Board of Trustees

Instructional Affairs Committee Meeting

Tuesday, October 28, 2014
3 p.m.

Business and Continuing Education Division
BALTIMORE CITY COMMUNITY COLLEGE

INSTRUCTIONAL AFFAIRS
COMMITTEE MEMBERS

Dr. Rosemary Gillett-Karam, Chair

Dr. Mary Owens Southall

Mr. Thermon Morris

Dr. S. Todd Yeary
TAB 1
Call to order (Chair Mary Owens Southall)

I. COMMITTEE ACTIONS/CONSENT AGENDA (All actions requiring a vote.)
   A. October 28, 2014, Agenda .......................................................... TAB 1
   B. January 28, 2014, Minutes ........................................................... TAB 2

   Action: Move to approve the Committee Actions/Consent Agenda

II. DIVISION REPORTS
   A. Academic Affairs Division ......................................................... TAB 3
      Dr. Tonja L. Ringgold, Vice President (Information)
   B. Business and Continuing Education Division ............................. TAB 4
      Mr. Gregory Mason, Vice President (Information)
   C. Student Affairs Division ......................................................... TAB 5
      Mr. Ron H. Smith, Vice President (Information)

III. New Business
   A. Enrollment Management Report .............................................. TAB 6
      Mr. Ron H. Smith, Vice President for Student Affairs (Information)
   B. Grade Distribution ................................................................. Tab 7
      Dr. Tonja L. Ringgold, Vice President for Academic Affairs (Information)

IV. NEXT MEETING
   TBD

V. ADJOURNMENT (Chair Mary Owens Southall)
TAB 2
Baltimore City Community College  
Board of Trustees  
Instructional Affairs Committee  
Unapproved Minutes  
Tuesday, January 28, 2014, 3 p.m.  
Business and Continuing Education Division

Trustees Present:  Dr. Donald A. Gabriel (via phone), Dr. Rosemary Gillett-Karam, and Dr. Mary Owens Southall.

The Instructional Affairs Committee meeting was called to order by Trustee Owens Southall at 3:17 p.m., at the Business and Continuing Education Division.

I. Meeting Actions

The January 28, 2014 agenda and October 22, 2013 minutes were approved.

II. Division Reports

A. Academic Affairs Division – Dr. Peggy F. J. Bradford, Vice President for Academic Affairs

Dr. Bradford reported that the Business Program Self-Study would be submitted January 28 to the Accreditation Council for Business Schools and Programs. The Respiratory Care Program is on probation after a review of student pass rates. A check has been received for the $100,000 awarded to BCCC by the Abell Foundation for our new Complete College Baltimore (CCB) program.

Trustee Owens Southall noted that some students take three years to complete the program. Dr. Bradford acknowledged that some students need to complete prerequisite courses prior to admission to the Respiratory Care program. There has been a review of testing topics to determine areas of difficulty so these areas can be addressed. Nursing students go through a mandatory course review and practice test prior to their licensure exam. Creation of a similar process will be explored.

Trustee Owens Southall asked what job opportunities are available for students who complete the program, but do not pass the exam. Dr. Bradford noted that there are limited placement opportunities; some may be hired in a capacity that does not require certification.

Trustee Gillett-Karam asked why accreditation for the Respiratory Care program is still under review. Dr. Bradford responded that there is a follow-up every year. Since BCCC did not meet the requirements we were placed back on probation.

Trustee Gabriel asked if programs are reviewed internally. Dr. Bradford advised that program reviews are conducted by the Program Review and
Evaluation Committee (PREC) of the Faculty Senate and also by the Academic Affairs administrative team.

See the January 28, 2014, Instructional Affairs Committee Book for the full report.

B. Business and Continuing Education Division – Mr. Gregory Mason, Interim Vice President, Business and Continuing Education Division

VP Mason reviewed BCCC’s partnership with the Horseshoe Casino. The College will receive $100,000 plus $100 for each student enrolled. This is only one of the partnerships BCED is establishing. Trustee Gillett-Karam requested information on the College’s obligation and source of trainers. VP Mason stated that the casino will provide trainers who will be hired as adjunct instructors.

A training facility is being built. Once the initial 700 employees are trained, the College will received $100 for each additional student. These students will count towards the College’s FTEs. Everyone who wants to apply to work at the casino must go through the training. BCED anticipates an ongoing need for workers and also employees in other areas.

Trustee Owens Southall asked about the contract length. VP Mason stated that the contract will be ongoing, with no specified end date, to be reviewed and renewed on an annual basis. Trustee Gabriel noted that one of the requirements for a casino license is community activities. VP Mason stated the casino expects to participate in College and community events. In addition, they will be offering tuition remission for their employees. Trustee Gabriel suggested the BCCC Foundation contact the casino regarding fundraising efforts. Trustee Gillett-Karam stated that any member of the Board of Trustees can approach them. VP Mason stated the casino is very interested in supporting the community. He noted that many of their current employees are Baltimore residents.

See the January 28, 2014, Instructional Affairs Committee Book for the full report.

C. Student Affairs Division – Mr. Ron H. Smith, Interim Vice President for Student Affairs

VP Smith stated that Student Affairs tried to prepare a more detailed report related to enrollment and to provide context for the decline in enrollment. The report describes what we know, what we are doing, and what we are gaining. Enrollment was affected by the closure of the Bard Building since many residents preferred to attend downtown. Changes in federal Financial Aid regulations had a tremendous impact on our students. Some were unable to continue. The new Pell grant limit of 600% means students are given six years to complete a four-year degree, after which they would no longer be eligible for funds.
While BCCC experienced enrollment declines in recent years, 15 of 16 Maryland community colleges had enrollment losses, most by a larger percentage than BCCC. BCCC is also working on retention. We have identified reasons for enrollment decline and are working to reduce or eliminate negative factors.

Trustee Gabriel suggested participation by the Dean of Enrollment or other staff members in events linked to BCCC Foundation board members (one is from Hilton Hotel). VP Smith said that suggestion would work with the effort to create information pathways. VP Smith thanked Pat Onley and the Institutional Advancement, Marketing, and Research staff for development on advertisement.

See the January 28, 2014, Instructional Affairs Committee Book for the full report.

III. New Business Middle States Commission on Higher Education Update

VP Bradford acknowledged the efforts of those involved in preparation of the BCCC Self-Study Report which is to be uploaded to the Middle States website February 5. Preparations are underway for the Middle States Team visit in March. Final documents will be available for the board to review.

See the January 28, 2014, Instructional Affairs Committee Book for the full report.

IV. Next Meeting
February 25, 2014 at the Business and Continuing Education Division.

V. Adjournment
The meeting was adjourned at 4:15 p.m.

Recorder/Transcriber: Susie Forbes, Administrative Coordinator, Academic Affairs

Attendance:
Dr. Carolyn Anderson, Interim President

BCCC Staff Present: Ms. Nicole Cameron Beckettts, Dr. Wayne Beckles, Dr. Lesley Brown, Mr. Edward Ennells, Ms. Susie Forbes, Ms. Charlene Gray, Ms. Lyllis M. Green, Ms. Eileen Hawkins, Mr. Antonio Herrera, Mr. Joe Hutchins, Ms. Michelle Jackson, Dr. Brad Lyman, Ms. Betsy Mackey, Mr. Gregory Mason, Mr. Patrick Onley, Ms. Ida Sass, Ms. Robin Scott, Mr. Ron H. Smith, Dr. Daphne Snowden, Ms. Kathy Styles, Ms. Meintje Westerbeek, Dr. Sheila White-Daniels, Mr. Vincent Whitmore, Mr. André J. Williams, Dr. Diana Zilberman,

Others Present: Mr. Olayiwola Bakare, Student Government Association (SGA) and Mr. Emeka Madueke, SGA.

Return to Agenda
TAB 3
VICE PRESIDENT’S REPORT
Tonja L. Ringgold, Ed.D.
Academic Affairs Division (AA)

Status Report on Compliance with the “College and Career Readiness and College Completion Act of 2013” (CCRCCA)

The College and Career Readiness and College Completion Act of 2013 contains sections relative to the community college role in assuring degree completion for Maryland citizens. This update provides a status of BCCC’s role and compliance with this process.

§7-205: Work with MSDE and LEAs to develop transitional courses or other institutional opportunities for students in the 12th grade that are not college or career ready.

- BCCC has an active dual enrollment MOU with the Baltimore City Public School System which supports college-ready students. In addition to this MOU, discussions are underway to develop college access courses like SAT/ACT preparatory courses. Transition courses/programs are also being developed to assist students who are not college-ready.

- To inform the public, Media and Community Relations successfully attracted national news coverage by AP Wire Services (during the week of April 14, 2014) on the availability and quality of developmental education options at BCCC.

§10-205: 55% of Maryland’s adults age 25 to 64 will hold at least an associate’s degree by 2025.

- In spring 2014, 596 degrees and certificates were administered which was an 11% increase over the last year; this impacted 581 graduates which was a 14% increase from spring 2013.
Complete College Baltimore (CCB) has established goals linked to college completion. 2014 and 2015 goals are as follows:

- Expand winter session course offerings to include developmental MAT and RENG courses with an embedded tutor to accelerate remediation completion.
- Grow program enrollment from 50 to at least 60 students by the end of fall 2014.
- Target 75% as a retention rate for the first fall-to-fall retention benchmark report.
- At least 50% of CCB students will have completed at least one entry, college-level math and English course within one year or 24 credits of entering the CCB Program.
- CCB students will have at least three contacts each semester with a CCB advisor to develop and implement a plan to completion as well as benchmarks to ensure adequate progress toward completion.

The Office of Institutional Research developed applications and enrollment data by gender, ethnic background, age, and zip code in order to identify subsets of residents for marketing purposes. Specific mail routes were identified for the distribution of Career Focus magazine and other mailings in order to promote greater enrollment. These activities improve accessibility to higher education for city residents.

§11-207: MHEC with higher education segments will develop and implement one statewide transfer agreement.

- MHEC has indicated that there are no additional clarifications on what the statewide transfer agreement should look like. The MHEC Student Transfer Advisory Council (STAC) is presently looking at the top ten transfer programs for community colleges for inclusion in the statewide transfer agreement. Until the statewide agreement is established, BCCC will continue to forge new relationships with senior institutions.
- BCCC continues to forge partnerships that will create and maintain seamless transfer and outreach efforts to provide higher education resources for transfer students, administrators and advisors via ARTSYS websites by maintaining websites for Transfer Articulation and the development and update of a BCCC Transfer Guide.
- Current articulation agreements are being reviewed, updated and enhanced to ensure compliance with the CCRCCA and ease of transfer for students. Example: A proposal is in development for an honors articulation agreement with Coppin State University.
- Student Affairs is actively engaged in searching for a Transfer Coordinator; a position that presently does not exist within the College. This person will serve as an advocate for BCCC students wishing to transfer to senior institutions.
§11-209: Near completers

- BCCC continues its efforts to reach out to students who have earned 45 credits or more in order to assist them with degree completion.
- BCCC is seeking funding alternatives to support near completers who are no longer eligible for financial aid.

§15-113-114: Community college students seeking an associate’s degree must have a plan to completion when they enter.

- As of fall 2014, all incoming students are presented with an educational plan and are paired with a First Year College Experience advisor.
- There are plans to upload educational plans to the student portal and college website to provide students unlimited access and to plan for graduation.

§15-116: Associate Degree = 60 credit hours with exceptions.

- In June 2014, BCCC joined the other 15 Maryland community colleges in submitting a formal communication to MHEC requesting 60-credit exemptions for 15 programs common to all Maryland community colleges. Requests for exemptions to the 60-credit limit rule are based on any one or any combination of five rationales:
  1. Accredited program
  2. Advisory board
  3. Transfer or articulation
  4. Professional license or credential
  5. Significant prerequisite coursework
- The rationales were determined by MHEC to be in concert with the spirit of the exception criteria delineated in the CCRCCA 2013.
- In addition to the shared programs, colleges will submit exemptions for programs unique to their institution. BCCC will submit an exemption request for Biotechnology and Robotics.
- All programs not requiring special exemption will be reduced to 60 credits on the following schedule in accordance with their “School” designation:
  o SAHN – March 2015 (present programs to CIC)
  o SASS – April 2015 (present programs to CIC)
  o BSTEM – May 2015 (present programs to CIC)
VICE PRESIDENT’S REPORT
Gregory Mason, Vice President
Business and Continuing Education Division (BCED)

Accelerating Connections to Employment (ACE) Inaugural Graduation

- On September 26, 2014 the BCCC Accelerated Connections to Employment (ACE) program in partnership with the Mayor’s Office of Employment Development hosted its first graduating class. Forty-three of the fifty-one students who completed the ACE program participated in this inaugural event. The ACE initiative is a pilot project for a five-year, 11.9 million dollar Department of Labor Workforce Innovation Fund (WIF) grant-funded study being implemented and evaluated across nine community college sites in four states (Maryland, Connecticut, Georgia and Texas).

Through a coordination of education, training and support services, the initiative is designed to help low skilled individuals in either ABE, GED and ESL programs complete short-term (1 year or less) college occupational programs and enter employment in high-demand occupations. Graduates gain technical training skills that prepare them for careers as pharmacy technicians, multi-skilled medical technicians, medical billers and dietary aides. The ACE program currently has 180 students enrolled.

New Grants/Contracts Awarded

- BCED’s Citizenship Preparation Program has received a $204,000, two year grant from the Department of Homeland Security’s Citizenship Grant Program for its “Citizenship Instructions and Naturalization Application Services”.

- BCED’s Refugee Assistance Program has received an award of $329,514 from the Maryland Office for Refugees and Asylees (MORA) to provide twelve classes of six levels of English as a Second Language (ESL) instruction in the Baltimore Metropolitan Area for the period of October 1, 2014 through September 30, 2015.
• The Workforce Development and Community Education-Allied Health department has been awarded a $94,000 contract with Baltimore Alliance for Careers in Healthcare (BACH) to host Certified Nursing Assistant (CNA) and Patient Care Technician (PCT) classes as part of the EARN (Employment Advancement Right Now) initiative. EARN is Maryland's Workforce development initiative designed to meet the specific training needs of different industry sectors.

• A joint initiative by Workforce Development, Adult Basic Education and ESL has been awarded a contract with the Mayor’s Office of Employment Development (MOED) Youth Services in the amount of $145,000 to conduct training for 25 youth. Training will consist of GED preparation and Multi Skilled Medical Technician training. The training will be conducted utilizing the MI-Best (Maryland Integrated Basic Skills Training) model.

• BCED working collaboratively with the BCCC Office of Grant Development will receive $800,000 to support entry-level IT certification training at BCCC as part of a new $15 million federal Department of Labor grant administered by Montgomery College. The funding will be spread across 14 of the state’s 16 community colleges and create a new regional community college consortium called Cyber-Technology Pathways Across Maryland (CPAM). Jean Henry, BCCC Director of Workforce Development, will be the BCCC project director.
Business and Continuing Education Division

Fall 2015 Report

Fall 2015 Enrollment Numbers
Because BCED has continuous enrollment it does not measure its enrollment per semester but reports monthly due to fluctuations caused by the starting and/or ending of different programs, trainings, contracts, etc. Table 1 displays the (to date) number of BCED enrollments since the start of the fiscal year as 4,858 unduplicated headcount.

Table 1

<table>
<thead>
<tr>
<th>Department</th>
<th>Students (eligible &amp; ineligible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education</td>
<td>2,063</td>
</tr>
<tr>
<td>English Language Services</td>
<td>1,914</td>
</tr>
<tr>
<td>Workforce Development</td>
<td>556</td>
</tr>
<tr>
<td>Community Education Service</td>
<td>325</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,858</strong></td>
</tr>
</tbody>
</table>

This number is the unduplicated headcount and includes students who are enrolled in more than one department code.

The total of 4,858 Represents unduplicated headcount with each student counted once regardless of program.

FTE Generation: 848.36 FTE has been generated to-date

High demand programs
(High demand programs are identified according to labor market data indicating current or anticipated industry growth and workforce needs)
Existing

- Certified Nursing Assistant
- Multi-Skilled Medical Technician
- Medicine Aide
- Pharmacy Technician
- Patient Care Technician
- Maryland Tourism Taxi Training
- Food Service Sanitation
- Court Reporting
- Basic ESL classes in the community
- Pre-GED for ESL students
- ABE workforce and basic skills training

Anticipated

- Patient Care Technician
- Advanced Patient Care
- CyberSecurity
- Home Energy Professional
- Certifications in Weatherization (Retrofit Installer, Crew Leader, Energy Auditor, and Quality Control Inspector)
- Solar PV Installer
- RESNET HERS Rater
- Warehouse Technician
- Forklift Driving
- Warehouse Management
- Shipping and Receiving
- New Construction
  Pre-Apprenticeship for the State of Maryland Red Line (BCCC is preferred provider)

New contacts
(New contact are categorized based upon the nature of the relationship)

Contracts, MOU’s, MOA’s

- Hammonds Lane Nursing
- Riverview Rehabilitation & Health Center
- Boys Hope Girls Hope of Baltimore
- Park Heights Renaissance
- National Apartment Association Ed. Institute (NAAEI)
- Everblue Training
- Keller Professional Services
- Pressley Ridge
- Baltimore City Foundation
- Parking Authority
- Johns Hopkins
- Manufacturing Skills Standard Council
- Home Builders Institute
- The Association for Operations Management
- Caroline Center
- St Vincent DePaul
- Center for Urban Families
- West Baltimore Cares
- Baltimore Horseshoe Casino
- St. Ambrose
- Christopher Place
- New Era Academy
- Reach Partnership
- Armistead Elementary
- Our Daily Bread
- Stratford University
- Unseld School
Out-of-school youth support services network

- Ingoma Foundation
- New Pathways
- Urban Alliance
- Association of Baltimore Area Grantmakers
- Baltimore City Public Schools
- Johns Hopkins
- Mayor’s Office of Employment Development
- Advanced Patient Care

Potential Employers

- Lyneer Staffing Solutions
- American Sugar Refining (Domino Sugar)
- Maryland Port Administration

Developing Community Relations

- Y of Central Maryland
- Urban Alliance
- Baltimore Metropolitan Council
- Maryland New Directions
- Enoch Free Library
- KRA Workforce
- Warehousing Education and Research Council
- Tourism Ambassador Institute

New Community Committee Participations

- Youth Opportunity Collaborative
- West Baltimore Employer Engagement Committee
- MOED School Construction Workforce Opportunities Sub-Group

Return to Agenda
TAB 5
VICE PRESIDENT’S REPORT
Ron H. Smith
Vice President for Student Affairs

Admissions (includes International Students, Veterans Affairs, Call Center, Testing and Welcome & Information Center)

Admissions: Two Allied Health Admissions (Nursing and PTA) applications have successfully launched electronically. The newly hired Admissions Specialist is in the process of converting paper transcripts into PDF files for easier accessibility. Call Center: The Call Center established the Welcome & Information Center, located on the First Floor of the Main Building, which meets our CAS standards. This location will be a future Federal Work Study job site as well. Veterans Affairs: Veterans Affairs submitted the Department of Defense verification report on time for continuing certification of veteran funding September 15, 2014.

Career Development and Employment Services
A meeting to review the information that would be disseminated at the informational session and the draft of the proposed constitution of the JUICE Chapter at BCCC was held Monday, September 22, 2014. The attendees were Dr. Anil Malaki, Chima Ugah, Dr. Jayfus Doswell, and Vincent Whitmore. It was decided that there will be two informational sessions (one at Liberty campus and the other at the BioPark location). The Liberty campus sessions was held Wednesday, October 8, 2014 from 12 noon – 1:00 p.m. in LSB Room 120. The session at the BioPark location is scheduled to be held Wednesday, October 22, 2014 from 12 noon – 1:00 p.m.

Disability Support Services Center (DSSC)
The DSSC Student Orientation Program was held September 3, 2014 with 14 students in attendance. The orientation consisted of a review of program services, staff introductions, and activities to reinstate the Students Organized for Disability Awareness (SODA). A focus group, facilitated by IAMR, was conducted to discuss challenges and opportunities for DSS students in the following areas: accessibility, services, and program enhancements.

Enrollment Management
On-going reassessment of processes continues to streamline enrollment services. SEMR Plan: A revised Strategic Enrollment Management and Retention Plan was submitted to a working group to further align the Strategic Plan (2013-2018).
Collaborations: Enrollment Management collaboration with Academic Affairs on the BCPS and BCCC Dual Enrollment program.

Educational Talent Search
With the support of the Professional Development Council, the Director and three staff persons were able to attend training at the national conference for Federal TRIO Programs. The experience offered numerous plenaries and workshops that covered issues relevant to best practices in serving students from low-income, first-generation families. Workshop topics included were grouped by streams of interest to include:

a) Poverty, Mobility, and Education in the 21st Century
b) Retention
c) Collaborations/Partnerships
d) Data/Tracking/Evaluation
e) Compliance
f) Site Visits and Audits

Financial Aid
Federal Work Study Supervisor Orientation was conducted September 3, 2014. BCCC currently has 28 on-campus job sites and 10 off-campus sites.

Registration
The office completed General Registration services for Fall 2014 credit programs. As of October 13, 2014, the current FTEs is a -4% change from this time last year and the headcount is a -6% from this time last year.

Student Support and Wellness Services
The office partnered with Social Solutions to offer an anxiety support group. The partnership with the University of Maryland School of Social Work has been strengthened resulting in a greater interest for graduate students to work at BCCC.

TRIO SSS/STAIRS
The office collected and distributed new and gently used clothing, shoes, and accessories to students in need at the Free Fall Clothing Swap & Shop, held on September 24, 2014. Donations were provided by the BCCC community and the Women’s Clothing Exchange of Baltimore who generously donated 164 career wear items and shoes totaling Two Thousand Three Hundred and Seventy One Dollars ($2,371). Also, selected career items were donated to the BCCC Career Closet to help students prepare for job interviews and new careers.

Upward Bound Math & Science
The Upward Bound Math & Science continuation grant was awarded in the amount of Two Hundred and Fifty Thousand Dollars ($250,000). The grant amount represents an increase of approximately $15,000 dollars above the 2013-2014 year award. The new grant period is October 1, 2014 – September 30, 2015.
TAB 6
Overview

In 2008, the Student Affairs division in collaborated with others in the college community created the Strategic Enrollment Management and Retention Plan 2008-2010. The document was updated in 2010 (known as the Strategic Enrollment Management and Retention Plan 2010-2015). A subsequent report was created in 2013 to include a Recruitment Plan in an effort to begin to address the unprecedented enrollment decline in the fall 2012.

In 2014, a reconstituted Strategic Enrollment Management and Retention Committee (SEMRC) updated the Strategic Enrollment Management and Retention (SEMR) Plan to align it with the 2013-2018 Strategic Plan approved by the BCCC Board of Trustees in spring 2014 and other updated institutional plans (Academic Master Plan, Facilities Master Plan, and Technology Plan). It is Baltimore City Community College’s intent to further the planning for both enrollment growth and sustainability as new leadership continues to address the College’s accreditation issue. The guiding principles for our recruitment process include:

1. Develop a well-trained recruitment team who demonstrate a student-centered work ethic, and able to build strong relationships.

2. Demonstrate high-quality customer service and provide effective response time.

3. Leverage technology to better facilitate an enrollment process that efficiently turns prospects into enrollment.

4. Create a campus-wide collaboration model critical to meeting desired outcomes.
There are eight focal points (elements) for the enrollment management plan: Marketing, Outreach, Communication, Recruitment (traditional and non-tradition students), Intake, Resources, and Retention. The goals for these elements are defined as:

**Goal 1 - Marketing:** Identify new opportunities to enhance existing and create new mediums for web-based, social media and print material to market the institution nationally

**Goal 2 - Outreach:** Increase faculty, staff, alumni and stakeholders involvement in the recruitment process

**Goal 3 - Communication:** Increase state-wide recruitment efforts to expand enrollment

**Goal 4 - Recruitment:** Recruit a diverse and qualified population of traditional students

**Goal 5 - Recruitment:** Recruit a diverse population of non-traditional students

**Goal 6 - Intake:** Create efficient and user-friendly operations to ensure seamless enrollment access for local and remote students

**Goal 7 - Resources:** Assess existing operations for credit and non-credit services to develop an integrated annual recruitment plan to meet desired enrollment outcomes

**Goal 8 - Retention:** Provide strong bridge and orientation programs for new, returning, transfer, and graduating students

The past enrollment is listed in Table A for the fiscal years of 2010 through the current year 2015.

### Table A – BCCC Past Enrollment

<table>
<thead>
<tr>
<th>Term</th>
<th>Credit Applicants (Undup)</th>
<th>Credit (Undup)</th>
<th>Non-Credit (Undup)</th>
<th>Headcount (Undup)</th>
<th>Credit FTE’s Eligible for State Aid</th>
<th>Non-Credit FTE’s Eligible State Aid</th>
<th>FTE Percentage Change</th>
<th>Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2009-2010</td>
<td>9,532</td>
<td>12,357</td>
<td>11,446</td>
<td>23,308</td>
<td></td>
<td></td>
<td></td>
<td>458</td>
</tr>
<tr>
<td>Credit (A097 – A106) Non-credit (A096 – A101)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2010-2011</td>
<td>9,805</td>
<td>12,023</td>
<td>11,214</td>
<td>22,998</td>
<td>1,948</td>
<td>880</td>
<td>0</td>
<td>540</td>
</tr>
<tr>
<td>Credit (A107 – A116) Non-credit (A106 – A111)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2011-2012</td>
<td>9,641</td>
<td>11,313</td>
<td>11,365</td>
<td>22,431</td>
<td>2,105</td>
<td>826</td>
<td>+4%</td>
<td>591</td>
</tr>
<tr>
<td>Credit (A117 – A126) Non-credit (A116 – A121)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2012-2013</td>
<td>10,007</td>
<td>9,521</td>
<td>10,904</td>
<td>20,234</td>
<td>1,577</td>
<td>1,033</td>
<td>-11%</td>
<td>505</td>
</tr>
<tr>
<td>Credit (A127 – A136) Non-credit (A126 – A131)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2013-2014</td>
<td>11,148</td>
<td>9,242</td>
<td>10,279</td>
<td>19,355</td>
<td>1,542</td>
<td>908</td>
<td>-6%</td>
<td>583</td>
</tr>
<tr>
<td>Credit (A137 – A146) Non-credit (A136 – A141)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2014-2015*</td>
<td>5,313</td>
<td>6,085</td>
<td>4,862</td>
<td>10,908</td>
<td>1,462</td>
<td>864</td>
<td>-5%</td>
<td>22</td>
</tr>
<tr>
<td>Credit (A147 – A149) Non-credit (A146 – A149)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Summer II Only</td>
</tr>
</tbody>
</table>

(*Data as of 10/14/14)
Activities
With the clear intention of exceeding past enrollment figures during every planning period, the key targets include aggressive enrollment and graduation goals that are already underway at the College. Here is an inventory of existing enrollment management activities:

Marketing
- Marketing and media plan for registration cycles (Summer/Fall and Winter/Spring)
- College Publications redesigned (BCCC Fact Sheet, Brochures: Academic Programs, Admissions and Paying for College, Registration postcards)
- Website Advisory Group (WAG) formed and performing assessment studies
- College Welcome & Information Center opened fall 2014
- Marketing solutions publication called CareerFocus that integrates print, social media and mobile solutions to increase our enrollment yield; it was mailed to targeted zip codes throughout the city based on greatest enrollment yield

Outreach
- College-wide Recruitment Plan was developed to guide recruitment efforts; 2013-2014 assessment includes redefining target markets based on enrollment yields
- Presence at community festivals and events (e.g., Latino Fest, African American Festival, Congressman Cummings “How to Pay for College” Fair, Mayor and Governor sponsored events)
- Financial Aid Awareness events were conducted in collaboration with College Bound Foundation and BCPS to conduct financial aid workshops throughout the Baltimore City area
- BCCC Community Open Houses conducted for stop-out students
- Implementation of Phase One, Hobsons, a constituency relations management software (CRM) used to manage enrollment information pathways and better communicate with prospects until they are admitted
- Hosting Baltimore City Public Schools (BCPS) Counselors Professional Development Day

Communication
- New student email powered by Google® Gmail
- Social networking sites for students and public (Facebook, Twitter, YouTube)

Recruitment
- Campus tours given by trained student ambassadors
- Baltimore area high schools visited regularly
- Participation in college and recruitment fairs in city and county programs
- Summer Bridge high school transition programs (e.g., REACH!/Frederick Douglass High School, Promise Academy)
- Stakeholder collaboration (e.g., community, city and county schools/colleges, corporate partners)

Intake
- Orientation program assessment and redesign of recruiter and pre-admissions material
- Advisement correspondence to stop-outs
- BCCC Financial Aid office operates a financial aid application (FAFSA) lab to assist prospective and current students with completing their applications four days a week with an average of 150 students serviced monthly

Resources (Human and Operational)
- Admissions and Registration system and processes updated
- Dean of Enrollment Management hired after nine month vacancy in June 2013
- Vice President vacancies filled for Academic Affairs, IAMR in 2014, and Student Affairs in 2013
• On-going evaluation of enrollment management staff, systems, policies and procedures to make sure they are value-added
• Shifted resources and assets to the recruitment of non-traditional-aged students (e.g., Veterans, GED, Hispanics)
• Staff training and assessment on new customer service program
• Student Services expansion plans based on Middle States Self-Study 2014 Feedback Report

Retention

Student Services Program
• Financial Aid workshops
• In-person New Student Orientation
• First-year experience case management advising and mandatory Pre-100 course
• Early alert and Intervention system
• Athletic Academic Advising program
• Career and academic advisement

Academic Services Program
• Academic Programs – MHEC approval in Spring 2014 and Fall 2014 of two new academic programs: IT Basic Skills and Cyber Security
• Near-completers: contacting students who achieved 45 credits or more. Spring 2014 reported 596 degrees and certificates administered which was an 11% increase over last year; 581 graduates which was a 14% increase over last year
• Inventory assessment of programs for continuing education

2014 – 2016 Enrollment Initiatives Timeline

<table>
<thead>
<tr>
<th>Calendar Year 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area</strong></td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Outreach</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Area</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Community, Baltimore County, employee training, yield 400+ staff (Non-Traditional)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
</tr>
<tr>
<td>Intake</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Resources (Human and Operational)</td>
</tr>
</tbody>
</table>
## Retention

- **Support Quality Advising through retraining and revised education plans**
  - Responsible Group: Student Development, Academic Assessment
  - Completion Period: Fall 2014
  - Outcome: Increase Retention

### Calendar Year 2015

<table>
<thead>
<tr>
<th>Area</th>
<th>Content</th>
<th>Responsible Group</th>
<th>Completion Period</th>
<th>Outcome: (Compliance/FTE Yield/Retention)</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marketing</strong></td>
<td>• Career Focus (Spring 2015)</td>
<td>Marketing*, President's Staff</td>
<td>Spring 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Specific Programs – Updating Program of Study Brochures (Summer 2014 – started)</td>
<td>Academic Affairs*, Marketing</td>
<td>Spring 2015</td>
<td>CRCC Law compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• New Student Viewbook sent to state-wide leads</td>
<td>Enrollment Management*, Marketing</td>
<td>Spring 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Early publications of Class Schedules</td>
<td>Academic Assessment, BCED, Enrollment Management, Marketing*</td>
<td>Spring 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td><strong>Outreach</strong></td>
<td>• GED to Credit transition efforts</td>
<td>BCED, Academic Services, Scholarship Committee</td>
<td>Spring 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Phase 2 Hobsons implementation of retention support services</td>
<td>Student Development</td>
<td>Summer 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>• Student social media and college connection “OOHLALA”</td>
<td>Student Life</td>
<td>Spring 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Alumni outreach campaign</td>
<td>Alumni Association*, BCCC Foundation</td>
<td>Spring 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Text Messaging from Hobsons</td>
<td>Admissions</td>
<td>Spring 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hobsons sole source reporting system</td>
<td>Admissions</td>
<td>Spring 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td><strong>Recruitment</strong></td>
<td>• Non-traditional students (e.g., Veterans, GED transition, Hispanics, Workforce Creation focus)</td>
<td>Academic Affairs, Admissions*, BCED</td>
<td>Spring 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td><strong>Intake</strong></td>
<td>• Visiting Students admissions process review</td>
<td>Enrollment Management</td>
<td>Winter 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analyze Transfer population to increase support without barriers to admissions</td>
<td>Admissions</td>
<td>Fall 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td><strong>Resources (Human and Operational)</strong></td>
<td>• Data Analysis model review to help drive enrollment management plan; will assessment be the same or do we use a different instrument.</td>
<td>Enrollment Management, Marketing, Institutional Research</td>
<td>Winter 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Course Grading and Reporting system assessment</td>
<td>Academic Affairs, Registration</td>
<td>Spring 2015</td>
<td>Increase Retention</td>
<td></td>
</tr>
<tr>
<td><strong>Retention</strong></td>
<td>• Academic Deans and Associate Deans monitoring of registration results</td>
<td>Academic Deans*, Registration, Student Development</td>
<td>Spring 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student Success and Retention Council</td>
<td>Student Development</td>
<td>Spring 2015</td>
<td>Increase Retention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Transfer Agreements with four-year colleges</td>
<td>Academic Deans, Student Development</td>
<td>Spring 2015</td>
<td>Increase Retention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• International Engagement Retention through additional funding</td>
<td>Student Affairs</td>
<td>Summer 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learning Management System Conversion (Bb to Canvas)</td>
<td>E-Learning, IT</td>
<td>Summer 2015</td>
<td>Increase Retention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Summer Bridge Expansion</td>
<td>Admissions</td>
<td>Summer 2015</td>
<td>FTE yield</td>
<td></td>
</tr>
</tbody>
</table>

| **Calendar Year 2016** | Content | Responsible Group *Primary | Completion Period | Outcome: (Compliance/FTE Yield/Retention) | Budget |
| **Marketing** | • Mobile application fully integrated | Marketing Website Advisory Group | Spring 2016 | FTE Yield | |
| **Retention** | • Web technology for transfer credit evaluation | Academic Affairs, Student Affairs | Spring 2016 | Increase Retention | |

** Planning year 2016 will have further detail as the enrollment management campus-wide collaboration model stabilizes.
Finally, as we move forward with full implementation of the above plans, we acknowledge the challenges to implementation that will be addressed.

- Technology: Website, ERP new system, Technology Infrastructure for non-classroom stabilization
- Recruitment Material
- Non-fully integrated Student Portal
- Accreditation Warning status/Perception of our status to students
- Budget reduction
- Bard Building Closure with the loss of credit classes (approximate 20% of enrollment)

Return to Agenda
Enrollment Report

Ron H. Smith, Vice President of Student Affairs
Robin Scott, Dean of Enrollment Management
Fall Enrollment Trend Analysis

Total Credit Full-Time Equivalents
Fall 2009 to Fall 2014 as of 10-15-14

Footnotes:
• Every 1 Full-Time Equivalent (FTE) = 30 credits taken by students.
• The Accelerated II Cycle for Fall 2014 begins October 23; some additional registrations are expected.
Opening Fall Headcount Trend Analysis

Footnotes:

• Enrollment declined by 1,519 students in Fall 2012 (-22%) due to some changes in financial aid regulations, more rigorous academic standards, reducing the number of program offerings, and BCCC’s probation status with Middle States.
• In 2013, enrollment was nearly flat, with a 1 percent decline in Fall 2013 vs. 2012.
• Fall 2014 Headcount is down 7 percent vs. Fall 2013.
Opening Fall Headcount Trend Analysis (MAP)

From Fall 2011 to Fall 2012, the number of City residents enrolled in credit courses fell 23 percent.

The smallest percent declines were in:
- Northeast (-18%)
- Southeast (-17%)

The greatest percent decline was in the Southwest (-30%).

The remaining six districts had declines ranging from 20 to 26 percent.
Opening Fall Headcount Trend Analysis (MAP)

From Fall 2013 to Fall 2014, the number of City residents enrolled in credit courses fell 9 percent.

**Only the Northwest exhibited an increase (+3 %).**

Among the other five districts, declines ranged from 5 to 20 percent.

Data report all Baltimore City residents enrolled as undergraduates as of the end of the third week in Fall 2013 (top number) and Fall 2014 (bottom number). The percent is the percent change from Fall 2013 to Fall 2014.
Footnote:
The decline in total Opening Fall headcount is mostly due to:

- **Continuing from previous Spring:** -145 (-6%)
- **New Entrants:** -231 (-13%)
- **Returning Stop-Outs:** +53 (+6%)

Note: Data from the National Student Clearing House will be used to allocate “New Entrants” into “First-Time” and “Transfer-In” categories.
Opening Fall Headcount Trend Analysis

City Residents Enrolled in Credit Courses by Planning District
Fall 2009 to Fall 2014

<table>
<thead>
<tr>
<th>City Residents Enrolled at BCCC in Fall</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>1251</td>
<td>1252</td>
<td>1224</td>
<td>1009</td>
<td>930</td>
<td>835</td>
</tr>
<tr>
<td>Northwest</td>
<td>852</td>
<td>914</td>
<td>905</td>
<td>687</td>
<td>643</td>
<td>665</td>
</tr>
<tr>
<td>Southwest</td>
<td>791</td>
<td>787</td>
<td>831</td>
<td>580</td>
<td>598</td>
<td>523</td>
</tr>
<tr>
<td>West</td>
<td>536</td>
<td>626</td>
<td>592</td>
<td>439</td>
<td>459</td>
<td>409</td>
</tr>
<tr>
<td>North</td>
<td>440</td>
<td>435</td>
<td>432</td>
<td>342</td>
<td>365</td>
<td>345</td>
</tr>
<tr>
<td>Center</td>
<td>349</td>
<td>390</td>
<td>385</td>
<td>308</td>
<td>350</td>
<td>281</td>
</tr>
<tr>
<td>South</td>
<td>359</td>
<td>400</td>
<td>370</td>
<td>276</td>
<td>261</td>
<td>242</td>
</tr>
<tr>
<td>East</td>
<td>336</td>
<td>299</td>
<td>315</td>
<td>245</td>
<td>240</td>
<td>215</td>
</tr>
<tr>
<td>Southeast</td>
<td>215</td>
<td>214</td>
<td>205</td>
<td>170</td>
<td>166</td>
<td>132</td>
</tr>
</tbody>
</table>
Fall-to-Fall Retention Rates
for 1st-Time Matriculating Entrants

% of Entrants who either graduated by or were retained the next Fall

Fall 2009 Entrants (652 full-time; 574 part-time)
Fall 2010 Entrants (592 full-time; 596 part-time)
Fall 2011 Entrants (687 full-time; 626 part-time)
Fall 2012 Entrants (374 full-time; 544 part-time)
Fall 2013 Entrants (448 full-time; 579 part-time)

1st-Time Full-Time Matriculating Entrants
1st-Time Part-Time Matriculating Entrants

Footnote:
• The Fall-to-Fall retention rate fell from 46 to 42 percent for first-time full-time matriculating entrants.
• The rate remained 28 percent for first-time part-time matriculating entrants.

“Matriculating” students are those who declared academic majors.
Enrollment Plan Elements

- Recruitment
- Marketing
- Resources
- Outreach
- Retention
- Intake
- Communications
Recruitment Initiatives
## Enrollment Component 1: Recruitment

**Goal:** Increase Student Enrollment in traditional and non-traditional sectors

<table>
<thead>
<tr>
<th>Traditional Students - High School</th>
<th>Non-Traditional Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Graduating students</td>
<td>• Adults</td>
</tr>
<tr>
<td>• Guidance Counselors, teachers</td>
<td>• Displaced workers</td>
</tr>
<tr>
<td>and College Bound Specialists</td>
<td>• Working Adults</td>
</tr>
<tr>
<td>• High School Parents</td>
<td>• Under-/Unemployed</td>
</tr>
<tr>
<td>• 9&lt;sup&gt;th&lt;/sup&gt; - 12&lt;sup&gt;th&lt;/sup&gt; grade students</td>
<td>• Targeted neighborhoods</td>
</tr>
<tr>
<td>• Athletes</td>
<td>• Former students (“Stop-outs”)</td>
</tr>
<tr>
<td>• Honors students</td>
<td>• Community churches</td>
</tr>
<tr>
<td>• BCCC Alumni</td>
<td>• Non-native English speaking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Traditional Students - 4-Year Colleges and Universities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reverse Transfers</td>
<td>• International</td>
</tr>
<tr>
<td>• Academic Advisors</td>
<td>• Young people and adults</td>
</tr>
<tr>
<td></td>
<td>transitioning from special</td>
</tr>
<tr>
<td></td>
<td>programs, e.g., GED</td>
</tr>
<tr>
<td></td>
<td>• Veterans</td>
</tr>
</tbody>
</table>
Recruitment ZONES

From Fall 2013 to Fall 2014, the number of City residents enrolled in credit courses fell 9 percent.

Only the Northwest exhibited an increase (+3 %).

Among the other five districts, shown on Slide 6 declines ranged from 5 to 20 percent.

To address these challenges Enrollment Management has set up three major regions to better target recruitment.

Data report all Baltimore City residents enrolled as undergraduates as of the end of the third week in Fall 2013 (top number) and Fall 2014 (bottom number). The percent is the percent change from Fall 2013 to Fall 2014.
Community Collaboration Initiative

Goal: To launch by (Summer 2015) and sustain a consortium of community partners: local businesses, civic groups, and educational institutions, in the Baltimore metropolitan area who will partner with BCCC on programs to foster a resurgent workforce pipeline from middle school to college.
Enrollment Component 2: Retention

Goal: Increase the number of students who return from fall to fall.

The following are *some* of the College’s retention efforts:

<table>
<thead>
<tr>
<th>Customer service protocols (I-CARE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Success Course - Preparation for Academic Achievement (PRE-100)</td>
</tr>
<tr>
<td>First-Year Experience</td>
</tr>
<tr>
<td>Intrusive Advising Model</td>
</tr>
<tr>
<td>Performance Alert Intervention System (PAIS)</td>
</tr>
<tr>
<td>Reinstated Retention Sub-committee</td>
</tr>
<tr>
<td>Financial Aid Information Sessions and Workshops (on and off-campus)</td>
</tr>
<tr>
<td>Prescriptive Tutoring</td>
</tr>
</tbody>
</table>
Challenges

- Technology: Remote Accessibility, Website, and ERP
- Non-fully integrated Student Portal
- Accreditation Warning status - perception to students/public
- Bard Building Closure with the loss of credit classes downtown area
- Decrease in operating budget
TAB 7
New Business – Grade Distribution

Tonja L. Ringgold, Ed. D.
Vice President for Academic Affairs

This report reflects the college-wide grade distribution at Baltimore City Community College during spring 2013, fall 2013 and spring 2014. The tables below show the distribution of all grades (A, B, C, D, F, and W). “F” grades accounted for about 20-21% of all grades college-wide for the last three semesters.

Grade Distribution Report
Spring 2013, Fall 2013, and Spring 2014

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Count</td>
<td>4119 26%</td>
<td>4184 26%</td>
<td>3760 26%</td>
</tr>
<tr>
<td>B Count</td>
<td>3489 22%</td>
<td>3537 22%</td>
<td>3080 21%</td>
</tr>
<tr>
<td>C Count</td>
<td>2771 18%</td>
<td>2821 17%</td>
<td>2542 17%</td>
</tr>
<tr>
<td>D Count</td>
<td>715  5%</td>
<td>787  5%</td>
<td>628  4%</td>
</tr>
<tr>
<td>F Count</td>
<td>3212 20%</td>
<td>3344 21%</td>
<td>3082 21%</td>
</tr>
<tr>
<td>W Count</td>
<td>1433 9%</td>
<td>1449 9%</td>
<td>1450 10%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>15739  100%</strong></td>
<td><strong>16122 100%</strong></td>
<td><strong>14542 100%</strong></td>
</tr>
</tbody>
</table>

Reasons for F Grades

<table>
<thead>
<tr>
<th>Grades</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lateness</td>
<td>3 0%</td>
<td>2 0%</td>
<td>0%</td>
</tr>
<tr>
<td>No Textbook</td>
<td>0%</td>
<td>3 0%</td>
<td>0%</td>
</tr>
<tr>
<td>Behavior</td>
<td>0%</td>
<td>1 0%</td>
<td>1 0%</td>
</tr>
<tr>
<td>Cheating</td>
<td>0%</td>
<td>0%</td>
<td>1 0%</td>
</tr>
<tr>
<td>Child Care</td>
<td>1 0%</td>
<td>4 0%</td>
<td>1 0%</td>
</tr>
<tr>
<td>Housing</td>
<td>0%</td>
<td>3 0%</td>
<td>1 0%</td>
</tr>
<tr>
<td>Transportation</td>
<td>0%</td>
<td>0%</td>
<td>1 0%</td>
</tr>
<tr>
<td>Personal</td>
<td>9 0%</td>
<td>20 1%</td>
<td>12 0%</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>13 0%</td>
<td>8 0%</td>
<td>12 0%</td>
</tr>
</tbody>
</table>
### Reasons for F Grades

<table>
<thead>
<tr>
<th></th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Preparation Participation</td>
<td>59</td>
<td>38</td>
<td>14</td>
</tr>
<tr>
<td>Never Attended</td>
<td>152</td>
<td>122</td>
<td>52</td>
</tr>
<tr>
<td>Absenteeism Quiz/Test Performance</td>
<td>130</td>
<td>160</td>
<td>140</td>
</tr>
<tr>
<td>No Reason Posted Missing Assignments</td>
<td>445</td>
<td>470</td>
<td>351</td>
</tr>
<tr>
<td>Stopped Attending</td>
<td>413</td>
<td>368</td>
<td>477</td>
</tr>
<tr>
<td>Missing Assignments</td>
<td>892</td>
<td>1033</td>
<td>876</td>
</tr>
<tr>
<td>No Reason Posted Missing Assignments</td>
<td>413</td>
<td>368</td>
<td>477</td>
</tr>
<tr>
<td>Stopped Attending</td>
<td>1095</td>
<td>1112</td>
<td>1143</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>3212</strong></td>
<td><strong>3344</strong></td>
<td><strong>3082</strong></td>
</tr>
</tbody>
</table>

The reasons given for “F” grades

College-wide, “Stopped Attending” accounted for 34%, 33%, and 37% of the reasons why “F” grades were given. “Missing Assignments” accounted for 26 percent. No reasons were given for 13%, 11% and 15% of the “F” grades which is a default accounting if there is no selection (reason given).

### Current Practices to Remedy Course Failure

- Accelerated Learning Programs
- *Second Chance* Program offerings in Mathematics
- Modular Course Structures
- Imbedded Tutoring
- Intrusive Advisement
- STEM Program for Developmental Math
- Mandatory Orientation for students who test into the lowest level of developmental courses
- As of fall 2014, students will no longer be issued a failing grade if they have “Never Attended” a class.

Return to Agenda