differences and lifestyles.	X	X	X
4. Teaching – Impacting knowledge skills, and values that are essential to the success of the individual and growth of the community.	X	X	
5. Learning – Gaining knowledge, skills, and understanding that are useful to the individual and college community by promoting intellectual curiosity.	X	X	
6. Excellence – Providing excellent teaching, student services, customer services and community engagement.	X	X	X
7. Leadership – Empowering, nurturing, and inspiring individuals to be leaders in their own sphere.	X	X	X
8. Professionalism – Adhering to the highest standard of customer service.	X	X	X

TABLE 5: BCCC'S INSTITUTIONAL PRIORITIES ALIGNED WITH MSCHE'S STANDARDS FOR ACCREDITATION

Standards for Accreditation	Institutional Priorities		
	Student Success	Community Engagement	Institutional Framework
1. Mission and Goals	X	X	X
2. Ethics and Integrity	X		X
3. Design and Delivery of the Student Experience	X	X	
4. Support of the Student Experience	X	X	X
5. Educational Effectiveness Assessment	X		
6. Planning, Resources, and Institutional Improvement		X	X
7. Governance, Leadership, and Administration			X



2. Institutional Priorities to be Addressed in the Self-Study, Cont.

The College has started the process of crafting BCCC's next Strategic Plan, and the MSCHE Self-Study process will be used as a catalyst for this development, in accordance with outcome #4. Given that the Self-Study will not be complete until 2023, the current strategic plan will be extended through 2023 (pending Board of Trustees approval) and the new strategic plan will be developed for 2024-2029.

In spring 2021, over 200 BCCC faculty and staff assembled to participate in the Strategic Plan development activities facilitated by a higher education consulting firm. The firm conducted "Information Gathering Interviews" with the executive leadership and engaged senior and mid-level leaders. Additional sessions for Cabinet were added to develop a stronger culture of accountability. Sessions were conducted with faculty, staff, the Board of Trustees, a student group, and a group from the business community. The firm facilitated conversations to assist in exploring how BCCC might do the following:



- Reimagine credit and non-credit programs to be more responsive to the needs of the workforce, the city of Baltimore, and the interests and intentions of prospective students and their communities.
- Become more student-centered through its programs and services, and in the ways in which students navigate the College, from enrollment and matriculation to completion and life/career.
- Become the employer of choice, transform institutional culture, and reward and celebrate areas of excellence.

The following primary themes emerged from the interviews:

- Modernize programs; build links between academics and workforce development, enhance faculty and industry partnerships; develop in areas of growth and innovation, and shape the curriculum.
- Put students first; enhance the student experience, reach a sustainable enrollment and improve retention; stay affordable while becoming more efficient.
- Build and invest in partnerships, relationships with industry and BCPSS; capitalize on connections with the City of Baltimore; get external perspectives and bolster brand, identity, and reputation.
- Become the employer of choice; recruit, develop, retain, and celebrate employees who are student-centered and committed to creating a high-functioning institution and environment.
- Restore and steward facilities and infrastructure.

This feedback has influenced the outcomes that BCCC has identified in the Self-Study Design. As such, these themes will also be part of how the working groups and resulting Self-Study will inform the next comprehensive strategic plan for the College.

3. Intended Outcomes of the Self-Study

The College will achieve the outcomes listed below through the process of Self-Study.

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.
2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities.
3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Demonstrate progress on the Realignment Plan toward achieving key performance indicators, informing the future strategic plan of the College.
5. Expand the current academic assessment model into a comprehensive institutional assessment model, measuring the College's effectiveness in achieving its strategic priorities.

The 2013-14 MSCHE Self-Study and associated site visit identified areas for improvement at that time, namely Standard 2 (Planning, Resource Allocation and Institutional Renewal), Standard 3 (Institutional Resources), Standard 6 (Integrity), and Standard 7 (Institutional Effectiveness). In the current MSCHE standards, these themes primarily align to Standard II Ethics and Integrity, Standard V Educational Effectiveness Assessment, and Standard VI Planning Resources and Institutional Improvement. Given the work already undertaken to meet compliance, these areas will be a focus for evaluation and continuous improvement within the current Self-Study.

The timing of the current Self-Study is in alignment with the end of the current Strategic Plan. The work connected to the Self-Study is an extension of the College's focus on continuous improvement and institutional effectiveness. The identification of objective #5 recognizes the opportunity for the MSCHE Self-Study to aid the expansion and demonstration of a long-term approach toward 'closing the loop' in program and college assessment.

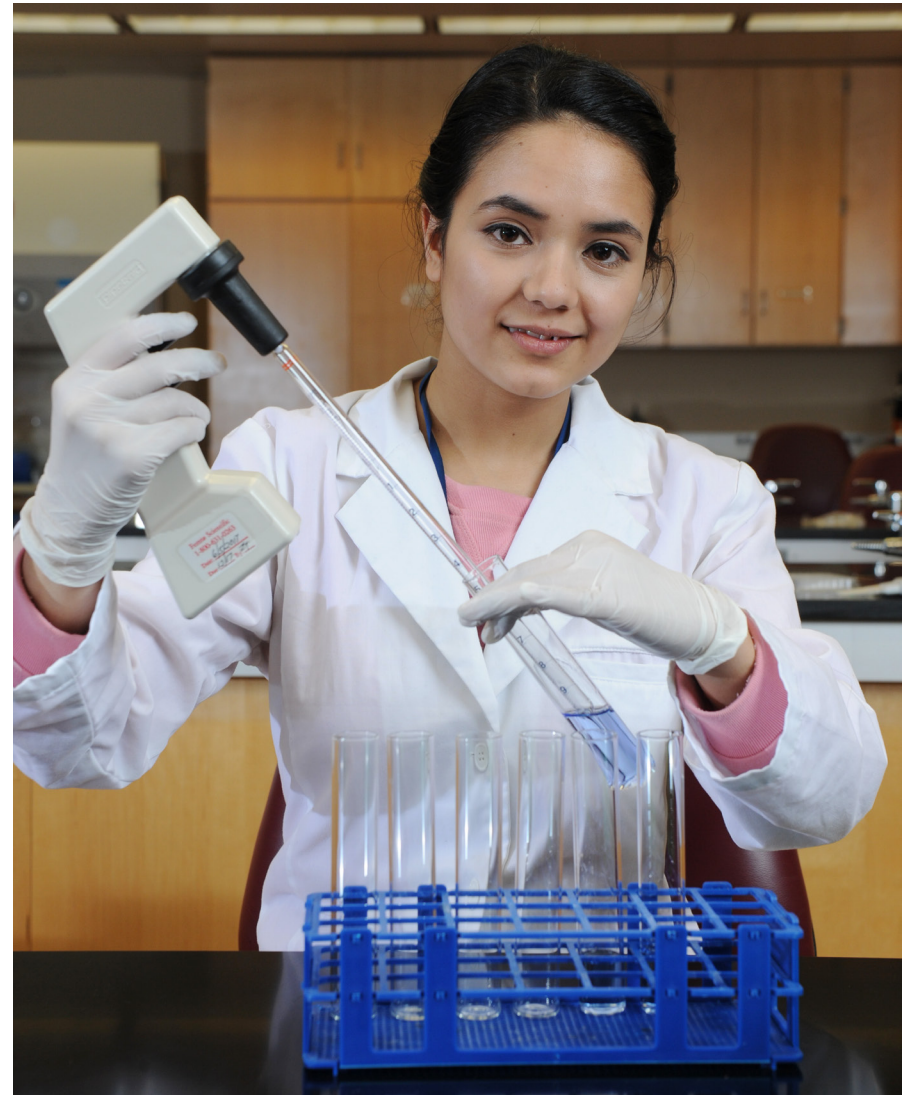


BCCC 2022 valedictorian.

4. Self-Study Approach

BCCC will utilize the Standard-Based Approach to prepare the Self-Study Report. The organization and preparation of the Self-Study Report, centered around MSCHE's seven standards and the four guiding principles, will allow BCCC to best demonstrate the delivery of high-quality educational services following its values and fulfilling its vision and mission. The Standards-Based Approach will assist the College to evaluate its progress in relation to the realignment tasks. In addition, this approach will:

- Facilitate a comprehensive review of the College's programs, services, and operations.
- Realign the College's plans for continued improvement to be consistent with the new MSCHE Standards.
- Assign one Standard to each working group, providing clear distinction of duties between the groups.
- Bring focus to the Standards of particular concern to MSCHE in the past, particularly Standards 2, 3, 6, and 7, which fall under current Standards II, V, and VI.
- Facilitate cooperation, transparency, and engagement across the institution to ensure Cabinet areas contribute to address the Standards.



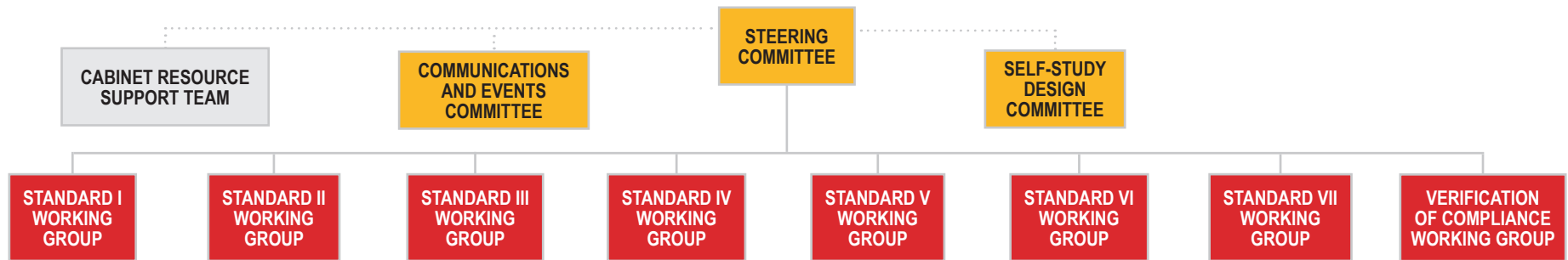
5. Organizational Structure of the Steering Committee and Working Groups

The Steering Committee membership, detailed below, includes faculty, staff, and administrators from across the College's Cabinet areas.

TABLE 6: STEERING COMMITTEE

Co-Chair, Steering Committee	Eileen F. Hawkins , Director of Institutional Research
Co-Chair, Steering Committee	Andrea Wheeler , Assistant Vice President for Curriculum and Instruction
Co-Chair, Standard I: Mission and Goals	Michael Berends , Director of Marketing
Co-Chair, Standard I: Mission and Goals	James Dyett , Professor and Program Coordinator, Physical Therapist Assistant Program
Co-Chair, Standard II: Ethics and Integrity	Brian Miller , Director of Disability Support Services
Co-Chair, Standard II: Ethics and Integrity	Shawnette Shearin , Director of Budget and Contracts
Co-Chair, Standard III: Design and Delivery of the Student Learning Experience	Ghazanfar Mahmood , Associate Dean of Nursing and Health Professions
Co-Chair, Standard III: Design and Delivery of the Student Learning Experience	Brian Terrill , Director of E-Learning
Co-Chair, Standard IV: Support of the Student Mission	Anthony McEachern , Associate Dean for Arts and Social Sciences
Co-Chair, Standard IV: Support of the Student Mission	Donna Thomas , Interim Vice President for Student Affairs
Co-Chair, Standard V: Educational Effectiveness	Nicole Deutsch , Director of Assessment
Co-Chair, Standard V: Educational Effectiveness	Katana Hall , President of Faculty Senate, Chair of Program Review and Evaluation Committee, and Professor of English and Theater
Co-Chair, Standard VI: Planning, Resources and Institutional Improvement	Peter Farrell , Deputy Chief Information Officer
Co-Chair, Standard VI: Planning, Resources and Institutional Improvement	Anna Lansaw , Director of Procurement
Co-Chair, Standard VII: Governance, Leadership, and Administration	Eileen Waitsman , Controller
Co-Chair, Standard VII: Governance, Leadership, and Administration	Patricia Raines , Bursar/Director of Student Accounting
Self-Study Coordinator, Accreditation Liaison Officer	Becky Burrell , Vice President of Institutional Effectiveness, Research and Planning
Self-Study Coordinator	Jacqueline Hill , Vice President for Academic Affairs

5. Organizational Structure of the Steering Committee and Working Groups, Cont.



The role of the Steering Committee will provide transparent communication and leadership to successfully complete the Self-Study. It is comprised of faculty and staff, many of whom will serve as Co-Chairs of the Working Groups. The Steering Committee will coordinate training for the utilization of tools, and technology, enforce deadlines and set timelines. The Steering Committee is responsible for compiling the draft Chapters of working groups and editing these to produce interim and final drafts of the Self-Study Report. They are also responsible for reviewing and maintaining the evidence process, including removing duplication and escalating evidence requests to Cabinet as appropriate.

President's Intervention

The Self-Study Coordinators and Self-Study Co-Chairs will meet weekly to bring critical matters and gaps to the President for intervention.

Self-Study Coordinators

The Self-Study Coordinators will support the Steering Committee Co-Chairs and oversee the Self-Study process.

Steering Committee Co-Chairs

The Steering Committee Co-Chairs will lead the Steering Committee, with respectful and equitable direction. They will set agendas for the meetings. Steering Committee Co-Chairs will be available to attend Working Group meetings to assist if needed.

Working Group

Working Groups will meet weekly, where individual members will report progress on their responses to the Standard, using the research questions to guide the narrative. These updates will be captured within the templated document 'Working Group Members Progress report' and archived in the SharePoint site.

Working Group Members will identify evidence and list this as part of their Progress Report. They will also be responsible for adding the evidence to the Evidence Log. Each Working Group will be responsible for creating drafts of the Chapter response for their Standard, as well as for the final Chapter draft. A summary of the stages of these drafts has been added to the timeline.

Working Group Co-Chairs

Working Group Co-Chairs are also Steering Committee members and will attend Steering Committee meetings on a bi-weekly basis with additional meetings scheduled as needed. They will report on the overall progress of their Working Group using the templated 'Working Group Co-Chairs Progress Report' form. Working Group Co-Chairs are responsible for reaching out to discuss evidence and topics of overlap with the working groups of connected Standards. Finally, Working Group Co-Chairs are responsible for submitting templated Evidence Request forms on behalf of their Working Group members. Copies of all templated forms are

in the Appendix. A summary of all products and deadlines has been included within the Timeline.

Cabinet Resources

The College's Cabinet will serve as a resource support team for any additional material needed by the working groups.

Self-Study Coordination Meetings

The Self-Study Coordinators and Steering Committee Co-Chairs will meet weekly to review the overall progress of the Self-Study. When needed, the President's Intervention meetings will be called by the Self-Study Coordinators, to resolve institutional matters. Working with the Communications and Events Committee the Self-Study Coordinators will schedule campus-wide events such as the President's Forum, Board of Trustees and Community Partner engagements, conference attendance and maintain the Self-Study budget.

Student Engagement

The voice of the student body will be reflected in the information collected by the Working Groups through coordinated efforts with the Student Government Association, Student Trustee, Faculty Senate, Student Affairs, and Workforce Development and Continuing Education.

Standard One: Mission and Goals

WORKING GROUP

This Working Group's focus is how the institution's mission defines its purpose within the context of higher education, the students it serves, what it intends to accomplish, how its stated goals link to its mission and specify how the institution fulfills its mission.

Research questions to guide this Working Group include the following.

1. What are the College's mission and goals?
 - A. How were the mission and goals developed?
 - B. What internal and external contexts influenced the mission and goals?
 - C. How are the mission and goals supported by the Board of Trustees?
 - D. How do the mission and goals relate to planning, resource allocation, curriculum development, and institutional outcomes?
 - E. How do the mission and goals support scholarly inquiry and creative activity?
 - F. How are the mission and goals disseminated within the College?
 - G. How are the mission and goals evaluated?
2. Are the College's goals realistic, appropriate, and aligned with the mission?
3. Are the College's goals supported by academic and nonacademic student services?
4. How does the College periodically assess its mission and goals?

TABLE 7: STANDARD I WORKING GROUP

Role	Name	Title
Co-Chair	Michael Berends	Director, Marketing
Co-Chair	James Dyett	Professor & Program Coordinator, Physical Therapist Assistant
Member	Quintin Davis	Associate Dean, Business and Technology
Member	Afreya Lucas	Assistant Director, EEO and Compliance
Member	Ja Hon Vance	Professor, English
Member	Jeffrey Grell	Asst. Professor, Mathematics
Member	Dorothy Holley	Associate Dean, Nursing
Member	Kimberly Woolford	Accounts Clerk I
Administrative Support	Crystal Lucas	Administrative Assistant, School of Business, Science, Technology, Engineering, and Mathematics

Standard Two: Ethics and Integrity

WORKING GROUP

This Working Group's focus is how the College, in all its activities, is faithful to its mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully.

Research questions to guide this Working Group include the following.

1. How does the College demonstrate its respect for intellectual property rights and commitment to academic, intellectual, and expressive freedom?
2. How does the College foster a climate of respect among students, faculty, staff, and administration?
3. How does the College's grievance policy demonstrate fairness and impartiality while assuring prompt, appropriate, and equitable resolution?
4. How does the College avoid conflicts of interest and the appearance of such conflicts?
5. How does the College conduct fair and impartial human resources practices, specifically in the hiring, evaluation, promotion, discipline, and separation of employees?
6. How does the College ensure honesty in public relations, marketing, recruitment, and internal communications?
7. How does the College demonstrate ethics and integrity in its mission, services, and programs?
 - A. How does the College promote affordability and accessibility?
 - B. How does the College empower students to make informed, value-added financial decisions about their education?
8. How does the college maintain compliance with reporting requirements?
 - A. How does the College ensure full disclosure of institutional assessment, graduation and retention rates, and certifications and licensures?
 - B. How does the College ensure compliance with the Commission's Requirements of Affiliation?
 - C. How does the College ensure the timely disclosure of substantive changes?
 - D. How does the College ensure compliance with the Commission's policies?
9. How does the College periodically assess the College's ethics and integrity?

TABLE 8: STANDARD II WORKING GROUP

Role	Name	Title
Co-Chair	Shawnette Shearin	Director, Budgets & Contracts
Co-Chair	Brian Miller	Director, Disability Support Services
Member	Tad Delay	Assistant Professor, Philosophy
Member	Richard Walsh	Senior Analyst & Budget Coordinator
Member	Saleem Chaudry	Director, Financial Aid
Member	Naesea Price	Professor, Developmental English
Member	Kenneth Hopkins	Manager, Job Placement & Employee Engagement
Administrative Support	Nisha Thomas	Administrative Assistant to the Vice President, Student Affairs

Standard Three: Design and Delivery of the Student Learning Experience

WORKING GROUP

This Working Group's focus is how the institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels and are consistent with higher education expectations.

Research questions to guide this Working Group include the following.

1. Does each academic pathway lead to a degree, certificate, or other recognized higher education credential?
 - A. Is the length of each pathway appropriate for the objectives and credentials?
 - B. Is the pathway coherent?
 - C. Does the pathway promote synthesis of learning?
2. How are student learning experiences designed, delivered, and assessed?
 - A. How does the College ensure that faculty are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and College service?
 - B. How does the College ensure the qualifications of faculty and staff that support student learning?
 - C. How does the College ensure that the pool of faculty and staff are sufficient in number to support student learning?
 - D. How does the College ensure that faculty and staff are provided with and utilize sufficient professional development opportunities, resources, and support?
 - E. How does the College ensure that student learning experiences are reviewed regularly and equitably?
3. Is each academic program of study clearly and accurately described in official publications of the College such that students are able to understand and follow degree and program requirements?
4. Are there sufficient learning opportunities and resources to support both the College's programs of study and students' academic progress?

TABLE 9: STANDARD III WORKING GROUP

Role	Name	Title
Co-Chair	Ghazanfar Mahmood	Associate Dean, Nursing & Health Professions
Co-Chair	Brian Terrill	Director, E-Learning
Member	Sherri Anna Brown	Assistant Vice President, Student Affairs
Member	Fred Paraskevoudakis	Professor, Physical Science
Member	Leslie Jackson	Director, TRIO Student Support Services
Member	Kevin Johnson	Director, Mayor's Scholars Program
Member	Alana Hays	English Language Services
Member	Scott Saunders	Associate Dean, Mathematics and Engineering
Member	Darlene Godwin	Program Coordinator, Early Childhood Education
Member	Darryl Rogers	Director, Adult Basic Education
Member	Patricia Fisher	Contract Technician
Administrative Support	Lynette Little	Administrative Assistant, School of Business, Science, Technology, Engineering, and Mathematics

5. Is there a free-standing or integrated general education program?
 - A. Does the general education program offer a sufficient scope to draw students into new areas of intellectual experience?
 - B. Does the general education program offer a curriculum that includes oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, information literacy, values, ethics, and diversity?
6. How does the College adequately and appropriately review and approve any learning opportunity that is designed, delivered, or assessed by a third-party provider?
7. How does the College periodically assess the design and delivery of the student learning experience?

IV Standard Four: Support of the Student Mission

WORKING GROUP

This Working Group's focus is how the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings; and how the institution commits to student retention, persistence, completion, and success through a coherent, effective, and sustainable support system that enhances the quality of the learning environment and educational experience and fosters student success.

Research questions to guide this Working Group include the following.

1. What are the College's policies and processes for admitting, retaining, and facilitating the success of students?
 - A. Does the College provide accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds?
 - B. What is the College's process for identifying, placing, and supporting students who are not prepared to study at the level for which that have been admitted?
 - C. What are the College's orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience?
 - D. What is the College's process to enhance achievement of students' goals?
 - i. Certificate and degree completion
 - ii. Transfer to other institutions
 - iii. Post-completion placement
2. What are the college's policies and procedures regarding the evaluation and acceptance of transfer credits and credit through other alternative learning approaches?

TABLE 10: STANDARD IV WORKING GROUP

Role	Name	Title
Co-Chair	Anthony McEachern	Associate Dean, Arts & Social Sciences
Co-Chair	Donna Thomas	Interim Vice President for Student Affairs
Member	Jamie Gillis	Coordinator, E-Learning
Member	Dawna Attig	Director, Client Services
Member	Wendy Harris	Associate Registrar
Member	Elizabeth Van Pate	Director, Learning Commons/ Library Services
Member	Charice Hayes	Assistant Professor, Business Administration
Member	Tamara Payne	Assistant Professor, Visual Arts
Member	Constance Mannone	Electronic Resources Librarian
Administrative Support	Carol Taylor	Administrative Assistant, Disabled Support Services Center

3. What are the College's policies and procedures for the safe and secure maintenance and appropriate release of student information and records?
4. Are athletic, student life, and other extracurricular activities regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs?
5. What is the College's process for the review and approval of student support services designed, delivered, or assessed by third-party providers?
6. How does the College periodically assess the effectiveness of programs supporting the student experience?

V Standard Five: Educational Effectiveness

WORKING GROUP

This Working Group's focus is how the assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, institutional mission, and appropriate expectations for higher education institutions.

Research questions to guide this Working Group include the following.

1. Does the College have clearly stated educational goals at the institutional and degree/program levels?
 - A. Are the goals interrelated?
 - B. Do the goals contain relevant educational experiences?
 - C. Are the goals relevant to the College's mission?
2. Does the College evaluate the extent of student achievement of institutional and degree/program goals through organized and systematic assessments, conducted by faculty and/or appropriate professionals?
 - A. Does the College define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals?
 - B. Does the College articulate how students are prepared in a manner consistent with their mission for successful careers, meaningful lives, and further education?
 - C. Does the College collect and provide data on the extent to which students are meeting these goals?
3. Does the College support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders?
 - A. Does the College use assessment results for the improvement of educational effectiveness?
 - B. Does the College use assessment results to assist students in improving their learning?
 - C. Does the College use assessment results to improve pedagogy and curriculum?
 - D. Does the College use assessment results to review and revise academic programs and support services?
 - E. Does the College use assessment results to plan, conduct, and support a range of professional development activities?
 - F. Does the College use assessment results to plan and budget for the provision of academic programs and services?

TABLE 11: STANDARD V WORKING GROUP

Role	Name	Title
Co-Chair	Katana Hall	Professor, English & Theater/Faculty Senate President/Chair, Program Review & Evaluation
Co-Chair	Nicole Deutsch	Director, Assessment
Member	Chuck Marquette	Director, Workforce Development
Member	Paul Long	Professor, English; Curriculum & Instruction Committee Chair
Member	Carole Quine	Professor, Developmental English; Chair of Student Learning Outcomes Assessment Committee
Member	Duane Norwood	Director, Special Programs/MSP
Member	John Pickett	Professor, English
Member	Anil Malaki	Associate Dean, Natural and Physical Sciences
Member	Tiloy Gilyard	Assistant Professor, Respiratory Care
Member	Rasheedah Evans	Student Success Advisor
Administrative Support	Theresa Tunstall	Administrative Assistant, School of Arts & Social Sciences

- G. Does the College use assessment results to inform appropriate constituents about the College and its programs?
- H. Does the College use assessment results to improve key indicators of student success, such as retention, graduate, transfer, and placement rates?
- I. Does the College use assessment results to implement other processes and procedures designed to improve educational programs and services?
4. Does the College review and approve of assessment services designed, delivered, or assessed by third-party providers?
5. How does the College periodically assess the effectiveness of the assessment processes utilized by the College for the improvement of educational effectiveness?



Standard Six: Planning, Resources and Institutional Improvement

WORKING GROUP

This Working Group's focus is how the institutional planning processes, resources, and structures align with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Research questions to guide this Working Group include the following.

1. Does the College have institutional objectives, both institute-wide and for individual units?
 - A. Are the objectives clearly stated?
 - B. Are the objectives appropriately assessed?
 - C. Are the objectives linked to the College's mission and goals?
 - D. Do the objectives reflect the conclusions drawn from assessment results?
 - E. Are the objectives used for planning and resource allocation?
2. Does the College have clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results?
3. Does the College have a financial planning and budgeting process?
 - A. Is the process aligned with the College's mission and goals?
 - B. Is the process evidence-based?
 - C. Is the process clearly linked to the College's strategic plan?
 - D. Is the process clearly linked to individual unit plans?
4. Does the college have the fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered?
 - A. What has the college learned as the result of the COVID pandemic?
 - B. Are there still areas for institutional improvement should a significant event disrupting college operations, happen again?
5. Does the College have well-defined decision-making processes and clear assignment of responsibility and accountability?

TABLE 12: STANDARD VI WORKING GROUP

Role	Name	Title
Co-Chair	Anna Lansaw	Director, Procurement
Co-Chair	Peter Farrell	Deputy Chief Information Officer
Member	Kate Zurlage	Assistant Vice President, Facilities
Member	Bob Iweha	Professor, Anatomy & Physiology
Member	Charles Wilson	Research Analyst II
Member	Denise Holland	Associate Professor and Program Coordinator, Cybersecurity and Assurance; Faculty Senate, Vice President
Member	Phillip Gatling	Director, Student Life and Engagement
Member	Sylvia Rochester	Manager, Bookstore / Dean, Enrollment Management
Administrative Support	Takiyah Hamilton	Administrative Assistant, Information Technology

6. Does the College conduct comprehensive planning for facilities, infrastructure, and technology?
 - A. How does the College consider sustainability and deferred maintenance?
 - B. How is this planning linked to the College's strategic and financial planning processes?
7. Does the College conduct an annual independent audit to confirm financial viability?
 - A. Does the College have evidence of follow-up on any concerns cited in the audit's accompanying management letter?
8. What are the College's strategies to measure and assess the adequacy and utilization of the College's resources?
9. How does the College periodically assess the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources?

VII

Standard Seven: Governance, Leadership, and Administration

WORKING GROUP

This Working Group's focus is how the institution is governed and administered to allow it to realize its stated mission and goals to effectively benefit the institution, its students, and other constituencies.

Research questions to guide this Working Group include the following.

1. Does the College have a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency?
2. Does the College have a legal constituted governing body?
 - A. Does the governing body serve the public interest?
 - B. Does the governing body ensure that the College clearly states and fulfills its mission and goals?
 - C. Does the governing body have fiduciary responsibility for the College?
 - D. Is the governing body ultimately accountable for the academic quality, planning, and fiscal well-being of the College?
 - E. Does the governing body have sufficient independence and expertise to ensure the integrity of the institution?
 - F. Does the governing body ensure that neither the governing body nor its individual members interfere in the day-to-day operation of the College?
 - G. Does the governing body oversee, at the policy level, the quality of teaching and learning?
 - H. Does the governing body oversee, at the policy level, the approval of degree programs and the awarding of degrees?
 - I. Does the governing body oversee, at the policy level, the establishment of personnel policies and procedures?
 - J. Does the governing body oversee, at the policy level, the approval of policies and bylaws?
 - K. Does the governing body oversee, at the policy level, the assurance of strong fiscal management?
 - L. Does the governing body play a basic policy-making role in financial affairs to ensure integrity and strong financial management?
 - M. Does the governing body appoint and regularly evaluate the performance of the President?

TABLE 13: STANDARD VII WORKING GROUP

Role	Name	Title
Co-Chair	Eileen Waitsman	Controller
Co-Chair	Pat Raines	Bursar/Director, Student Accounting
Member	TBD	Director, Legislative Affairs
Member	Noah Northcott-Grant	Director, English Language Services
Member	Natasha Williams	Director, Testing Center
Member	Petal Sumner	Professor, Mathematics; Program Review & Evaluation Committee; Student Learning Outcomes Assessment Committee
Member	Edna Street-Jones	Professor & Program Coordinator, Dental Hygiene Program
Member	James Revis	Maintenance Carpenter
Member	Ishwor Aryal	Director, Enterprise Applications
Member	Melissa Baldwin	Assistant Bursar/Asst. Director, Student Accounting

6. Guidelines for Reporting

Working Groups will use the following products and forms located in the Appendix, to identify and collate evidence for the Self-Study:

- Evidence Request Form – Interviews, Reports and Data Requests
- Working Group Members Progress Report Form
- Working Group Co-Chairs Progress Report Form
- Action Plan Form – for identifying new or existing opportunities for improvement
- Standard Chapter Drafts and Final Report
- Self-Study Draft and Final Report

In addition, the following resources will also be available:

- Opportunities for training through conferences and webinars provided by MSCHE and the College.
- Comprehensive and accessible SharePoint site which includes MSCHE guidance, exemplars from other institutions, and College documentation for reference.
- Periodic open “drop in” sessions, held virtually, to provide a forum for questions, concerns, and input.



File Management

Using SharePoint as a central hub allows the Working Groups to collate and cross reference information in one location. Teams will have the ability to access data and information relevant to the overall project, via the Evidence Log. Since the SharePoint Site will be housed inside the Baltimore City Community College network, it is private and secure with access to folders being managed through the member administration features within SharePoint.

Folders are front-loaded by Standard's name and number. Members of a Working Group can upload the files inside their Standard's folder.

All files uploaded by Working Group Members should contain the number of the Standard, the criteria being responded to, and the eight-digit date in the format of:

- Standard X_#_YYYYMMDD (for narrative)
- WorkingGroupMembersProgressReport_YYYYMMDD
- WorkingGroupCoChairsProgressReport_YYYYMMDD
- ActionPlanForm_YYYYMMDD
- EvidenceRequestForm_YYYY_Name of Document (for evidence)

The Evidence Log is a running list of all evidence referred to within the Chapter reports, and in the Final Self Study. Each Working Group will use a unique numerical identifier, to categorize each piece of evidence being logged. There is also a notes field for each item in the log, where a brief description of the evidence will be added. For example:

Standard V_001	List of Gen ed courses from the 22-23 catalog (pg 5).
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To manage the evidence needs across the Working Groups, an Evidence Request Form will be utilized. The completed forms will be shared with the Steering Committee to coordinate the collection of evidence to prioritize and streamline requests.

6. Guidelines for Reporting, Cont.

STYLE

The College's writing and reference style follows the guidance of the American Psychological Association's APA Style, 7th Edition. Guidelines for document formatting are presented in Table 14. The Core Planning Team has developed templates reflecting this document style for use by the Steering Committee and Working Groups.



TABLE 14: DOCUMENT FORMATTING GUIDE

Item	Setting
Software	Microsoft 365 Word
Margins	1 inch
Font	Cambria 10
Spelling & Grammar	American English
Headers	0.3" from top BCCC Logo (Height: 0.3", Width: 0.86") anchored to top left Top Line: Authoring Group, Small Caps, Right-Justified Second Line: "Baltimore City Community College", Small Caps, Right-Justified
Footers	0.45" from bottom Auto-updated date/time stamp, left-justified, mm/dd/yyyy hh:mm AM/PM Page number, Right-Justified
Paragraphs	Left-Justified Space Before: 0pt Space After: 10 pt Include spacing between paragraphs of the same style No indent
Titles	Bold, Centered Space Before: 0 pt Space After: 15 pt Top Border: Double solid 0.5 pt lines, 6 pt border spacing Bottom Border: Double solid 0.5 pt lines, 6 pt border spacing
Subtitles	Italic, Small Caps, Left-Justified Space Before: 0 pt Space After: 10 pt
Heading 1	Bold, Left-Justified Bottom Border: Solid 0.25 pt line, 0 pt border spacing Space Before: 24 pt Space After: 0 pt
Heading 2	Bold, Left-Justified Space Before: 24 pt Space After: 0 pt
Tables	See APA Style, 7th Edition

7. Organization of the Final Self-Study Report

Chapter 1: Executive Summary, Compliance Certification, and Requirements of Affiliation

Chapter 2: Baltimore City Community College (BCCC)

- Introduction
- History

Chapter 3: The Self-Study Process

Chapter 4: Standard I – Mission and Goals

Chapter 5: Standard II – Ethics and Integrity

Chapter 6: Standard III – Design and Delivery of the Student Learning Experience

Chapter 7: Standard IV – Support of the Student Experience

Chapter 8: Standard V – Educational Effectiveness Assessment

Chapter 9: Standard VI – Planning Resources, and Institutional Improvement

- Budget Development Process
- Master Plan Updates

Chapter 10: Standard VII – Governance, Leadership, and Administration Policy Development

Chapter 11: Conclusion

- Next Steps

Glossary

Acronyms

Appendices

Format and Structure

The format of the Self-Study will reflect the document and style guidance provided in Section VI: Guidelines for Reporting. Each Standard will be addressed with the following structure:

- Overview
- Process
- Results
- Discussion
- Recommendations



8. Verification of Compliance Strategy

The Verification of Compliance Working Group will consist of the Self-Study Coordinators, various Cabinet members, Director of Financial Aid, and Registrar. This Working Group will be responsible for the verification of the compliance process, including:

- Ensuring MSCHE Verification of Compliance with Accreditation-Relevant Federal Regulations.
- Verifying and documenting institutional compliance as developed by the United States Department of Education and compliance with the MSCHE Requirements of Affiliation.
- Reporting on Compliance with Accreditation-Relevant Federal Regulations the semester before the site visit.
- Reviewing the institution's Compliance Review Report from MSCHE and fulfill any requests for additional information as needed.



9. Self-Study Timetable

TABLE 15: SELF-STUDY TIMETABLE

Category	Item	Dates/Frequency
Core Planning	Self-Study Logistics	Weekly (February – August 2022)
Working Groups	Standards-Based Self-Study	Weekly
Steering Committee	Self-Study Oversight and Guidance	Bi-Weekly
Cabinet Resource Support Team	Self-Study Evidence Preparation	Bi-Weekly
Communications and Events Committee	Self-Study Communications	Bi-Weekly
Verification of Compliance Committee	Self-Study Compliance	Bi-Weekly
Board of Trustees Meetings	Internal and External Stakeholders	Monthly (excluding July and August)
Core Planning	Check-In with Dr. Peavy	July 7, 2022
Communication	College-Wide Kick-Off	August 2022
Milestone	College-Wide Feedback and Discussion – Self-Study Design	October 7, 2022
Communication	Mid-Point Peer Review	October 7, 2022
Milestone	Annual Institutional Update	October 12, 2022
Milestone	Self-Study Design Due	October 25, 2022
Milestone	Self-Study Preparation Visit	November 9, 2022
Communication	Self-Study Update (President's Forum)	End of November 2022
Communication	MSCHE Annual Conference	December 2022
Working Groups	Draft Answers to Research Questions Due	End of January 2023
Communication	College-Wide Feedback and Discussion – Working Group Draft Reports (President's Forum)	February 2023
Milestone	Team Chair Selection	February 2023
Working Groups	Standard Chapter Drafts Due	End of February 2023
Communication	Townhall for Community Partners and Stakeholders	March 2023
Working Groups	Standard Chapter Final Drafts Due	Early May 2023
Communication	College-Wide Feedback and Discussion – Working Group Chapter Drafts	May 2023
Working Groups	Final Chapter Reports Due	June 2023
Steering Committee	Interim Self-Study Draft Due	July 2023
Communication	College-Wide Feedback and Discussion – Self-Study Draft Report (President's Forum)	August 2023
Communication	Townhall for Community Partners and Stakeholders	August 2023
Steering Committee	Final Self-Study Due (Internal)	End of August 2023
Milestone	Annual Institutional Update	September 2023
Communication	Board of Trustees Review	September 2023
Milestone	Self-Study Due (to MSCHE)	Fall 2023
Milestone	Chair's Preliminary Visit	Fall 2023
Milestone	Evaluation Team Visit	Spring 2024
Milestone	Committee on Evaluation Reports	Spring 2024
Milestone	MSCHE Meeting	Spring 2024
Milestone	Commission Action	Spring 2024

10. Communication Plan

COMMUNICATION AND EVENTS COMMITTEE

The Communications and Events Committee will lead the organization and dissemination of information to the College and community throughout the Self-Study process. The Committee is also charged with the organization of communication or related events.

Communication Criteria

- Define audiences in the content to include students, faculty, staff, Board of Trustees, Cabinet, Faculty Senate, BCCC community, and external constituents (ex. Baltimore City Government, State of Maryland, etc.)
- Consider a Project Management Plan to include who, what, when, why, and how for deliverables completion, including dates, responsible party, events, and milestone dates, etc. Responsible parties should update their respective components of the plan each week.
- Incorporate communication channels and platforms such as Outlook email and scheduling, written communications, presentations, meeting schedules and reminders into existing copy. In other words, show how we will communicate.
- Include a measurement plan (survey or focus group, etc.) to ensure that all parties are receiving information about the Self-Study plan. This will determine that there are no gaps in communicating.
- Develop and implement a Positive Messaging Plan that promotes BCCC, Middle States, and the Self-Study process. This will set a positive tone and help sustain momentum about why the process matters. Delivery of messaging can take place using Canvas, email, posters, promotional items, website billboards, etc.
- Define where the Communication Plan is located on SharePoint site.

In order to ensure a Self-Study process that is fully transparent and collaborative, a Communication and Events Committee will be created. Updates will be provided to the entire College Community in the following venues:

Key
▲ Monthly
● Semesterly
■ Ongoing

Communication	Frequency
Board of Trustees meetings	▲
Electronic Steering Committee Communications for all Faculty Staff and Students	▲
President's Forum	●
Institutional Professional Development Days	●
Electronic updates with open access to the internal Self-Study SharePoint site	■
Electronic updates to a dedicated page on the College's website	■
Student Government Association meetings	●
Townhall for community partners and stakeholders	●
Adjunct Professional Development Days	●
Advisory Board meetings	●
Self-study student surveys	●



11. Evaluation Team Profile

EVALUATION TEAM PROFILE

The College seeks an Evaluation Team with expertise in urban community colleges that serve underrepresented populations and students whose responsibilities extend beyond classroom, caring for families and working one or more jobs while attending school. The Evaluation Team should be fluent in comprehensive Liberal Arts and and non-credit workforce and continuing education. Members should have a passion for serving the non-traditional student with creative, evidence-based strategies for holistic adult education.

Team Chair

President or former President; preferably with experience serving at colleges in the process of realignment. Someone with experience with governing boards and collective bargaining/unions.

Team Members

- CAO with broad experience in Liberal Arts and Career and Technical Education (CTE), Dual Enrollment (DE) and developmental education.
- Student Affairs individuals with experience in implementing a Enterprise Resource Planning (ERP) system.
- CFO with experience at state institutions with a high fiduciary responsibility
- The College is very interested in working with an evaluation team with similar challenges and experiences.

Comparable Peers

- Prince George's Community College
- BCCC is the only community college in Maryland that is a State agency; comparable peers are difficult to identify.

Aspirational Peers

- Community College of Philadelphia

Competitor Institutions

- Community College of Baltimore County
- Anne Arundel Community College
- Harford Community College



12. Evidence Inventory Strategy

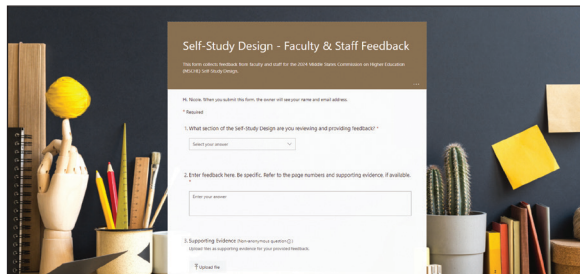
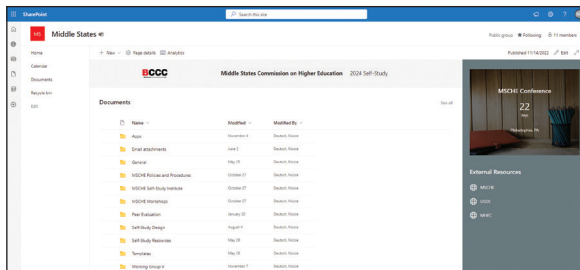
Evidence will be housed in the College's Middle States SharePoint Site. Each Working Group will have access to their own folder within this site. Working Groups will identify and upload evidence to their designated folder using the naming conventions previously discussed.

Evidence Request Forms will be used to assist Working Group members in collecting needed information to support the respective standards. Each Working Group will have their own Evidence Log containing Standard, log number, title, and URL.

The Steering Committee will create a final Evidence Log as part of finalizing the Self-Study Report.

Supporting Documents

Quantitative and qualitative data points will be evaluated in conjunction with the College's policies, processes, and supporting documents for each Standard.



Standard I – Mission and Goals

- Realignment Plan
- Strategic Plan
- Facilities Master Plan
- Technology Plan
- Academic Master Plan
- Strategic Enrollment and Retention Plan

Standard II – Ethics and Integrity

- Strategic Plan
- Policies and Procedures
- Realignment Plan
- Student Code of Conduct
- Academic Program Handbooks
- College Catalog

Standard III – Design and Delivery of the Student Learning Experience

- Curriculum and Instruction Processes
- Curriculum Mapping
- Enrollment Data
- Program Goals and Learning Outcomes
- Realignment Plan

Standard IV – Support of the Student Experience

- Advising Manual
- Diversity, Equity, Inclusion & Accessibility Plan
- Realignment Plan
- Strategic Enrollment and Retention Plan
- Student Support and Wellness Processes
- Student Success Center Processes
- Grant Funded Initiatives
- Library Resources & Services
- Tutoring Processes

Standard V – Educational Effectiveness Assessment

- Assessment Guide
- Course-Level Student Learning Outcomes
- Curriculum Mapping
- Enrollment and Grade Data
- Learning Improvement Plans
- Program Learning Outcomes
- Program Review and Evaluation Process and Outcomes
- Realignment Plan
- Student, Faculty, and Advisory Group Feedback

Standard VI – Planning, Resources, and Institutional Improvement

- Maryland State Plan for Post-Secondary Education
- Performance Accountability Report
- Managing for Results Report
- Realignment Plan
- Audited Financial Statements and Reports
- Strategic Plan
- Auxiliary Enterprises
- Facilities Master Plan
- Information Technology Plan
- Budget Process

Standard VII – Governance, Leadership, and Administration

- Board of Trustees By-Laws
- Realignment Plan
- Strategic Plan
- State Oversight Processes and Reporting
- State Legislation
- Federal Reporting

13. Appendix

Evidence Request Form

INSTRUCTIONS

1. **Evidence Requestor:** Complete Section I below. Email this form as an attachment to the prospective Evidence Provider. CC both Working Group Co-Chairs.
2. **Evidence Provider:** Compile the evidence files and complete Section II below. Return this form and the evidence, as attachments, by email to the Evidence Requestor and CC both Working Group Co-Chairs.
3. **Working Group Co-Chair:** Add the evidence to the Evidence Log and save the files to the Evidence Folder with the file name provided by the Evidence Log. Date and timestamp Section III below. Save this form to the Working Group's SharePoint folder.

I. Evidence Requestor

[Name]

[Title]

[Working Group]

Criteria

Describe the criteria for the evidence you are requesting. Identify any known files that may contain all or part of the evidence being requested. Be specific.

1. [Criteria]
2. [Criteria]

II. Evidence Provider

[Name]

[Title]

[Date]

Complete the table for each file provided. Add rows as needed.

1	Year	2022
	Title	Sample
	File Name	Sample.pdf
2	Year	
	Title	
	File Name	
3	Year	
	Title	
	File Name	
4	Year	
	Title	
	File Name	
5	Year	
	Title	
	File Name	

III. Working Group Co-Chair

[Co-Chair]

[Date and Time]

Self-Study Feedback Form

DIRECTIONS

Complete the Self-Study Feedback Form by replacing the [bracketed information] with your responses. Return this form, along with any supporting evidence, as an email attachment to: lcripps@bccc.edu
Collaborators

Provide the names and titles of each person who collaborated on the Self-Study Feedback Form.

1	Name	
	Title	
2	Name	
	Title	
3	Name	
	Title	
4	Name	
	Title	
5	Name	
	Title	

Self-Study Feedback

Provide feedback, organized by chapter.

1. Chapter [N] – Title
 - a. [Feedback]
2. Chapter [N] – Title
 - a. [Feedback]

Supporting Evidence

For each chapter, list the documents or website hyperlinks that were used, or could be used, to support the provided feedback.

1. Chapter [N] – Title
 - a. [Document]
2. Chapter [N] – Title
 - a. [Website Hyperlink]

13. Appendix, Cont.

Working Group Co-Chair Progress Report Form

Reporting Period
[month]

Working Group [Roman Numeral]: [Title]
[Name(s)]

Research Questions

List the research question(s) addressed in this Progress Report.

1. [research question 1]
2. [research question 2]

Report

Report on the key findings for each research question.

1. [research question 1]
2. [research question 2]

Barriers

Describe any barriers experienced by the Working Group.

Action Plan Requests

List the topic and rationale for any Action Plans that are requested by the Working Group.

1. [Topic]
[Rationale]
2. [Topic]
[Rationale]

Working Group Member Progress Report Form

Reporting Period
[month]

Working Group [Roman Numeral]: [Title]
[Name(s)]

Research Questions

List the research question(s) addressed in this Progress Report.

1. [research question 1]
2. [research question 2]

Report

Report on the research questions in the order listed above.

1. [research question 1]
2. [research question 2]

Barriers

Describe any barriers to fully answering the research question(s).

Action Plan

Is an Action Plan needed to address barriers or the information found in the report? If yes, please describe.

Evidence Referenced

Complete the table for each piece of evidence referenced in the progress report. Refer to the Evidence Log to obtain the Evidence File Name. Add rows as needed.

1	Evidence File Name	0 Sample.pdf
2	Evidence File Name	
3	Evidence File Name	
4	Evidence File Name	

13. Appendix, Cont.

Excel Self-Study Evidence Log - Saved

Search (Alt + Q)

File Home Insert Draw Page Layout Formulas Data Review View Automate Help

Editing Share Comments Catch up

Font: Arial, 10, Bold, Italic, Underline, Color, Background Color, Text Color, Paragraph, Styles, Number, Date, Time, Currency, Percentage, Text, Hyperlink, More

Standard	Number	Document File Name	Evidence File Name
1	1	Sample.pdf	1_Sample.pdf
2	2		2
3	3		3
4	4		4
5	5		5
6	6		6
7	7		7
8	8		8
9	9		9
10	10		10
11	11		11
12	12		12
13	13		13
14	14		14
15	15		15
16	16		16
17	17		17
18	18		18
19	19		19
20	20		20
21	21		21
22	22		22
23	23		23
24	24		24
25	25		25
26	26		26
27	27		27
28	28		28
29	29		29
30	30		30
31	31		31
32	32		32

Instructions

- Select the Standard from the in-cell drop-down menu.
- Enter the exact Document File Name, with the file extension.
- The table will automatically generate the Evidence File Name.
- Save a copy of the document as the Evidence File Name in the Evidence folder.