Board of Trustees
Open Session

Tuesday, January 27, 2015
4 P.M.

Mini Conference Center
Liberty Campus
BALTIMORE CITY COMMUNITY COLLEGE

Board of Trustees

Dr. Mary Owens Southall, Chair

Mr. Jay Hutchins, Vice Chair

Dr. Donald A. Gabriel

Dr. Rosemary Gillett-Karam

Mr. Thermon Morris, Student Trustee

Ms. Pamela Paulk

Ms. Maria Harris Tildon

Dr. S. Todd Yeary
I. CALL TO ORDER (Dr. Mary Owens Southall, Chair)

II. ADOPTION OF AGENDA

III. PUBLIC PRESENTATIONS

IV. BOARD ACTIONS/CONSENT AGENDA (All actions requiring a vote.)
   A. Approval of the January 27, 2015, Agenda .................................................. TAB 1
   B. Approval of the December 16, 2014, Open Session Minutes ............................... TAB 2
   C. College Contracts .......................................................... TAB 3
   D. Student Government Association (Mr. Olayiwola Bakare, President) .............. TAB 4
   E. Faculty Senate (Dr. Kata Hall, President) .......................................................... TAB 5
   F. AFSCME Local #1870 at BCCC (Ms. Charlene Gray, President) ......................... TAB 6

Action: Move to approve the Board Actions/Consent Agenda

V. COLLEGE POLICIES ........................................................................................................... TAB 7
   (Action)

VI. MIDDLE STATES UPDATE/DRAFT MONITORING REPORT ................................. TAB 8
   (Dr. Tonja Ringgold, Vice President of Academic Affairs) (Information)

VII. PRESIDENT’S REPORT (Dr. Gordon May, President) .............................................. TAB 9
   A. Updates (Information)
      • Enrollment Management Report (Mr. Ron Smith, Vice President of Student Affairs & Ms. Robin Washington-Scott, Dean of Enrollment Management)
   B. Vacancy Report ........................................................................................................... TAB 10
      (Information)

VIII. MOTION FOR ADJOURNMENT
   THE CLOSED SESSION OF THE BOARD OF TRUSTEES IS DESIGNED TO DISCUSS PERSONNEL ISSUES; PENDING PURCHASE OF PROPERTY FOR THE FUTURE NEEDS OF THE COLLEGE; AND, TO OBTAIN LEGAL ADVICE.

IX. NEXT MEETING:
   Tuesday, February 24, 2015, Business and Continuing Education Division
TAB 2
I. PUBLIC PRESENTATIONS
N/A

II. BOARD ACTIONS/CONSENT AGENDA (All actions requiring a vote.)
The Board voted unanimously to approve the December 16, 2014, consent agenda:
- December 16, 2014, Agenda
- November 25, 2014, Minutes
- College Reports
  - Student Government Association
  - Faculty Senate
  - AFSCME Local #1870

III. ITEMS REMOVED FROM THE CONSENT AGENDA
None

IV. COLLEGE POLICIES
No College Policies

V. MIDDLE STATES UPDATE (Dr. Tonja Ringgold, Vice President of Academic Affairs)
Dr. Ringgold reported that the draft Monitoring Report was forwarded to the consultant, Dr. Linda Suskie, on December 8, 2014. The final draft will be presented at the January Board meeting. The College has invited Dr. Andrea Lex, Middle States liaison, to address the College community on January 15, 2015, at the Community Forum. The College is awaiting confirmation from Dr. Lex.

VI. PRESIDENT’S REPORT
Please see the December 16, 2014 Board Book for the full President’s Report.

VII. ENROLLMENT MANAGEMENT REPORT* (Mr. Ron Smith, Vice President of Student Affairs, and Ms. Robin Washington-Scott, Dean of Enrollment Management)
Vice President Smith indicated that the College began enrollment two weeks later this year due to some difficulty with online registration. To date, the spring enrollment headcount is 1,224 and there are 373 FTEs.

The Board asked that future Enrollment Management Reports are disaggregated by cohort references, year-over-year trends and comparisons data.

VIII. ERP UPDATE* (Mr. Antonio Hererra, Chief Information Officer)
Mr. Herrera provided a progress report on the ERP, noting that the College is completing
Phase III and entering Phase IV. Once the Department of Information Technology (DoIT) approves the RFP for the system, each module will take 9-12 months to implement. DoIT must grant prior approval before an RFP can be distributed. The Board asked if the ERP project will be adversely impacted if the State takes the funds for the project. Mr. Herrera stated that the funds for the ERP have been earmarked in the fund balance so he does not think the project will be affected. The Board asked to receive bi-monthly updates until the ERP has been implemented.

IX. **STRATEGIC PLAN UPDATE***(Ms. Maureen Corneal, Vice President of Institutional Advancement, Marketing and Research)  
Vice President Corneal provided an update on the process, indicating that the final plan will be completed in concert with the Monitoring Report. The Board asked for clarity on the resiliency of the Plan. Dr. Ringgold explained that the Plan is currently mission based. However, it depends on the direction from Middle States. If the Commission requires performance based standards, then the College must adjust. The Board asked for updates on the progress of the Strategic Plan every 6 months.

X. **GRADE DISTRIBUTION REPORT** *(Dr. Tonja Ringgold and Dr. Katana Hall, Faculty Senate President)  
Dr. Ringgold and Dr. Hall focused on the Performance Accountability and Intervention System (PAIS) as part of the Grade Distribution Report presentation to show how the College addresses students that have received Ds and/or Fs. Dr. Hall explained the process she uses to advise students while Dr. Ringgold noted that she has instituted training on the PAIS model and student advisement during the Faculty Academy.

The Board engaged in discussion regarding the Grade Distribution Report and asked Dr. Ringgold to inquiry those students that have stopped attending in an effort to find out why they are no longer enrolled at the College.

XI. **ADJOURNMENT**
The Board of Trustees meeting adjourned at 6 p.m.

Respectfully submitted,

Gordon F. May, PhD  
President

*The full report on file in the President's Office
ATTENDANCE:
Dr. Gordon F. May, President

BCCC Staff Present: Mr. Bill Booth, Mr. Christopher Falkenhagen, Mr. Bill Fleming, Ms. Charlene Gray, Dr. Katana Hall, Mr. Antonio Herrera, Ms. Michelle Jackson, Ms. Nikita Lemon, Mr. Brian O’Connell, Mr. Bryan Perry, Ms. Sylvia Rochester, Ms. Daviedra Sauldsberry, Ms. Robin Washington Scott, Ms. Sabina Silkworth, Mr. Ron Smith, Mr. Doug Weimer, Mr. Vincent Whitmore, Ms. Virgie Williams

Others Present: Mr. Olayiwola Bakare, BCCC Student Government Association

CLOSED SESSION
The Board voted unanimously, under the Open Meeting Act, State Government Article, Section 10-508, to convene in Closed Session on December 16, 2014, at the Business and Continuing Education Division to discuss real estate, personnel and to obtain legal advice.
NO COLLEGE CONTRACTS
EXPO MANIA
December 4th
The Office of Student Life and the Student Government Association held its last Expo-mania of the year in the Student Services Atrium. Eight vendors attended and displayed a wide range of uniquely designed clothing and hand crafted beads. In addition there was also a display of wise sayings by great leaders for sale.

Xmas Fiesta and Award Night
December 5th
The Student Government Association and the newly formed African Student Union sponsored a Christmas Fiesta to bring the semester to a close. Students, faculty members and guests from the community were treated to great African music and a cultural drama presentation. The highlight of the night was the fashion show. There was a beautiful parade of distinctively tailored African attires. We had fifty-eight people in attendance.

SGA MEETING
December 5th
The Student Government Association held its closing meeting for the year after a very productive semester. This meeting shed light on various complaints of students, what the school’s administration is doing to address this issues, and plans for the upcoming semester. We also had some brilliant suggestions on how to improve the overall experience of students at BCCC. Nineteen students were in attendance.

Kwanzaa Celebration
December 6th
The Office of Student Life in conjunction with the Student Government Association, Anthropology and Sociology Club, History Club and Human Services Club, held its annual Community Kwanzaa event from 6:30 to 9:00 p.m. in the Mini Conference Room. There were musical performances and an interactive presentation on the importance of the holiday by student leaders and faculty members. T-shirts were given to the first one hundred people in attendance. Ninety students, faculty, staff and community members were present for this amazing event.

Come Speak Out at BCCC
December 15th
The Office of Student Life and the Student Government Association held its evening Come Speak Out discussion, facilitated by Angel King. The event was an intimate discussion held in the Tranquility Lounge about Police Brutality. Nineteen students and staff attended this event.
The following information records selected activities of the members of the Baltimore City Community College Academy of Faculty, Faculty Senate, Senate Executive Committee Leadership and Faculty Senate President from November 27th, 2014 until January 13th 2015.

The Senate Executive Committee’s focus during this reporting period has been on 1) providing final feedback to the Middle States Monitoring Report; 2) closing out the Fall semester with Committee Mid-Year Reports and Assessment; 3) preparing for the Faculty Academy, 4) increasing faculty participation in Arena Advising; and 5) disseminating information to members of the Academy of Faculty at Baltimore City Community College.

Dr. Hall met with Dr. Gordon F. May, BCCC President to discuss topics of concern to the faculty on December 2nd. Some of those topics include 1) Diversity, Accommodation and Accessibility for students, faculty and staff; 2) Student Enrollment and Retention; 3) Program Review and Evaluation Cycle I and Cycle II Outcomes: Final Ratings, Standard Compliance Ranking, Follow-Up, Committee Membership, Overview and Summary of the Process, Revised (as of 9/3/14) PREC 5-year schedule; 3) Review of MHEC Program Inventory Lists and Course Inventory Offerings and Research Notes -- Ensuring Integrity, Consistency, and the Dissemination of Accurate Information Institutionally; 4) Curriculum and Instruction Committee (CIC) Course Inventory Report and 5) CIC Reduction of Degree Programs to 60 Credits Schedule (excluding those eligible for exemption based on MHEC’s Exception List) by June 2015 – all programs, were applicable, will be reduced to 60 credits. During the meeting Dr. May updated the Senate President on the status of 3 items from our preceding meeting. Two of those items were forwarded to the appropriate Divisional Vice-President for action. The last item is a work in progress. The meeting agenda and outcomes evidenced the President’s commitment to action, assessment and transparency in communication, related to responding to faculty concerns. Each of the aforementioned characteristics is needed to elevate trust and operational effectiveness at the College.

On December 5th and 19th Senate Executive Committee Meetings were held. Selected actionable items included: vetting and approval of the Academic Affairs Catalogue Procedures document and updates to the Professor Emeritus Procedures document; Curriculum Instruction Committee presentations to create, modify or delete course and/or program related information; supporting additional Faculty Evaluation document/timeline modifications; approving and or requesting modifications to Standing and Ad Hoc Committee Reports and Presentations.

On December the 10th the Faculty Senate met to discuss ballot items for Round Three of the proposed Constitutional Amendments. Round Three Voting took place on December 15th and 16th in the Senate Office. In his final report, Committee Chair and Senate Vice-President Ed Ennels stated that’ the group worked for over a three month period’ to
achieved their goals. They met weekly during this period and thirty-seven amendments over three ballots were presented. Sixty-nine percent (69%) of faculty voted in Round One, fifty-eight (58%) in Round Two and fifty-six (56%) in Round Three. The committee members continue to work on refining procedures for the Faculty Senate Standing Committees. Those procedures will be presented to the Senate Executive Committee for voting throughout the semester and contribute to the maintenance of effective evidence building and sustainability in the Senate.

On December 16th and 19th Senate Standing Committee Chairs where scheduled to meet with Senate President Hall to present their end of semester/mid-year reports and documents during an hour long meeting. During the meeting Hall asked each Committee Chair to assess their work thus far and the effectiveness of the committee members in completing tasks. During the final debriefing period each chair was asked what they and the committee needed to achieve their goals and vision more effectively. That information will be presented to the Senate Executive Committee for action in the February meeting. The outcomes of work produced by these standing committees contribute to teaching, learning and assessment effectiveness at the College.

On December 16th, Dr. Hall met with the Vice-President of Academic Affairs. During that meeting with Dr. Tonja L. Ringgold, the following items were discusses and presented; 1) Scheduling Procedures and Processes; 2) Faculty Vacancies; 3) Course Offerings and Inventory Lists; Diversity and Accessibility; 4) Test Center Effectiveness; 5) Faculty Evaluation Assessor Protocols and the 6) Agenda for the Faculty Academy. Dr. Ringgold provided updates and/or resolutions for four of the six topics during the meeting. One item requires research to ascertain best practices and the other item was forwarded to the appropriate Dean. One of the exciting things about working with Dr. Ringgold as the Vice-President of Academic Affairs is that she is open and responsive to new ideas and practices that enhance superior academic delivery and customer service for our students. In the eleven years Dr. Hall has been employed at the College this is the first time that faculty have contributed to the theme and composition of the Spring 2015 Faculty Academy from its inception to execution in such a thoughtful and inclusive manner. Shared governance is real as evidence in the fact that of the twelve topics submitted by faculty for inclusion in the morning or afternoon session eleven were selected. Eleven out of thirteen items or eighty-four percent (84%) of the topics on the final agenda for the 2015 Faculty Academy: Assessing Professional Integrity, Teaching and Learning were submitted by faculty members. Faculty Academy Planning sessions and meetings were held on December 16th, 23rd, January 11th and 13th to finalize details.

Happy New Year to you and yours from the members of the Academy of Faculty at BCCC!

Respectfully Submitted,

Katana L. Hall, Ph.D.

Faculty Senate President
AFSCME Local 1870 Presentation

to the Board of Trustees

Tuesday, January 27, 2015

1. LMC Update:

   Labor Management Committee did not meet in December due to the holiday break. Due to the busy registration period we will be rescheduling the January meeting so that our first LMC in 2015 will in February 2015. Pending items on the agenda:

   a) **Essential Personnel Lists & Departmental Plans**: Chief Booth assured us that he would work with Director of Facilities to produce departmental plans for those two areas which are most affected by situations where college is closed due to inclement weather or unforeseen emergency.

   b) **Use of 3 Personnel days for skilled service staff**: Discussion of how these three days are applied in the Winter Break holiday schedule for 2014 versus previous years.

   c) **Compensation Study**: HR Sheryl Nelson gave an update at October's LMC.
TAB 7
NO COLLEGE POLICIES
TAB 8
Monitoring Report Update:

Thursday, January 15, 2015 BCCC held its spring 2015 College Community Forum. The centerpiece of this forum was the Middle States Monitoring Report and Institutional Readiness. The guest speaker during the morning was Dr. Andrea Lex, MSCHE Vice President/Chief of Staff and BCCC liaison to Middle States.

Dr. Lex spoke primarily about the importance of accreditation and provided a brief synopsis of BCCC’s accreditation history and what led to the institution being placed on warning status. She further reiterated points she had made during her July 2014 visit to the college which focused on the four standards BCCC was not in compliance with during the Self-Study Team Visit.

The Community Forum afternoon workshops focused solely on the Monitoring Report and Standards 2, 3, 6, and 7. Each standard represented a workshop for all college employees to attend. Two rounds of the workshops were repeated. Dr. Lex remained for these workshops and provided feedback to the Accreditation Monitoring Council Executive Committee (AMCEC) during a conference call scheduled the following week.

Following are highlights presented during the workshops on each standard.

Standard 2: Planning, Resources Allocation, and Institutional Renewal

From MSCHE’s Characteristics of Excellence:
“An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.”

Findings from MSCHE:
Document the continued implementation of a comprehensive institutional strategic plan and process that includes (a) institution and unit-level goals and objectives, stated in terms of outcomes that are linked to mission and used for long-range planning, decision making, and budgeting processes; (b) clear linkages to the academic, enrollment, facility, and technology plans; and (c) evidence of the periodic assessment of the effectiveness of the planning, resource allocation, and institutional renewal processes.

• “Recent Accomplishments” discussed include:
  – Updated Divisional Mission Statements
  – Strategic Planning Process
  – Component Institutional Plan Processes
  – Academic Master Plan Update
  – Strategic Enrollment and Master Plan Update
  – Integrated Facilities Master Plan Update
  – Technology Plan Update
  – Budget Planning
Standard 3: Institutional Resources

From MSCHE’s Characteristics of Excellence:
“The human, financial, technical, physical facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.”

Findings from MSCHE:
Document the continued development and implementation of a budget and resource allocation process that provides for an annual budget and for multi-year budget projections, both institution-wide and among departments, aligned with the institution’s mission, goals, and strategic plan, and evidence of the periodic assessment of the effective and efficient use of institutional resources.

Standard 6: Integrity

From MSCHE’s Characteristics of Excellence:
“In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.”

Findings from MSCHE:
Document the development and implementation of (a) clear, accurate, up-to-date, and easily accessible advertisements, recruiting, and admissions materials; (b) procedures to ensure that factual information about the institution, including information required by the Middle States Commission on Higher Education, is accurately reported and made available to the institution’s constituencies; and (c) a periodic assessment process to review the accuracy of institutional information made available to the institution’s various constituencies.

• “Recent Accomplishments” discussed include:
  – Information Reported to MSCHE
  – Communications to the Public
  – Internal Communications
  – BCCC Website
  – Publications
  – College Catalog
  – Program Brochures
  – Academic Calendar
  – Recruitment and Admissions Materials
  – Course and Academic Program Approval Processes
  – Compensation Study
  – Climate Survey and Self-Study Surveys

Standard 7: Institutional Assessment

From MSCHE’s Characteristics of Excellence:
“The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.”
Findings from MSCHE:
The continued development and implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness that includes clear and realistic guidelines and a timetable and evidence that assessment information is used to (a) inform budget, planning and resource allocation decisions; and (b) improve programs, services, and processes, and is shared and discussed with appropriate constituents.

• “Recent Accomplishments” discussed include:
  – Strategic Planning Processes
  – Strategic Plan Progress Report
  – Component Institutional Plans Processes
    • Academic Master Plan
    • Strategic Enrollment Management and Retention Plan
    • Integrated Facilities Master Plan
    • Technology Plan)
  – Program Review and Evaluation Committee
  – Outcomes Assessment Data Collection
  – College-Wide Assessment Council
  – Surveys

BCCC will continue to schedule institutional readiness sessions as we near the MSCHE Team visit. These sessions will be tailored to specific departments as per their requests through workshop feedback. The AMCEC continues to meet regularly updating the monitoring report and gathering feedback from the college community.
What is accreditation?

• Accreditation is the process by which an external agency examines a program or an institution and determines whether it does or does not meet certain established standards.
How long has BCCC been accredited?

• The Middle States Commission on Higher Education (MSCHE) has accredited Baltimore City Community College since 1963 and BCCC remains fully accredited to this day.

What is the Middle States Commission on Higher Education?

• Middle States is a shorthand reference for the *Middle States Commission on Higher Education*. It is also known as *MSCHE*.

• The Council on Higher Education Accreditation and the U.S. Department of Education recognize Middle States as one of several regional accreditation authorities.

• Middle States accredits institutions in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and several locations abroad.
How often is the College evaluated?

- Using a self-study process, colleges and universities in the Middle States region undergo a comprehensive evaluation called a decennial, once every ten years.

- Five years after each comprehensive decennial evaluation, there is an interim evaluation called a Periodic Review report.

- Commission staff members also monitor each institution during the interim to determine if special circumstances require more frequent evaluations.

What is a Self-Study report?

- Self-Study is the decennial intensive review of the College’s educational programs and services, student learning, and achievement of its stated goals and mission, as measured against standards that have been developed by Middle States.

- In order to demonstrate compliance with all 14 Middle States standards outlined in the publication Characteristics of Excellence, BCCC was required to produce a Self-Study report which was due on February 5, 2014.
What is a Self-Study report?

- Through the process an institution first evaluates itself to determine how well it is meeting its own goals and the Commission's standards.
- **An institution is required to provide evidence of every fact and conclusion.**
- A cross-section of the campus community is expected to participate, which results in a detailed report.
- BCCC’s Self-Study Steering Committee prepared a final Self-Study report and disseminated the document in February 2014, according to MSCHE guidelines.

2014 Self-Study Team Visit

- Through peer review, the Commission appointed a team of experts from similar colleges and universities to evaluate the institution.
- Dr. Karen Stout, president of Montgomery College in Pennsylvania, was named as team Chair.
- The team visit was conducted from March 23 – 26, 2014 during which time the evaluators reviewed the Self-Study materials; conducted open forums with various constituents; and interviewed faculty, staff, students, Trustees, and community members.
- The visit concluded with an exit conference conducted by Dr. Stout. The team compiled their report, submitted it to MSCHE, and Dr. Stout presented a brief summary of the report to the Commission which included the team’s recommendation for Commission action.
Current Accreditation Status per MSCHE

“Baltimore City Community College remains accredited by the Middle States Commission on Higher Education while on warning.

The Commission places an institution on warning when, in the Commission’s judgment, the institution is not in compliance with one or more Commission accreditation standards. When the Commission warns an institution, it believes that, although the institution is out of compliance, the institution has the capacity both to make appropriate improvements within a reasonable period and to sustain itself in the long term. A follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance. A small team visit also is conducted to verify institutional status and progress.

Summary of Recent Commission Actions

At least every ten years, all accredited institutions engage in an 18-24 month period of self-study intended to demonstrate institutional compliance with accreditation standards and to promote institutional improvement. Baltimore City Community College completed its self-study process and hosted an evaluation team visit during the 2013-14 academic year. Following the on-site visit, the evaluation team submitted its report to Baltimore City Community College and the institution prepared its institutional response. The institutional response is an opportunity for the institution to provide a thoughtful written response to the team report including disagreements with and/or interpretations of evaluation team findings. These prepared materials were considered by the Committee on Evaluation Reports and by the Commission at their June 2014 meetings.

On June 26, 2014, the Middle States Commission on Higher Education acted as follows:

To warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 2 (Planning, Resource Allocation and Institutional Renewal), Standard 3 (Institutional Resources), Standard 6 (Integrity), and Standard 7 (Institutional Effectiveness). To note that the institution remains accredited while on warning. To request a monitoring report, due March 1, 2015, documenting (1) the continued implementation of a comprehensive institutional strategic plan and process that includes (a) institution and unit-level goals and objectives, stated in terms of outcomes that are linked to mission and used for long-range planning, decision making, and budgeting processes; (b) clear linkages to the academic, enrollment, facility, and technology plans; and (c) evidence of the periodic assessment of the effectiveness of the planning, resource allocation, and institutional renewal processes (Standard 2); (2) the continued development and implementation of a budget and resource allocation process that provides for an annual budget and for multi-year budget projections, both institution-wide and among departments, aligned with the institution’s mission, goals, and strategic plan, and evidence of the periodic assessment of the effective and efficient use of institutional resources (Standard 3); (3) the development and implementation of (a) clear, accurate, up-to-date, and easily accessible advertisements, recruiting, and admissions materials; (b) procedures to ensure that factual information about the institution, including information required by the Middle States Commission on Higher Education, is accurately reported and made available to the institution’s constituencies; and (c) a periodic assessment process to review the accuracy of institutional information made available to the institution’s various constituencies (Standard 6); and (4) the continued development and implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness that includes clear and realistic guidelines and a timetable and evidence that assessment information is used to (a) inform budget, planning and resource allocation decisions; and (b) improve programs, services, and processes, and is shared and discussed with appropriate constituents (Standard 7). A small team visit will follow submission of the monitoring report. To direct a prompt Commission liaison guidance visit to discuss the Commission’s expectations. The due date for the next Periodic Review Report will be set when accreditation is reaffirmed.”

Monitoring Reports

• The Commission requests a monitoring report under two circumstances.

• One is when the institution meets the Commission’s standards for accreditation, but the Commission has concerns about ongoing compliance with one or more standards.

• The other is when the Commission places the institution on warning or probation because of a lack of evidence that the institution is in compliance with one or more standards, and the Commission needs evidence that the institution has made appropriate improvements to bring itself into compliance.
BCCC’s 2015 Monitoring Report

• BCCC must address the following Standards:
  – Standard 2: *Planning, Resources Allocation, and Institutional Renewal*
  – Standard 3: *Institutional Resources*
  – Standard 6: *Integrity*
  – Standard 7: *Institutional Assessment*

**Standard 2: Planning, Resources Allocation, and Institutional Renewal**

• From MSCHE’s *Characteristics of Excellence*: “An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.”

• Findings from MSCHE: document the continued implementation of a comprehensive institutional strategic plan and process that includes (a) institution and unit-level goals and objectives, stated in terms of outcomes that are linked to mission and used for long-range planning, decision making, and budgeting processes; (b) clear linkages to the academic, enrollment, facility, and technology plans; and (c) evidence of the periodic assessment of the effectiveness of the planning, resource allocation, and institutional renewal processes.
Standard 2: Planning, Resources Allocation, and Institutional Renewal

“Recent Accomplishments” discussed include:

– Updated Divisional Mission Statements
– Strategic Planning Process
– Component Institutional Plan Processes
– Academic Master Plan Update
– Strategic Enrollment and Master Plan Update
– Integrated Facilities Master Plan Update
– Technology Plan Update
– Budget Planning

Standard 3: Institutional Resources

• From MSCHE’s Characteristics of Excellence: “The human, financial, technical, physical facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.”

• Findings from MSCHE: document the continued development and implementation of a budget and resource allocation process that provides for an annual budget and for multi-year budget projections, both institution-wide and among departments, aligned with the institution’s mission, goals, and strategic plan, and evidence of the periodic assessment of the effective and efficient use of institutional resources.
Standard 3: Institutional Resources

“Recent Accomplishments” discussed include:
- Multi-Year Financial Projections
- Fund Balance Alignment with Strategic Plan
- Budgetary Controls

Standard 6: Integrity

From MSCHE’s Characteristics of Excellence: “In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.”

Findings from MSCHE: document the development and implementation of (a) clear, accurate, up-to-date, and easily accessible advertisements, recruiting, and admissions materials; (b) procedures to ensure that factual information about the institution, including information required by the Middle States Commission on Higher Education, is accurately reported and made available to the institution’s constituencies; and (c) a periodic assessment process to review the accuracy of institutional information made available to the institution’s various constituencies.
Standard 6: Integrity

• “Recent Accomplishments” discussed include:
  – Information Reported to MSCHE
  – Communications to the Public
  – Internal Communications
  – BCCC Website
  – Publications
  – College Catalog
  – Program Brochures
  – Academic Calendar
  – Recruitment and Admissions Materials
  – Course and Academic Program Approval Processes
  – Compensation Study
  – Climate Survey and Self-Study Surveys

Standard 7: Institutional Assessment

• From MSCHE’s Characteristics of Excellence: “The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.”

• Findings from MSCHE: the continued development and implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness that includes clear and realistic guidelines and a timetable and evidence that assessment information is used to (a) inform budget, planning and resource allocation decisions; and (b) improve programs, services, and processes, and is shared and discussed with appropriate constituents.
Standard 7: Institutional Assessment

- “Recent Accomplishments” discussed include:
  - Strategic Planning Processes
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    - Academic Master Plan
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    - Integrated Facilities Master Plan
    - Technology Plan
  - Program Review and Evaluation Committee
  - Outcomes Assessment Data Collection
  - College-Wide Assessment Council
  - Surveys

What should I expect during the visit?

- During the visit, the evaluation team will review reports and documents, and meet with students, faculty, staff, and trustees to determine if BCCC meets the four standards as noted in MSCHE’s action of June 2014 - all within the context of our mission and goals.

- You are encouraged to be honest, frank and open during any conversations you may have with team members. It is appropriate to say, “I don’t know” if you are asked a question outside of your area of responsibility or expertise.

- A detailed schedule, prepared by the evaluation team Chair, will be shared with the College community as soon as it is available.
What do they want to know?

• Middle States is chiefly looking for evidence that our institutional and educational processes follow from our mission and help us to achieve our goals.

• In addition, the College must demonstrate that its planning processes are sustainable for change, informed by data analysis, assessment, and evaluation, and that resources are allocated in accordance with institutional priorities.

Examples of key things to know...
Mission of the College

- *Baltimore City Community College* provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area.

Vision of the College

- *Baltimore City Community College is an innovator in providing quality education for a diverse population of students to meet the challenges in an ever-changing competitive workforce and environment.*
2013-2018 BCCC Strategic Plan Goals

- Four Strategic Pillars
  - Student Success
  - Community, Business & Industry, and Education Partnerships
  - Institutional Sustainability
  - Technology

When will we know the results of our evaluation?

MSCHE will inform the College of the evaluation results by June 2015.
Have you read the Draft Monitoring Report?
Have you completed the Climate Survey?
Have you completed the Self-Study Surveys?
Draft for BCCC Faculty and Staff
December 19, 2014

Monitoring Report to the
Middle States Commission on Higher Education

from

Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, Maryland 21215

Gordon F. May, PhD
President
Monitoring Report to the
Middle States Commission on Higher Education

from
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, Maryland 21215

December 19, 2014

Subject of the Follow-Up Report:

On November 20, 2014, the Middle States Commission on Higher Education acted as follows:
To thank the institution for receiving the Commission’s representative. To remind the institution of the warning that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 2 (Planning, Resource Allocation and Institutional Renewal), Standard 3 (Institutional Resources), Standard 6 (Integrity), and Standard 7 (Institutional Effectiveness). To note that the institution remains accredited while on warning. To request a monitoring report, due March 1, 2015, documenting (1) the continued implementation of a comprehensive institutional strategic plan and process that includes (a) institution and unit-level goals and objectives, stated in terms of outcomes that are linked to mission and used for long-range planning, decision making, and budgeting processes; (b) clear linkages to the academic, enrollment, facility, and technology plans; (c) evidence of the periodic assessment of the effectiveness of the planning, resource allocation, and institutional renewal processes (Standard 2); (2) the continued development and implementation of a budget and resource allocation process that provides for an annual budget and for multi-year budget projections, both institution-wide and among departments, aligned with the institution’s mission, goals, and strategic plan, and evidence of the periodic assessment of the effective and efficient use of institutional resources (Standard 3); (3) the development and implementation of (a) clear, accurate, up-to-date, and easily accessible advertisements, recruiting, and admissions materials; (b) procedures to ensure that factual information about the institution, including information required by the Middle States Commission on Higher Education, is accurately reported and made available to the institution's constituencies; (c) a periodic assessment process to review the accuracy of institutional information made available to the institution's various constituencies (Standard 6); and (4) the continued development and implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness that includes clear and realistic guidelines and a timetable and evidence that assessment information is used to (a) inform budget, planning, and resource allocation decisions; and (b) improve programs, services, and processes, and is shared and discussed with appropriate constituents (Standard 7). A small team visit will follow submission of the monitoring report. To
direct a prompt Commission liaison guidance visit to discuss the Commission's expectations. The due date for the next Periodic Review Report will be set when accreditation is reaffirmed.
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## LIST OF ACRONYMS

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<th>Acronym</th>
<th>Description</th>
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<tr>
<td>AMC</td>
<td>Accreditation Monitoring Council</td>
</tr>
<tr>
<td>AMP</td>
<td>Academic Master Plan</td>
</tr>
<tr>
<td>AOAAA</td>
<td>Academic Operations, Assessment, Articulations, and Accreditation</td>
</tr>
<tr>
<td>AY</td>
<td>Academic Year</td>
</tr>
<tr>
<td>BCCC</td>
<td>Baltimore City Community College</td>
</tr>
<tr>
<td>BCED</td>
<td>Business and Continuing Education Division</td>
</tr>
<tr>
<td>BCPSS</td>
<td>Baltimore City Public School System</td>
</tr>
<tr>
<td>BF</td>
<td>Business and Finance</td>
</tr>
<tr>
<td>CAS</td>
<td>Council for the Advancement of Standards</td>
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<tr>
<td>CCRCCA</td>
<td>College and Career Readiness and College Completion Act</td>
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<tr>
<td>CIC</td>
<td>Curriculum and Instruction Committee</td>
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<tr>
<td>CIO</td>
<td>Chief Information Officer</td>
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<tr>
<td>CMC</td>
<td>Catalog Management Council</td>
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<tr>
<td>CSF</td>
<td>Critical Success Factor(s)</td>
</tr>
<tr>
<td>CMS</td>
<td>Content Management System</td>
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<tr>
<td>CPD</td>
<td>Calendar of Periodic Deadlines</td>
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<td>CWAC</td>
<td>College-Wide Assessment Council</td>
</tr>
<tr>
<td>DBM</td>
<td>Department of Budget and Management (State of Maryland)</td>
</tr>
<tr>
<td>DLS</td>
<td>Department of Legislative Services (State of Maryland)</td>
</tr>
<tr>
<td>DGS</td>
<td>Department of General Services (State of Maryland)</td>
</tr>
<tr>
<td>ERP</td>
<td>Enterprise Resource Planning</td>
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<tr>
<td>FS</td>
<td>Faculty Senate</td>
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<tr>
<td>FTE</td>
<td>Full-Time Equivalent</td>
</tr>
<tr>
<td>FOP</td>
<td>Facilities Operations and Planning</td>
</tr>
<tr>
<td>FY</td>
<td>Fiscal Year</td>
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<tr>
<td>IAMR</td>
<td>Institutional Advancement, Marketing, and Research</td>
</tr>
<tr>
<td>IFMP</td>
<td>Integrated Facilities Master Plan</td>
</tr>
<tr>
<td>ISLO</td>
<td>Institutional Student Learning Outcomes</td>
</tr>
<tr>
<td>ITAC</td>
<td>Information Technology Advisory Committee</td>
</tr>
<tr>
<td>ITS</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>KPI</td>
<td>Key Performance Indicator(s)</td>
</tr>
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<td>MACC</td>
<td>Maryland Association of Community Colleges</td>
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<tr>
<td>MHEC</td>
<td>Maryland Higher Education Commission</td>
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<tr>
<td>MSCHE</td>
<td>Middle States Commission on Higher Education</td>
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<tr>
<td>MSDE</td>
<td>Maryland State Department of Education</td>
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<td>NACADA</td>
<td>National Academic Advising Association</td>
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<td>OIR</td>
<td>Office of Institutional Research</td>
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<tr>
<td>PCT</td>
<td>President’s Communication Team</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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</tr>
<tr>
<td>PREC</td>
<td>Program Review and Evaluation Committee</td>
</tr>
<tr>
<td>SAG</td>
<td>Self-Assessment Guide</td>
</tr>
<tr>
<td>SCR</td>
<td>Substantive Change Request</td>
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<tr>
<td>SEC</td>
<td>Senate Executive Committee</td>
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<td>SEMRP</td>
<td>Strategic Enrollment Management and Retention Plan</td>
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<td>SIMS</td>
<td>Student Information Management System</td>
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<td>SLO</td>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>UMBC</td>
<td>University of Maryland, Baltimore County</td>
</tr>
<tr>
<td>VP</td>
<td>Vice President</td>
</tr>
<tr>
<td>VPAA</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>VPBF</td>
<td>Vice President for Business and Finance</td>
</tr>
<tr>
<td>WAG</td>
<td>Website Advisory Group</td>
</tr>
</tbody>
</table>
Introduction

BCCC is a state-sponsored, urban, comprehensive, degree-granting community college with one campus and a number of instructional sites in the city of Baltimore. The College currently offers 28 degree programs and 14 certificates 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 also partners with local business and industry to offer non-credit workforce training, customized training, and a number of other educational options and services.

BCCC is both an old and a young institution. The College 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 renamed again: the New Community College of Baltimore (NCCB). In 1992, the College name was changed to its current name: Baltimore City Community College (BCCC).

Mission

Baltimore City Community College provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area.

Vision

Baltimore City Community College is an innovator in providing quality education for a diverse population of students to meet the challenges in an ever-changing competitive workforce and environment.

Progress Since April 2014 Middle States Visit: Organizational Changes

In response to the Commission’s Visiting Team Report, BCCC took immediate, decisive action by creating a special group within the President’s Staff. This group met weekly to examine all fourteen standards of the Characteristics of Excellence paying close attention to the remediation of those standards where the College was out of compliance. To ensure sustainability of the process, an Accreditation Monitoring Council (AMC) was created. The AMC provides oversight, continuity, guidance, and monitoring to ensure that the College is in compliance with all 14 MSCHE Standards and creates an environment of assessment and sustainability. The creation of the AMC, which includes a cross section of all units within the College, catalyzed the College community to work collectively to demonstrate that the analysis and consideration of data drives decision-making at the College. With the administration’s support and the enthusiastic participation of faculty and staff, BCCC has made significant strides
to ensure planning, initiatives, and priorities result from data-driven decision making to ensure continuous quality improvement.

One of College’s strongest actions to maximize its productivity and effectiveness has occurred through sweeping changes within the College's senior and key management staff. This reorganization included the appointment of a permanent president whose tenure began on September 2, 2014 and the hiring of the following key positions:

- Vice President for Academic Affairs/Accreditation Liaison Officer
- Vice President for Institutional Advancement, Marketing, and Research
- Interim Vice President for Budget and Finance (A search for a permanent Vice President is underway.)
- Director of Facilities Management
- Chief Budget Officer
- BCCC General Counsel

Additionally, approval for a new position was recently granted.

- Associate Vice President for Institutional Effectiveness, Planning and Research - A search for this position is underway. This person will lead all efforts relating to the College’s Strategic Planning and Institutional Effectiveness.

Faculty has elected a new leadership slate of President, Vice President, and Secretary. This team has worked to reinvigorate the Faculty Senate Committees and formalize committees that were previously functioning in ad hoc manner. These committees will facilitate the faculty’s ability to own and participate in the institutional effectiveness process.

These key positions are contributing to the realization of the mission through effective planning, resource allocation, key measures, and assessment, and the ability to sustain effectiveness for continuous improvement.

**Purpose of the Report**

The purpose of this monitoring report is to assure BCCC’s continued compliance with MSCHE’s Standard 2 (Planning, Resource Allocation and Institutional Renewal), Standard 3 (Institutional Resources), Standard 6 (Integrity), and Standard 7 (Institutional Effectiveness) and to document progress and momentum toward a culture of assessment and sustainability. Specifically, this report will update the Commission on BCCC’s capacity to document compliance with the items requested in the Commission’s June 2014 action through updates regarding (1) the continued implementation of a comprehensive institutional strategic plan and process that includes (a) institution and unit-level goals and objectives, stated in terms of outcomes that are linked to mission and used for long-range planning, decision making, and budgeting processes; (b) clear linkages to the academic, enrollment, facility, and technology plans; (c) evidence of the periodic assessment of the effectiveness of the planning, resource allocation, and institutional renewal
processes (Standard 2); (2) the continued development and implementation of a budget and resource allocation process that provides for an annual budget and for multi-year budget projections, both institution-wide and among departments, aligned with the institution's mission, goals, and strategic plan, and evidence of the periodic assessment of the effective and efficient use of institutional resources (Standard 3); (3) the development and implementation of (a) clear, accurate, up-to-date, and easily accessible advertisements, recruiting, and admissions materials; (b) procedures to ensure that factual information about the institution, including information required by the Middle States Commission on Higher Education, is accurately reported and made available to the institution's constituencies; (c) a periodic assessment process to review the accuracy of institutional information made available to the institution's various constituencies (Standard 6); and (4) the continued development and implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness that includes clear and realistic guidelines and a timetable and evidence that assessment information is used to (a) inform budget, planning and resource allocation decisions; and (b) improve programs, services, and processes, and is shared and discussed with appropriate constituents (Standard 7).

Organization of Report

The College’s responses to the four standards are organized into four sections. Each section includes recent accomplishments, evidence of sustainability, links to budget and resources, and assessment. The intended outcome of this report is to demonstrate continued compliance with Standards 2, 3, 6, and 7 and to reaffirm BCCC’s accreditation.

Recent Actions Taken by the Commission

- December 21, 2012, the Middle States Commission requested, in accordance with the Commission's policy on Public Communication in the Accrediting Process, a supplemental information report, due January 30, 2013, that addressed (1) the impact on institutional leadership of the recent separation of the president (Standards 4 and 5) and (2) the legal action against an employee of the institution (Standards 3 and 6).

- March 7, 2013, the Commission accepted the monitoring report and noted that a small team visit, previously scheduled would not be conducted. The supplemental information report was accepted and a self-study for the evaluation visit scheduled for 2013-2014 document was to be engaged showing (1) continued implementation of the institution's student learning assessment process and the use of this process to influence academic decisions (Standard 14); and (2) continued use of student learning assessment data to inform institutional assessment (Standards 7 and 14). The next evaluation visit is scheduled for 2013-14.

- May 17, 2013, the Commission requested a supplemental information report, due June 1, 2013, that addressed the institution's certification and degree approval with the Maryland Higher Education Commission.
• November 21, 2013, the Commission accepted the supplemental information report and reminded the institution of the self-study required in preparation for the evaluation visit scheduled for 2013-2014.

• June 26, 2014, the Commission warned BCCC that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 2 (Planning, Resource Allocation and Institutional Renewal), Standard 3 (Institutional Resources), Standard 6 (Integrity), and Standard 7 (Institutional Effectiveness). To note that the institution remains accredited while on warning. To request a monitoring report, due March 1, 2015.

• October 27, 2014, the Commission acknowledged receipt of the substantive change request from BCCC and noted the institution's decision to close its additional location at 901 N. Milton Street, Baltimore, MD 21205. This additional location is now formally removed from BCCC’s MSCHE Institutional Profile.

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Mission

Baltimore City Community College provides quality, affordable, accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area.

<table>
<thead>
<tr>
<th>Strategic Plan Goal 1</th>
<th>Student Success</th>
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</thead>
<tbody>
<tr>
<td>Strategic Plan Goal 2</td>
<td>Community, Business &amp; Industry, and Education Partnerships</td>
</tr>
<tr>
<td>Strategic Plan Goal 3</td>
<td>Institutional Sustainability</td>
</tr>
<tr>
<td>Strategic Plan Goal 4</td>
<td>Technology</td>
</tr>
</tbody>
</table>

Introduction

Baltimore City Community College (BCCC) is a mission-driven institution. Excellent teaching, student services, customer services, and community engagement are core values of the institution that cannot be accomplished without sound planning processes. In spring of 2014, the Middle States Commission on Higher Education (MSCHE) directed the College to create alignment among the Strategic Plan, component institutional plans, and the budget process. All of the plans have been updated this year to align with the Board-approved 2013 – 2018 Strategic Plan and key initiatives are supported by the budget. Assessment measures have been developed as part of each plan and will be discussed in Standard 7. The College will update the plans on a regular basis as indicated on a coordinated calendar. Sustaining systematic processes to update and align the Strategic Plan and institutional plan goals with the budget process is necessary for prioritizing and implementing initiatives to facilitate student success (Goal 1); developing partnerships (Goal 2); ensuring institutional sustainability (Goal 3); and procuring and implementing sound technology to support instruction and business processes (Goal 4).

All major divisions/departments have aligned their missions with the College’s mission as seen in Table 2-1.
Recent Accomplishments: Strategic Planning Process

Baltimore City Community College’s 2013 – 2018 Strategic Plan was approved by the Board of Trustees in February 2014 and focuses on four goals that are recognized as priorities for the institution: 1) Student Success; 2) Community, Business & Industry, and Education Partnerships; 3) Institutional Sustainability; and 4) Technology. The 19 objectives under these goals have outcomes that are being measured and assessed, as detailed in Standard 7.
During the 2014-2015 academic year, the College experienced a number of changes in leadership: the appointment of a new president and new vice presidents for Academic Affairs; Institutional Advancement, Marketing, and Research; and an interim vice president for Business and Finance. The President’s Staff along with the Office of Institutional Research (OIR) assumed the role of a Strategic Planning Council to align the strategic planning priorities and initiatives in the context of institutional effectiveness and to ensure that the institution effectively accomplishes its mission through goals, objectives, strategies, and action steps that align with the Board-approved Strategic Plan creating one comprehensive Strategic Planning Package. Chairing the Strategic Planning Council is the Vice President for Institutional Advancement, Marketing, and Research (IAMR), who joined the College in June, 2014. This position is charged with facilitating the work of the council and shares progress reports regularly with the President.

On September 24, 2014, the Vice President for IAMR met with the other Vice Presidents, Chief Information Officer (CIO), Executive Director of Human Resources (HR), Director of Institutional Research, and Senior Research and Planning Analyst as the new Strategic Planning Council to begin the review of divisional/departmental strategies and action steps to meet the objectives of each goal identified in the Board-approved Strategic Plan. Strategies and action steps were revised or replaced based on current institutional resources. Institutional Research staff assisted in determining appropriate measures for each strategy to enable scheduled assessment of progress as well as an annual assessment of the Strategic Plan. Each of the divisions, led by a member of the President’s Staff, has begun implementing priorities identified in the plan and the Board of Trustees will be provided with updates on progress toward accomplishing the goals, beginning with the Board’s March 2015 meeting.

**Sustainability: Strategic Planning Process**

BCCC is conducting a search to fill the Associate Vice President for Institutional Effectiveness, Planning and Research position. Until then, the Vice President, IAMR, will continue to function as the chair of the Strategic Planning Council on behalf of the President. The President’s Staff will continue to update and revise Strategies and Action Steps based on systematic assessment of progress to date.

The systematic assessment of progress to date will be coordinated by Vice President, IAMR, based on biannual completion of measures by OIR and vice presidents, as indicated in the Strategic Plan: Measures and Assessment Table. The Board will review progress based on reports given by President’s Staff at the March 24, 2015 Board meeting and the Summer Retreat. Each year, the Strategic Planning Council will update and revise action steps to align with institutional priorities based on progress to date, measures of student learning outcomes, and priorities. Based on Progress Reports, BCCC’s President will present recommendations for the 2019-23 Strategic Plan to the Board for discussion at their Summer Retreat in summer 2018 and for action in their September 2018 meeting.
Assessment: Strategic Planning

The Office of Institutional Research (OIR) reinstituted a newly formatted Strategic Plan Progress Report to align Key Performance Indicators (KPIs) with each of the Board-approved Strategic Plan Objectives. This is discussed in greater detail in Standard 7.

Recent Accomplishments: Component Institutional Plan Processes

The Middle States Commission on Higher Education (MSCHE) directed the College to create alignment between the Strategic Plan and the component institutional plans: the Academic Master Plan (AMP), Strategic Enrollment Management and Retention Plan (SEMRP), Integrated Facilities Master Plan, and Technology Plan. As discussed in Standard 6, the College established the Accreditation Monitoring Council (AMC) in July 2014. The AMC has developed a project plan to monitor and update all component institutional plans on a regular basis and on a coordinated calendar. To date all of the plans have been updated, aligned with the 2013 – 2018 Strategic Plan (as shown in the attached chart), and connected to the budget. Assessment measures have been included within each plan. The Academic Master Plan (AMP), Strategic Enrollment Management and Retention Plan (SEMRP), the Integrated Facilities Master Plan, and the Technology Plan, are systematically and explicitly aligned with the Strategic Plan. A Calendar of Periodic Deadlines has been developed to ensure reports across divisions/departments adhere to a schedule of delivery, sustain a routine review of all plans and prioritize the reallocation of resources to ensure sustainability to meet the strategic plan objectives. Figure 1 illustrates the approach to ensure that BCCC is mission-driven in all aspects of operations.

Figure 2-1

![Diagram of BCCC mission and institutional plans](image.png)
Sustainability: Component Institutional Plan Processes

All Institutional Plan Coordinators are members of the AMC and provide regular updates regarding the status of all plans, to ensure compliance with the project plans and the coordinated calendar. Processes for the individual plans are discussed below.

Recent Accomplishments: Academic Master Plan Update

A new Vice President for Academic Affairs (VPAA) was appointed in February 2014. She launched an initiative to revise and update the Academic Master Plan (AMP). It has been revised and updated with buy-in from all stakeholders within the institution. The AMP is more robust and comprehensive with additional goals which clearly link the AMP to the Strategic Plan and helps guide other College component institutional plans.

The VPAA began by introducing the planning process for revising and updating the plan to the President’s Staff. Next the planning process was introduced to the academic deans. The VPAA also shared two templates that were used for gathering input: an AMP template for the deans; and a template for associate/assistant deans, managers and coordinators. The Academic Master Plan Development Process outlines the comprehensive process to engage all critical stakeholders from the initial updating exercise to the official launch and implementation of the AMP in January 2015. The AMP has been redesigned to pursue improvements in five areas: academic success, effective operations, the physical learning environment, effective technology, and revenue.

Recent Accomplishments: Strategic Enrollment Management and Retention Plan Update

In 2014, a reconstituted Strategic Enrollment Management and Retention Committee (SEMRC) updated the Strategic Enrollment Management and Retention (SEMR) Plan to align with the 2013-2018 Strategic Plan. The Plan has been aligned with component institutional plans (Academic Master Plan, Integrated Facilities Master Plan, and Technology Plan) for the development and enhancement of new partnerships and new recruitment initiatives necessary to address the unprecedented enrollment decline from fall 2012. The SEMR Plan outlines the guiding principles for the recruitment process, including the following elements for the enrollment management plan: marketing, outreach, communication, recruitment (traditional and non-traditional students), intake, resources, and retention.

Recent Accomplishments: Integrated Facilities Master Plan Update

The 2015-2025 Integrated Facilities Master Plan has a tentative deliverable date of July 2015. Based on the changes within the Maryland Higher Education Commission, new guidelines were established requiring a ten-year cycle for all statewide facility plans. In April of 2014, the Office of Facilities Operations and Planning (FOP) began its strategic approach to update its Integrated Facilities Master Plan. An alignment schedule was immediately created to outline the intended outcomes and deliverables for the new Integrated Facilities Master Plan. The alignment
execution efforts began with collaboration between the College’s Strategic Planning Council, Academic Master Planning Committee, and Information Technology Committee.

BCCC’s objective was to identify areas of support where facilities would enhance academic programs, learning, and enrollment initiatives. Academic Affairs and FOP began analyzing the College’s current use of classroom and laboratory space to develop proposals to increase the efficient use of space and improve the student learning experience. Based on concerns shared during the MSCHE Self-Study Team Visit, FOP staff met with Student Affairs staff to conduct a needs assessment on how to improve student life experience and to expand testing services options. This renovation is expected to be completed by January 2015. The plan is currently aligning the existing space inventory assessment with the Academic Master Plan based on short term, long term, and capital improvement projects which are based on the program objectives and enrollment projections. The full report further details the highlights of these projects are in greater detail in the full report. As the Realignment Schedule indicates, these efforts include the State Department of General Services procurement of an architectural and engineering planning firm. The procurement scope includes a space utilization study and complete facility condition assessment. The procurement is on schedule for December 2014 and efforts will commence in May 2015. This will include the alignment of assessment findings with academic needs and student services.

Recent Accomplishments: Technology Plan Update

The Technology Plan was created in the summer of 2013 and was approved by the Information Technology Advisory Committee (ITAC) and the Enterprise Resource Planning (ERP) Executive Steering and Working Groups. It was shared with the Faculty Senate and the College Council.

The Technology Plan review was conducted with input from across the College as well as through student and faculty surveys and focus groups. The process incorporates the goals and timelines from the Strategic Plan and (previous) Academic Master Plan (AMP), Strategic Enrollment Management and Retention (SEMR) Plan and the Integrated Facilities Master Plans. The process is completed to coincide with the College’s budget cycle.

The Technology Plan is scheduled for review and revision in January 2015 that will align with the College’s Strategic Plan and the 2014 revised institutional plans (Academic Master Plan, Strategic Enrollment Management Plan and Integrated Facilities Master Plan). Thereafter, the technology plan will be assessed each year to determine which projects will be undertaken and funded (or requested for funding) for the respective fiscal year. The plans have measures to assess the priorities in the time frame outlined in the Strategic Objective Assessment Plan.

Sustainability: Component Institutional Plans Updates

Each of the component institutional plans will be tracked in the Calendar of Key Periodic Deadlines document. Institutional Plan coordinators will report the status of updates to the AMC.
Assessment: Component Institutional Plans

Assessment of the Strategic Plan and component Institutional Plans is discussed in Standard 7.

Recent Accomplishments: Budget Planning

The budget planning process begins with the development of the Strategic Plan and Academic Master Plan. The College aligns budgeted spending levels with the Strategic Plan and component institutional plans based on projected revenue levels.

The College currently has three methods in which strategic initiatives are funded: operating budgets, which incorporate recommendations for strategic initiatives appropriate for the operating budget; capital budgets, which incorporate facilities (new construction) that match the College’s strategic priorities; and fund balance for new initiatives tied directly to the College’s Strategic Plan. While the operating and capital budget development cycle is fixed, requests for strategic planning initiatives can occur throughout the fiscal year. This allows flexibility for funding strategic planning initiatives throughout the entire year. If an initiative requires funding beyond the initial start-up phase, based on assessment results, ongoing funding may become operationalized through the College’s annual budget cycle.

While the College maintains five-year projections, the budget planning process focuses on the next fiscal year (FY). For example, during FY 2014 the College plans and submits its budget to the State for FY 2015. The fiscal year begins on July 1 and ends twelve months later on June 30.

Given BCCC’s status as a State agency, the College’s budget planning process must align with the State’s budget schedule. This process is outlined in Table 2-2. For illustrative purposes, the current fiscal year is noted as “FY0,” the next fiscal year is noted as “FY1,” two fiscal years into the future is noted as “FY2,” and so on.

The College essentially has two overlapping budget processes: external (for submission to the State of Maryland) and internal (for internal BCCC staff distribution). While the external and internal budgets align numerically and arrive at the same totals, the level of detail needed for the external budget differs from the internal version. Thus, both internal and external budget processes are maintained.

To execute the external (State) budget process, the Budget Office receives parameters for the new fiscal year budget from the Maryland State Department of Budget and Management (DBM). The Budget Council (Interim Vice President for Business and Finance [VPBF], Chief Budget Officer, and divisional representatives) reviews new requests. The Budget Council was created in December 2014 to focus on the composition of the budget and manage any concerns. The Budget Office compiles the information and prepares the budget. Budget Office staff presents the budget to the President for approval. The budget is then submitted to the Maryland Department of Budget and Management (DBM). DBM submits questions to the College for which clarification must be provided. The President, Interim VPBF, and Chief Budget
Officer meet with the Maryland Higher Education Commission (MHEC) to discuss the budget. DBM meets with the Governor and relays any changes to BCCC for a final submission to the legislature. Finally, the President appears before the Senate and House Committees on Education to discuss the College’s budget.

To complete the internal budget process, the Budget Council convenes to begin discussing the new fiscal year budget. The Budget Development Calendar, which encompasses the external and internal processes, is detailed in Table 2-2.

Table 2-2: Budget Development Calendar

<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
<th>Target Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five-year financial projections (internal)</td>
<td>BCCC Budget Office maintains five-year financial projections for College as baseline for future project planning and submissions. The projection is based on the Strategic Plan and component institutional plans (Academic Master, Technology, Facilities, and Strategic Enrollment Management) and predicted financial trends.</td>
<td>On-going</td>
</tr>
<tr>
<td>State budgetary parameters for FY-Y1 (external)</td>
<td>BCCC Budget Office receives parameters of next fiscal year budget (FY-Y1) from MD Department of Budget and Management (DBM).</td>
<td>Summer FY-Y0</td>
</tr>
<tr>
<td>Budget overview with President’s Staff (internal)</td>
<td>Based on five-year projections and DBM parameters, BCCC Budget Office updates and distributes FY-Y1 budget development calendar, general instructions, and discusses process with President’s Staff for feedback and confirmation.</td>
<td>Summer FY-Y0</td>
</tr>
<tr>
<td>BCCC Divisions determine FY-Y1 budget request (internal)</td>
<td>BCCC Divisions review their FY Y0 budgets, future needs and help determine their FY-Y1 budget requests.</td>
<td>Summer FY-Y0</td>
</tr>
<tr>
<td>Budget Council discusses new requests (internal)</td>
<td>BCCC Budget Council reviews new divisional requests for the next fiscal year that are not captured in the component institutional plans. While Budget Council meetings go on throughout the year, the summer-Y0 meeting focuses on FY-Y1 budget requests and needs.</td>
<td>Summer FY-Y0</td>
</tr>
<tr>
<td>Preliminary FY-Y1 Budget Preparation (internal/external)</td>
<td>Based on information received from the BCCC Budget Council, President’s Staff, and component institutional plans, BCCC Budget Office compiles information and prepares preliminary FY-Y1 budget.</td>
<td>Summer FY-Y0</td>
</tr>
<tr>
<td>President approves FY-Y1 budget (external)</td>
<td>BCCC Budget Office meets with the President, who approves the FY-Y1 budget that will be forwarded to DBM.</td>
<td>September FY-Y0</td>
</tr>
<tr>
<td>FY-Y1 budget submitted to DBM (external)</td>
<td>BCCC Budget Office submits President-approved FY-Y1 budget to DBM.</td>
<td>September FY-Y0</td>
</tr>
<tr>
<td>BCCC Budget Department responds to FY-Y1 budget inquiries from DBM (external)</td>
<td>Following submission of President-approved FY-Y1 budget, BCCC Budget Office responds to inquiries from DBM.</td>
<td>September-October FY-Y0</td>
</tr>
<tr>
<td>DBM hearing for FY-Y1 budget (external)</td>
<td>BCCC President, Vice President for Business &amp; Finance, and Chief Budget Officer meet with the Secretary of DBM to review FY-Y1 budget request and clarify any concerns.</td>
<td>November FY-Y0</td>
</tr>
<tr>
<td>Maryland Higher Education Commission (MHEC) budget meeting/presentation (external)</td>
<td>BCCC President, Vice President for Business &amp; Finance, and Chief Budget Officer meet with MHEC to review FY-Y1 budget request.</td>
<td>November FY-Y0</td>
</tr>
<tr>
<td>Step</td>
<td>Process</td>
<td>Target Period</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>DBM review of FY-Y1 budget with Governor (external)</td>
<td>DBM presents FY-Y1 budget to the Governor. DBM relays adjustments to BCCC to prepare for submission to Legislature.</td>
<td>Fall to Winter FY-Y0</td>
</tr>
<tr>
<td>BCCC Budget Council mid-year FY-Y0 budget review</td>
<td>BCCC Budget Council convenes to discuss FY-Y0 enrollment, projections and mid-year realignment needs.</td>
<td>January FY-Y0</td>
</tr>
<tr>
<td>BCCC President’s Staff mid-year FY-Y0 budget review</td>
<td>Based on feedback from Chief Budget Officer and Budget Council, BCCC President’s Staff meets to discuss FY-Y0 enrollment, projections and mid-year realignment.</td>
<td>January FY-Y0</td>
</tr>
<tr>
<td>BCCC Budget Office FY-Y0 mid-year budgetary realignment (internal)</td>
<td>BCCC Budget Office finalizes mid-year review of FY-Y0 budget for potential adjustments in spending plans and/or budgetary realignment.</td>
<td>January FY-Y0</td>
</tr>
<tr>
<td>BCCC Board of Trustees approval of FY-Y0 mid-year budgetary realignment (internal)</td>
<td>If mid-year FY-Y0 budgetary realignment is needed, issues would be presented to BCCC Board of Trustees. A FY-Y0 budget amendment would be submitted to the legislature if the appropriation limit needs to be increased.</td>
<td>Early Winter FY-Y0</td>
</tr>
<tr>
<td>Governor’s FY-Y1 budget presented to Legislature (external)</td>
<td>Following BCCC adjustments from DBM, Governor presents State FY-Y1 budget (including BCCC) to Legislature.</td>
<td>Early Winter FY-Y0</td>
</tr>
<tr>
<td>BCCC Budget Office responds to FY-Y1 budget inquiries from Department of Legislative Services (DLS) (external)</td>
<td>Following submission of Governor’s FY-Y1 budget, BCCC Budget Department responds to inquiries from DLS.</td>
<td>Winter FY-Y0</td>
</tr>
<tr>
<td>Senate Hearing for BCCC FY-Y1 budget (external)</td>
<td>BCCC President appears before the Senate Education, Business and Administration subcommittee to discuss FY-Y1 budget.</td>
<td>February FY-Y0</td>
</tr>
<tr>
<td>House Hearing for BCCC FY-Y1 budget (external)</td>
<td>BCCC President appears before the House Education and Economic Development subcommittee to discuss FY-Y1 budget.</td>
<td>February FY-Y0</td>
</tr>
<tr>
<td>Legislative approves FY-Y1 budget (external)</td>
<td>State Legislature approves FY-Y1 budget in final form.</td>
<td>Spring FY-Y0</td>
</tr>
<tr>
<td>BCCC Budget Council convenes on FY-Y1 budget (internal)</td>
<td>Following Legislative approval of FY-Y1 (external) budget, BCCC Budget Council meets and discusses FY-Y1 internal budget.</td>
<td>Spring FY-Y0</td>
</tr>
<tr>
<td>BCCC Divisions determine FY-Y1 final budgets (internal)</td>
<td>Based on feedback from BCCC Budget Council, BCCC Divisions determine their final FY-Y1 budgets.</td>
<td>Spring FY-Y0</td>
</tr>
<tr>
<td>BCCC Budget Department finalizes post-Division FY-Y1 budget (internal)</td>
<td>Following Divisional final FY-Y1 budget submissions, Budget Department finalizes post-Division FY-Y1 internal budget.</td>
<td>Spring FY-Y0</td>
</tr>
<tr>
<td>BCCC Budget Council convenes on final FY-Y1 budget (internal)</td>
<td>BCCC Budget Council convenes to finalize FY-Y1 budget for submission to the President.</td>
<td>Spring FY-Y0</td>
</tr>
<tr>
<td>BCCC Budget Department finalizes post-Budget Council FY-Y1 budget (internal)</td>
<td>Following Budget Council FY-Y1 budget meeting, Budget Office finalizes FY-Y1 internal budget and submits to BCCC President for approval.</td>
<td>Spring FY-Y0</td>
</tr>
<tr>
<td>President approves FY-Y1 budget (internal)</td>
<td>BCCC Budget Office presents the FY-Y1 internal budget to the President for approval; it is then sent to the BCCC Board of Trustees.</td>
<td>Spring FY-Y0</td>
</tr>
<tr>
<td>BCCC Board of Trustees approves FY-Y1 budget (internal)</td>
<td>BCCC Vice President for Business &amp; Finance and Chief Budget Officer present FY-Y1 budget to Board of Trustees for approval.</td>
<td>Spring FY-Y0</td>
</tr>
<tr>
<td>Data entry of FY-Y1 budget (internal)</td>
<td>BCCC Budget Office uploads final FY-Y1 approved budgets into Budget system (R*STARS) and Human Resources system (PEACE)</td>
<td>June FY-Y0</td>
</tr>
</tbody>
</table>
Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.

<table>
<thead>
<tr>
<th>Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore City Community College provides quality, affordable, accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Strategic Plan Goal 1</th>
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</tr>
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<tbody>
<tr>
<td>Strategic Plan Goal 2</td>
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<tr>
<td>Strategic Plan Goal 4</td>
<td>Technology</td>
</tr>
</tbody>
</table>

Introduction

Effective use and management of institutional resources are essential to ensuring an institution meets its mission and prioritizes utilization of resources to align with the Goals of the Strategic Plan. A core value of the institution is professionalism. BCCC is committed to managing human, financial, technological, and facility resources to support instruction and student support services which are vital for student success (Goal 1). These same resources are vital components for developing partnerships and creating new partnerships (Goal 2). Sound management of resources is the backbone of ensuring institutional sustainability (Goal 3). Enhancing technology remains a priority for the institution in terms of providing instructional support as well as for improving the efficiency and reliability of key operational systems at the College (Goal 4).

Baltimore City Community College (BCCC) obtains its financial resources revenue from the State of Maryland appropriation, student tuition and fees, City funds, and Federal and State grants. Approximately 50 percent of the College’s revenue has historically come from State appropriated funds and while the second largest source of funds is through tuition and fees, 60 percent of BCCC students rely on some form of financial aid to fund their education.

As part of enhanced resource management, the College has instituted a policy that all financial information reported to external stakeholders must be reviewed and confirmed by the Business and Finance Division (through the Vice President for the division or designee) before its release.
Recent Accomplishments: Multi-Year Financial Projections

With State appropriations remaining flat in recent years, and declines in enrollment leading to reduced tuition and fees, the College has enhanced its resource management processes and procedures. The College now maintains a five-year financial projection, which aligns with the component institutional plans, including the Strategic Plan, Academic Master Plan, Strategic Enrollment Plan, Technology Plan and Integrated Facilities Master Plan. The five-year projection, which considers enrollment trends within a balanced budget model, is noted in the attached spreadsheet.

Sustainability: Multi-Year Financial Projections

The maintenance of multi-year projections is a primary step in the College's financial budgeting process, which occurs over the course of a fiscal year. On an annual basis, President's Staff reviews its enrollment data, Strategic Plan, component institutional plans, and economic trends in producing a balanced budget. The budget process, including a budget calendar was detailed in Standard 2.

Assessment: Multi-Year Financial Projections

On at least an annual basis, as a routine step in the President’s Staff review of the budget process, the five-year projection is compared to budgetary needs and re-aligned as needed with component institutional plans. To assess the reliability of the projection process, the College prepares and analyzes financial reports comparing actual results to budgeted amounts.

Recent Accomplishments: Fund Balance Alignment with Strategic Plan

As part of the financial projection process, fund balance amounts are analyzed to identify areas that can be supported through fund balance usage. From the total fund balance, the College reserves an amount at least equal to four percent of annual revenues. This amount is a “best practice” amount and, given the College’s status as a State-funded institution, is considered to be a sufficient reserve.

Sustainability: Fund Balance Alignment with Strategic Plan

On an annual basis, as a normal step as part of the President’s Staff review of the budget process, strategic plan needs are analyzed for potential funding through unreserved fund balance. Additionally, at the mid-year point of each fiscal year, budgetary needs are reviewed by the President’s Staff to determine if any mid-year usage of fund balance should be considered.
Assessment: Fund Balance Alignment with Strategic Plan

On at least an annual basis, following the verification of unrestricted fund balances, the College will determine what portions of fund balance can be used to support future budgetary and strategic plan funding needs.

Recent Accomplishments: Budgetary Controls

The College shifted its budgetary systems away from the prior focus on modified zero-based budgeting. Given the expected revenue levels from multi-year projections and expected expenditure levels from strategic plans, the College determined a modified zero-based budget methodology would be unproductive. Instead, based on annual reviews of the mission, goals and strategic plans, the College now aligns budgeted spending levels with strategic plans based on predicted revenue levels.

Sustainability: Budgetary Controls

As discussed, the College maintains a five-year projection on an ongoing basis. This projection is aligned with the College’s component institutional plans and is an initial step in creating the fiscal year budget. Given the College’s status as a State of Maryland-funded institution and State agency, the College budgetary planning process is driven by and aligned with the budgetary schedule of the State.

As detailed in Standard 2, the College essentially has two overlapping budget processes: “external” (for submission to the State of Maryland) and “internal” (for internal BCCC staff distribution). While the external and internal budgets align numerically and arrive at the same totals, the level of detail needed for the external budget differs from what is needed in the internal version. This sustainability process is outlined in the Budget Planning Process.

Assessment: Budgetary Controls

On an annual basis, as a routine step in the President’s Staff review of the budget process, Strategic Plan needs are analyzed for potential funding through the unreserved fund balance. The divisions and each of the respective separate departments receive monthly budget updates and Full-Time Equivalent (FTE) Enrollment reports from the Budget Office containing real-time accounting of revenue and expenditures.

The College also prepares and analyzes financial reports comparing actual results to budgeted amounts. These reports are presented to the BCCC Board of Trustees on at least a quarterly basis. With the budget is based on predicted revenue and expenditure amounts based on component institutional plans, monitoring that spending is within budgeted and projected amounts enables the assessment of how effectively the College’s resource management activities are operating.
Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

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<td>Strategic Plan Goal 4</td>
<td>Technology</td>
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Introduction

Baltimore City Community College (BCCC) is committed to ensuring the clarity, accuracy, consistency, and accessibility of its communications to students, staff, faculty, the Middle States Commission on Higher Education (MSCHE), the Maryland Higher Education Commission (MHEC), and other constituencies. Integrity is a core value of the institution and much progress has been made in developing and implementing processes to verify its information. All initiatives directly align with the Goals of the College’s Strategic Plan. Ensuring access to consistent, current, and accurate information is critical to student success (Goal 1). Strategic communication is a vital component to developing partnerships (Goal 2). Assessing the College climate is important for institutional sustainability (Goal 3). Implementing systems for integral communication pathways such as the College catalog and website is a key component for effective technology use (Goal 4).

Recent Accomplishments: Information Reported to the Middle States Commission on Higher Education (MSCHE)

In July 2014, the Accreditation Monitoring Council (AMC) was established to provide guidance and general oversight for a College ad hoc committee to complete the Monitoring Report, as detailed in the Accreditation Monitoring Council Description.

Sustainability: Information Reported to MSCHE

In the long term, the AMC will be responsible for ensuring that the College meets and sustains compliance with all MSCHE Standards. The AMC will maintain a repository of all MSCHE-related
data. The full AMC meets monthly and its Executive Committee meets every two weeks. Additionally, the AMC will assume a greater role in program accreditations. The Dean of the Office of Academic Operations, Assessment, Articulations, and Accreditation (discussed below) is a member of the AMC and will report information regarding all program accreditation processes to ensure that all offices whose support is needed will be informed of their roles in ensuring compliance. One of the first accomplishments of the AMC was to develop and implement a new internal process for submission of Substantive Change Requests (SCR) to MSCHE.

Another means of ensuring focus on sustaining processes, academic data, and information critical for maintaining accreditation is the reformation of the Office of Assessment, Accreditation, and Curriculum Resource Development into the Office of Academic Operations, Assessment, Articulations, and Accreditation (AOAAA). A newly appointed Dean manages this office and will oversee new academic program development and approval; catalog review for Academic Affairs; course and room scheduling; launching of new academic programs upon approval from MHEC; modification or deletion of academic programs; articulations and partnerships; notifications to MHEC and program accreditation bodies; and the maintenance of appropriate information in the College’s Student Information Management System (SIMS). Work began in October to ensure accuracy of all course and program information and to document procedures to maintain information in SIMS based on course names, descriptions, syllabi, pre-requisites, co-requisites, and sequences approved by the College’s Curriculum and Instruction Committee (CIC), MHEC-approved programs and codes, and other key information. This will facilitate the alignment of all academic information with the College Catalog. The search process is underway to hire a Coordinator of Academic Operations to report to the Dean.

**Assessment: Information Reported to MSCHE**

The AMC is developing tools to assess the process of providing information to MSCHE. The use of project plans and timelines and new processes for substantive change requests are the first steps in developing the assessment process.

**Recent Accomplishments: Communications to the Public**

The President’s Communication Team (PCT) evolved from the President’s Listening Tour, an initiative of the former Interim President. Membership primarily consisted of staff from the Institutional Advancement, Marketing, and Research (IAMR) Division, the Chief Information Officer (CIO), and the Executive Director of Human Resources. The PCT was charged with perfecting the accuracy and consistency of College data and its dissemination. Initiatives including the *BCCC Daily News*, the revamped biannual Fact Sheet, and developing Talking Points for the President’s other communication outlets (e.g., community outreach efforts, various presentations, and fundraising efforts) came out of the PCT and are now part of the standard operating procedures for IAMR. The Fact Sheet has a stronger vetting process to ensure consistency with prior Fact Sheets and other published information. Fact Sheet data are verified through the Office of Institutional Research (OIR) and narrative is developed by the
Director of Media and Community Relations. Much of the work and priorities of the PCT have been absorbed into the work of IAMR to maintain control over communications to the public.

**Sustainability: Communications to the Public**

The Strategic Communications Plan was developed by IAMR in June 2014. The Plan led to the implementation of a process to share critical information and ensure its consistency (e.g., accreditation status and appointment of new President); develop key message document; develop press release and/or media statement; and develop stakeholder letters customized to particular audiences including the media, legislators, Baltimore City Public School System (BCPSS), Maryland State Department of Education (MSDE), Maryland Association of Community Colleges (MACC), Maryland Higher Education Commission (MHEC), Middle States Commission on Higher Education (MSCHE), Department of Budget and Management (DBM), community college presidents, community partners, business and industry partners, program accrediting bodies, and the Governor’s Office. There is now one point of contact for all media inquiries, the Director of Media and Community Relations, and a special e-mail has been established for inquiries. Social media is utilized and dialog is monitored (Facebook, Twitter, and Instagram).

**Assessment: Communications to the Public**

Through *BurellesLuce*, BCCC can track and determine the cost value of all press. Through the various social media tools, BCCC can assess the outreach and impact of its presence. Google Analytics measures traffic to bccc.edu, time spent, top pages viewed and other measures to assist IAMR with prioritizing content on the website.

**Recent Accomplishments: Internal Communications**

The Calendar of Periodic Deadlines (CPD) has been reinstituted by IAMR. It provides an annual inventory and timeline for regularly scheduled reporting of institutional data to multiple constituencies (including legislative staff, government regulators, and accreditors).

In order to facilitate greater understanding of data and information shared within the College and to external constituencies, the Office of Institutional Research (OIR) developed a Glossary of Terms. It was distributed to key stakeholders and President’s Staff as a means to clarify and present data for greater understanding and usability for planning and decision-making.

As discussed in Standards 2 and 7, OIR has taken on a greater role in terms of data presentations driving important components of the College’s component institutional plans, especially the Strategic Plan, the Academic Master Plan (AMP), and the Strategic Enrollment Management and Retention (SEMR) Plan. In recent years, Critical Success Factors (CSFs) were used to measure many important areas of the College. MSCHE recommended streamlining the CSFs into fewer measures to be known as Key Performance Indicators (KPIs). Therefore, OIR has developed KPIs, many of which were drawn from the Critical Success Factors, to align with the 19 Board-approved 2013-18 Strategic Plan Goals and Objectives. Furthermore, OIR is part of the team...
aligning the Goals and Objectives with divisional action steps and strategies as well as developing appropriate measures. The OIR conducted presentations to the SEMR Committee to facilitate understanding of enrollment trends, benchmarking, and targeting of goals. OIR developed the data scans for the AMP and data to support the goals of each of the schools within Academic Affairs. As part of the process to develop the Performance Accountability Report (PAR) for MHEC, OIR meets with each division to conduct a presentation of trend data, discuss the targets, and what factors affect progress in attaining the targets. Through this greater role, there is increased consistency in how data and information are understood, shared and reported, both internally and externally. In addition, the Information Technology Services (ITS) Department has developed a Document Review Process which has been reviewed by the President’s Staff. It will be posted for feedback on the College’s intranet and then will move forward for approval from the Board of Trustees.

**Sustainability: Internal Communications**

The CPD provides cross-divisional access to data submissions in order to promote accuracy and uniformity of content generated and distributed by the College. It is used by President’s Staff to monitor important deadlines and establish the agendas for the Board of Trustees’ meetings.

The Glossary of Terms will be updated annually and added to the data shared by the OIR on the College’s network and linked to the *Daily News*.

Two members of OIR are members of the Strategic Planning Council, as discussed in Standard 2. OIR will continue to present data, lead discussion, and seek College-wide input for the PAR. The KPIs will be updated annually and discussed by the Council. OIR will continue to lead discussions regarding enrollment projections with key College groups.

**Assessment: Internal Communications**

The Climate Survey and the Self-Study Surveys will be utilized to gather feedback regarding satisfaction and assessment with various internal communication sources.

**Recent Accomplishments: BCCC Website**

In the past, BCCC has been limited in its website information management capabilities due to challenges in the content management system (CMS) with limited functionality such as workflow approval pathways, lack of consistent quality assurance by the Section Editors, and difficulty filling the position of Webmaster. Currently, workflow and approval processes have been created for website and publications content updates including a project approval form similar to that for website updates. Website Section Editors are being identified by the Vice Presidents and department heads and trained by IAMR through training sessions. Section Editor training sessions are scheduled for each semester to address CMS usage, writing for the Internet, and BCCC Style Guide use. Pre- and post-training surveys will continue to be administered to assess satisfaction and recommended improvements for the training.
A great deal of progress has been made in implementing processes to ensure that accurate, up-to-date, and consistent information is maintained and is easily accessible on the BCCC website. At the end of spring 2014, IAMR conducted an online survey of students, faculty, and staff asking for opinions of the existing college website in terms of search capability, visual appeal, ease of use, organization of information, and content value. The survey was open for three weeks and was accessible through the BCCC website, Blackboard, and the Daily News. The complete results provide comments directly from the respondents about specific areas. In fall of 2014 the Website Advisory Group (WAG) was established with cross-divisional representation, to create web standards and guidelines and to recommend upgrades to the overall college website architecture and design to ensure a user-friendly and intuitive experience for students. The results from the website survey guide much of the focus of the WAG's work, as seen in the minutes from the meetings. Additionally, IAMR conducted a website usability study with wide representation of BCCC students to ascertain student-suggested improvements and enhancements for the website upgrade. The study was conducted in September 2014. The results will be shared with the WAG and the President’s Staff. Comments focused largely on simplifying the navigation of the website.

A critical step has been completed with the appointment of a full-time, permanent webmaster, in October 2014. One of the Webmaster’s top priorities will be assisting in the upgrade of and sustaining the integrity of the website. Additionally, the process is underway to contract a professional editor/writer whose job would entail ensuring consistency among the College Catalog, the BCCC website, schedules of classes, academic program brochures, the Student Code of Conduct, the Student Handbook, and the Faculty Handbook.

**Sustainability: BCCC Website**

To maintain appropriate information on the website, a new process has been developed, tested, and implemented with defined permissions and roles for all website and publication updates. The website’s content management system (CMS) has a feature which allows only the Webmaster to post content on the website. When Section Editors want to update content, they submit the revised page(s) via a send-for-approval button. The Webmaster then receives a system-generated email notification of the request. A new approval form is used along with this new CMS process to ensure all new or revised content has completed the proper Dean or Vice President review and approval process which ensures continuity and accuracy across all materials. The webmaster will only post content if the approval form is submitted along with the request. If the approval form has not been submitted, the Webmaster notifies the Section Editor and does not publish the new or revised content to the site. Once approved, the new or revised content goes live on the website.

**Assessment: BCCC Website**

IAMR plans to continue to conduct website usability studies to assess the improvements in the website. Additionally, questions will remain on surveys of students regarding use and
satisfaction with website. Through Google Analytics, BCCC can measure which pages are most frequently utilized and other statistics which will help guide decisions related to format, navigation, etc.

Recent Accomplishments: Publications

A schedule for publishing key student and faculty publications was developed through collaboration with IAMR, Student Affairs, and Academic Affairs to ensure that publications are in sync with the production of the College Catalog, early registration dates, and in accordance with the requirements of the College and Career Readiness and College Completion Act of 2013 (CCRCCA) to ensure timely, accurate, and consistent information for students. Additionally, the College created the “CCRCCA Task Force” to ensure compliance and sustainability of all CCRCCA requirements.

Table 6-1, College Publication Dates

<table>
<thead>
<tr>
<th>Publication</th>
<th>Publication Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Catalog</td>
<td>April 1 for upcoming academic year (AY)</td>
</tr>
<tr>
<td>Schedules of Classes</td>
<td></td>
</tr>
<tr>
<td>Recommended: Separate Schedule of Classes for Summer Sessions</td>
<td>March 1</td>
</tr>
<tr>
<td>Recommended: Separate Schedule of Classes for Fall Semester</td>
<td>April 15</td>
</tr>
<tr>
<td>Winter/Spring Schedule of Classes</td>
<td>November 15</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>November of prior year (for example: November 2014 for AY 2016-17)</td>
</tr>
<tr>
<td>Student Handbook</td>
<td>Last week of August (1st day of classes for current year)</td>
</tr>
<tr>
<td>Program Brochures</td>
<td>Make all program brochures current and transition remaining program brochures in accordance with upcoming COMAR change to “areas of concentration” and general education as well as CCRCCA requirements – which must be completed by fall of 2016.</td>
</tr>
</tbody>
</table>

Sustainability: College Publications

IAMR has staff on all councils and committees related to production of publications. Adherence to this schedule will ensure systematic and consistent publications for students.

The CCRCCA Task Force is an arm of the Accreditation Monitoring Council (AMC) and it will be a standing item on the AMC agenda during its monthly meetings for it to report on the progress of all initiatives related to compliance with CCRCCA. Members of the task force will include the
Accreditation Liaison Officer; President of the Faculty Senate; General Education Coordinator; Curriculum Instruction Committee (CIC) Chair; Vice President for Student Affairs; Dean for Academic Operations, Assessment, Articulations, and Accreditation; Dean for Student Development; and Dean for Enrollment Management. More information about CCRCCA requirements are included in the Rationale for *College and Career Readiness and College Completion Act (CCRCCA) of 2013* Task Force.

**Assessment: College Publications**

Through use of surveys and focus groups, student feedback will be captured regarding satisfaction with selected College publications. The CCRCCA Task Force will develop tools and a calendar for assessing compliance with the requirements of the law.

**Recent Accomplishments: College Catalog**

A comprehensive review of the BCCC Catalog became a top priority for the Academic Affairs and Student Affairs Divisions in late spring 2014. All course, faculty, program, and service information was verified for accuracy and currency by the academic deans. In order to ensure consistent and accurate information is provided to the students via the catalog, as the primary source of information, in time for general registration for the upcoming academic year, several initiatives have been implemented.

The Catalog Management Council (CMC) was established, with representation from each College division to create a standardized college-wide review, edit, and authorization and approval process. The first CMC meeting was held in September 2014 and the second meeting was held in October 2014. IAMR developed a project plan and timeline for the catalog and a more strict review and approval process. Flow charts have been developed to represent the work processes required for Academic Affairs, Student Affairs, Business and Finance (BF), and IAMR. An April 1 publish date is set for each academic year.

Academic Affairs developed a new process for Catalog review within the division to align with the publications schedule outlined above and to be spearheaded by the Dean of Academic Operations, Assessment, Articulations, and Accreditation (AOAAA). The Dean of AOAAA will update any MHEC-approved changes to programs as well as BCCC-approved course revisions or deletions. The Coordinator of Academic Operations will verify that all course titles, course descriptions, prerequisites, co-requisites, number of credits, educational plans, faculty credentials, Academic Affairs services department descriptions, Academic Affairs contact information, and other requirements are consistently presented throughout the Catalog and in all publications. The remainder of the process is detailed in the attached Proposed Procedure for Academic Affairs College Catalog Annual Review and Production Procedure. As approved changes are published in the Catalog, other documents will align with the information in the Catalog including organizational charts for Academic Affairs.
Student Affairs has developed a similar process for Catalog review within that division to align with the publications schedule. It is outlined in the attached flow chart.

The Bursar’s Office collaborates with IAMR to verify that information for the College Catalog and BCCC website matches the policies and procedures of the College. The Office conducts a weekly check of the appropriate pages of the BCCC website to ensure that the links function and that the office hours are updated. Information and links for Nelnet are updated every semester to ensure that students have what they need to consider all of the payment options available to them. As part of the annual end-of-calendar-year process, updates are determined based upon verification against written policies and procedures. The website will be included in the end-of-year process and IAMR will be notified for necessary Catalog updates.

**Sustainability: College Catalog**

Staff across all divisions must follow a new approval and documentation process established for updating the College Catalog, schedules of classes, program brochures, and other publications which require content experts. An authorization and approval form must be completed and signed by all appropriate parties, including division vice presidents, which includes key check points in terms of language assurance for MSCHE, MHEC, and other accrediting or oversight bodies. It requires verification that program education plans and courses have completed the proper vetting process through the Curriculum and Instruction Committee (CIC) of the Senate Executive Committee (SEC) and the Vice President for Academic Affairs.

The IAMR Division initiated a collaborative procurement process for the online catalog ACALOG™ with BCCC’s Business and Finance (BF) Division and Information Technology Services (ITS) Department along with the University of Maryland, Baltimore County (UMBC) for a sustainable and accurate catalog. ACALOG is a hosted solution; the administrative interface is linked in real-time to an e-catalog, an automatically generated and dynamic version of the catalog. The e-catalog will be integrated with BCCC’s website and provide user-friendly and consistent navigation. It provides an electronic platform to create, organize, edit, archive, and print academic catalogs and related publications. It has a collaborative edit-approval workflow system. Every edit can be tracked using "snapshots," including timestamps, user IDs, comments, approval records, or even administrative documents (such as syllabi or accreditation checklists). The audit trail is maintained for the life of the catalog. Version Auditing enhances academic curriculum change processes through one-click distribution of edits for approval to individuals or groups as well as routing of items during various informational stages. Departmental editors can make changes while keeping a thorough trail of every edit. Course information is integrated with the e-catalog and online schedule. It allows for website and social network integration, mobile device support, and path to admission via the student portfolio feature. The search capability provides easy access to curriculum information. BCCC is adding the Student Handbook, Full-Time Faculty Handbook, and Adjunct Faculty Handbook modules to further ensure alignment of information in BCCC publications. Currently, ten years of archived College catalogs are available as PDF files on the website. When ACALOG is in place, it will allow for indexing of Catalog sections.
Assessment: College Catalog

Feedback will be captured regarding satisfaction with the College Catalog through use of surveys and focus groups of faculty, staff, and students. Upon implementation of ACALOG, components of the system will be utilized to help assess the efficiency and utilization of the Catalog and its processes.

Recent Accomplishments: Program Brochures

Program brochures are in the process of being updated by Academic Affairs to be published by IAMR with hard copies and PDFs available on website. They will reflect the changes in programs as a result of the reduction of credits required for associate degree programs, per COMAR. Moving forward, this will follow the launch of the catalog to ensure alignment across publications.

Sustainability: Program Brochures

The same review and approval process described will ensure content accuracy and representation of outcomes for students. Additional consideration of timing is necessary with respect to the CCRCCA requirements where all associate degree programs must be reduced to 60 credits. The CCRCCA Task Force will support this effort. Training on the new review and approval process began in fall 2014 and will be conducted throughout the year.

Assessment: Program Brochures

The CCRCCA Task Force will develop tools to assess the process for updating the program brochures to be in compliance with the law. Additionally, input from students and staff will be sought through focus groups and/or surveys to assess satisfaction with the brochures.

Recent Accomplishments: Academic Calendar

A new committee has been formed to develop the Academic Calendar. The committee is led by Student Affairs with representation from across College divisions and is aligning the Academic Calendar timeline with the annual April launch of the College Catalog.

Sustainability: Academic Calendar

A new process was developed to ensure the consistency and appropriateness of the College’s Academic Calendar as well as a template based on the 2014-15 Academic Year.
Assessment: Academic Calendar

The Academic Calendar Committee will develop assessment tools to assess the effectiveness of the process.

Recent Accomplishments: Recruitment and Admissions Materials

A calendar is being developed to determine the need for ongoing and special materials for admissions and recruitment purposes. Moving forward, all of these materials will go through IAMR’s process to ensure consistency with information in the College catalog. For selected outreach materials, such as postcards, IAMR will provide a template so that Student Affairs staff only needs to update the dates for production. Examples of recruiting documents include: List of Majors, Paying for College, and Five Steps to Enrollment Success.

Sustainability: Recruitment and Admissions Materials

The key for sustaining these accomplishments lies in appointing skilled, responsive staff and implementing improved processes and frequent training sessions and materials to the College community so that processes and information are transferred and mastered. Within the IAMR Division, staffing has stabilized which has facilitated the development of these initiatives to ensure accurate, consistent, and current information in all College communications. The permanent Vice President for IAMR began in June 2014 and the Administrative Coordinator began in May 2014. Along with the permanent appointment of the Webmaster, the process is underway for contracting a professional editor/writer.

Assessment: Recruitment and Admissions Materials

Through focus groups with various bodies, feedback will be sought regarding the satisfaction and use of the materials.

Recent Accomplishments: Course and Academic Program Approval Processes

The Business and Continuing Education Division (BCED) follows MHEC requirements for course approvals. The appropriate forms are approved by the Vice President for BCED and submitted to MHEC on a monthly basis. The internal review and MHEC submission process for BCED are detailed in the attached procedures.

Within the Academic Affairs Division, the Curriculum and Instruction Committee (CIC), a standing committee of the Faculty Senate (FS), oversees and approves all changes to curriculum through an established process. Proposals are measured against current standards in curriculum development. Curriculum originates within the academic departments. All curriculum changes must be discussed and approved in a departmental meeting with a review of all completed forms. Each department has at least one CIC representative who must approve the proposed change before it goes to the Associate Dean and Dean for signatures. Completed proposals are
presented at monthly CIC meetings. Upon CIC approval, proposals are presented to the FS for approval and then to the Vice President for Academic Affairs (VPAA). For a new program, the VPAA submits the proposal to the President, Board of Trustees, and MHEC for approval. Once all approval have been received, new ‘launch’ processes can be implemented.

**Sustainability: Course and Academic Program Approval Processes**

The Office of Academic Operations, Assessment, Articulations, and Accreditation has proposed a new process for launching academic programs upon approval from MHEC. The process takes from notification internally and externally to incorporating it into the Student Information Management System (SIMS) at BCCC to ensuring updated information on the website, in the catalog, in new program brochures, and in materials for recruitment, registration, and advising. The proposed process is currently being vetted through the Academic Deans. Upon approval, the process will be adapted for deletion and modification of academic programs.

**Assessment: Course and Academic Program Approval Processes**

The existing and new processes for new academic courses and programs have built in review points to assess consistency and accuracy throughout the process.

**Recent Accomplishments: Compensation Study**

BCCC set a goal to procure a compensation consultant to study the current classification system, identify what needs to be done, and clarify a compensation strategy. The result of the Phase I work will end with materials that will be used in a new RFP for a comprehensive study which is Phase II. Smith Compensation Consulting completed Phase I by its deadline of October 15, 2014 and the results are highlighted in the letter they provided to the College. Phase I encompassed compiling information on positions at BCCC and determining benchmark positions for market comparisons with job descriptions provided by BCCC’s HR Department; assessment of the positions in the current market; a draft compensation strategy/philosophy submitted to President’s Staff for input; recommended salary band processes; discussion of salary bands and the estimated cost of proposed structure with the Business and Finance Division; and report and recommendations for Phase II. The procurement process for Phase II began on October 16, 2014 and project completion is anticipated by the end of May 2015.

**Recent Accomplishments: Climate Survey and Self-Study Surveys**

A committee to update the Climate Survey questions was formed with faculty, professional staff, administrators, and skilled service staff representatives. It had its first meeting in July 2014. The survey was launched in December 2014. The results will be compiled in December and highlights will be shared at the Community Forum in January 2015. Results from the survey will be compared to the previous climate survey to determine areas of improvement as well as opportunities. Issues raised in the recent previous Climate Study were further examined via focus groups conducted with all groups of staff. Priorities and action items identified were discussed in a focus group report which was brought to the President’s Staff. Action steps were
assigned to President’s Staff members. Representative focus groups will be conducted in spring 2015 to further address the findings of the fall 2014 Climate Survey. Additionally, the Self-Study Surveys of Faculty and Staff were administered in December 2014. The Self-Study surveys go into more detail in to specific operations of the College and governance issues, in order to address the fundamental elements of the *Characteristics of Excellence*. New questions have been added to further examine issues raised in the 2013 Self-Study Surveys.

**Sustainability: Climate Survey and Self-Study Surveys**

The Offices of Human Resources and Institutional Research are committed to administering the surveys annually. The results will be shared with the College community. The President’s Staff is responsible for implementing action steps based on findings.
Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

<table>
<thead>
<tr>
<th>Mission</th>
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<tbody>
<tr>
<td>Baltimore City Community College provides quality, affordable, accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area.</td>
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<table>
<thead>
<tr>
<th>Strategic Plan Goal 1</th>
<th>Student Success</th>
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<tr>
<td>Strategic Plan Goal 2</td>
<td>Community, Business &amp; Industry, and Education Partnerships</td>
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<tr>
<td>Strategic Plan Goal 3</td>
<td>Institutional Sustainability</td>
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<tr>
<td>Strategic Plan Goal 4</td>
<td>Technology</td>
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Introduction

BCCC is committed to evaluating the effectiveness of its processes, programs, and initiatives to support the College’s mission and accreditation. Newly formed bodies such as the Accreditation Monitoring Council, Strategic Planning Council, and the reconstituted College-Wide Assessment Council are examples of the institution’s commitment to ensuring effective institutional assessment. Systematic reviews of academic and non-academic programs are vital to facilitating student success (Goal 1). Assessment of existing services and relationships are important for building new partnerships (Goal 2). Evaluation of the effectiveness and efficiency of programs and services are a vital component to institutional sustainability (Goal 3). Data gathered from program evaluations and surveys of students and staff help drive technology priorities (Goal 4).

Recent Accomplishments: Strategic Planning Processes

As discussed in greater detail in Standard 2, the President’s Staff along with the Office of Institutional Research (OIR) assumed the role of a strategic planning council to align the strategic planning priorities and initiatives in the context of institutional effectiveness and to ensure that the institution effectively accomplishes its mission through goals, objectives, strategies, and action steps that align with the Board-approved Strategic Plan. Institutional Research staff assisted in determining appropriate measures for each strategy to enable annual assessment of the Strategic Plan. The Board of Trustees will be provided with regular updates on progress towards accomplishing the goals, beginning with the Board’s March 2015 meeting.
Sustainability: Strategic Planning Processes

The systematic assessment of progress to date will be based on biannual completion of measures by OIR and Vice Presidents, as indicated in the Strategic Plan: Measure and Assessment Table. The Board will review progress based on reports given by President’s Staff at the March Board Meeting and the Summer Retreat.

Assessment: Strategic Plan Progress Report

The Office of Institutional Research (OIR) has reinstituted a newly formatted Strategic Plan Progress Report to align Key Performance Indicators (KPIs) with each of the 19 Board-approved Strategic Plan Objectives. In some cases, the measures came from existing Critical Success Factors; in other cases, new appropriate measures were developed by OIR and the President’s Staff to address the majority of the objectives in Goals 3 and 4. Additional measures have been developed to measure the new strategies and action steps developed in fall 2014. These measures will become the new CSFs. Former CSFs that are not captured in the KPIs or the measures for the strategies and action steps will still be tracked by OIR for use by respective divisions or departments. The ability to closely monitor progress toward achieving goals will not only advance the Mission but will be a key tool for institutional assessment and effectiveness. Beginning with the January 2015 Community Forum, President’s Staff members will resume presenting KPIs to the College community and informing the Board of Trustees about the outcomes at critical times throughout the year.

Recent Accomplishments: Component Institutional Plans Processes

As discussed in Standard 2, the Academic Master Plan (AMP), Strategic Enrollment Management and Retention (SEMR) Plan, the Integrated Facilities Master Plan, and the Technology Plan, have been updated and are explicitly aligned with the 2013 - 2018 Strategic Plan and connected to the budget. Assessment measures have been included within each plan. A Calendar of Periodic Deadlines has been developed to sustain a routine review of all plans.

Academic Master Plan

A new Vice President for Academic Affairs (VPAA) was appointed on an interim basis in February 2014 and on a permanent basis in September 2014. She launched an initiative to revise and update the Academic Master Plan (AMP). It has been revised and updated with buy-in from stakeholders within the institution. The AMP is more robust and comprehensive with additional goals which clearly link the AMP to the Strategic Plan and helps guide other College component institutional plans.

Part 2 of the AMP will have a plan for assessing the progress made towards meeting its goals. The template used in the AMP follows the format used for the measures for the Strategic Plan objectives, strategies, and action steps and will be used as a model for the assessment measures for the other component institutional plans.
Assessment: Academic Master Plan

The 2014-2017 Academic Master Plan (AMP) is an updated version of the original 2012-2017 plan. The 2014 AMP update builds upon the previous (Goal 1-Academic Success and Goal 2-Effective Operations), by adding three additional division goals (Goal 3-Physical Learning Environment, Goal 4-Effective Technology, and Goal 5-Revenue) which align it neatly with the Strategic Plan and institutional mission. This scaffolding is intended to facilitate a detailed understanding of the Academic Master Plan; its use by the College community; and its integrations with existing planning processes and documents.

The planning process for the AMP update is comprised of two phases. Phase I involves the creation of all unit missions and alignment of unit goals with the AMP and Strategic Plan. Phase I is complete and has been shared with the entire Academic Affairs Division. Phase II involves the creation of the unit plan strategies and measures. This work will commence in January 2015 and will conclude April 2015 with full ratification by the Faculty Senate May 2015.

Assessment of AMP measures will occur annually at the conclusion of each academic year by the Faculty Senate Academic Master Plan Committee. Results of this assessment will be shared during the Fall College Community Forum, Academic Affairs Division meeting, and Student Government Leadership meeting. An assessment “mid-term report” will occur during the Spring College Community Forum, Academic Affairs Division meeting, and Student Government Leadership meeting. The purpose of the mid-term report is to allow for adjustments in strategies that require immediate attention. Monthly updates regarding compliance with the AMP will also be shared with the College-Wide Assessment Council during monthly meetings. These reports will be presented by the Vice President for Academic Affairs.

Strategic Enrollment Management and Retention Plan

In 2014, a reconstituted Strategic Enrollment Management and Retention Committee (SEMRC) updated the Strategic Enrollment Management and Retention (SEMR) Plan to align with the 2013-2018 Strategic Plan approved by the BCCC Board of Trustees in February 2014. The Plan has been also been aligned with component institutional plans (Academic Master Plan, Integrated Facilities Master Plan, and Technology Plan) for the development and enhancement of new partnerships and new recruitment initiatives necessary to address the unprecedented enrollment decline from fall 2012. The SEMR Plan outlines the guiding principles for recruitment process to include the following elements for the enrollment management plan: Marketing, Outreach, Communication, Recruitment (traditional and non-traditional students), Intake, Resources, and Retention.

Integrated Facilities Master Plan

The 2015 – 2025 Integrated Facilities Master Plan (IFMP) has a tentative deliverable date of July 2015. Based on the changes from the Maryland Higher Education Commission (MHEC), new
guidelines were established requiring a ten-year cycle for all statewide facility plans. In April 2014, the Office of Facilities Operations and Planning (FOP) began its strategic approach to updating its Integrated Facilities Master Plan. An alignment schedule was immediately created to outline the intended outcomes and deliverables for the new Integrated Facilities Master Plan. The alignment execution efforts began with collaboration between the College’s Strategic Planning Council, Academic Master Planning Committee, and Information Technology Advisory Committee.

In developing the IFMP, BCCC’s objective was to identify areas of support where facilities would enhance academic programs, learning, and enrollment initiatives. Academic Affairs and FOP began analyzing the College’s current use of classroom and laboratory space to develop proposals to increase the efficient use of space and improve the student learning experience. Based on concerns shared during the MSCHE Self-Study Team Visit, FOP staff met with Student Affairs staff to conduct a needs assessment on how to improve the “student life experience” and to expand testing services options. This renovation is expected to be completed by January 2015. The plan is currently aligning the existing space inventory assessment with the Academic Master Plan based on short term, long term, and capital improvement projects which are based on the program objectives and enrollment projections. The highlights of these projects are in greater detail in the full report. As the Realignment Schedule indicates, these efforts include the State Department of General Services (DGS) procurement of an architectural and engineering planning firm. The procurement scope includes a space utilization study and complete facilities condition assessment. The procurement is on schedule for December 2014 and efforts will commence in May 2015. This will include the alignment of assessment findings with academic needs and student services.

Assessment: Integrated Facilities Master Plan

In collaboration with the College’s Strategic Planning Council, Academic Master Planning Committee, and Information Technology Advisory Committee, the 2015-2025 Integrated Facilities Master Plan has a tentative deliverable date of July 2015. This newly integrated plan supports five facilities goals:

1. Uninterrupted support of student services
2. Establishing and maintaining strong customer service
3. Ensuring proper operation of the physical plant
4. Engaged staff development
5. Assessment of the College’s environmental impact

Assessing the outcomes of these goals begins with our customer service help desk. An electronic work order system has been implemented to record and track facilities related service request. This system also allows us to monitor areas where the same concerns are generated repetitively. We can identify those related service calls and make adjustments (physical or programmatic) to strengthen customer service. Daily inspections occur in all
physical plant locations, and random classroom inspections. Deficiencies are recorded and reported back to maintenance supervision. The College’s staff development tracking system allows facilities personnel to be trained in the appropriate capacity to identify these deficiencies as well as maintain a record of training hours provided as the scope of services or deficiencies grow in terms of dollar value and square footage, projects are created.

**Technology Plan**

The Technology Plan was created in the summer of 2013 and was approved by the Information Technology Advisory Committee (ITAC) and the Enterprise Resource Planning (ERP) Executive Steering and Working Groups. It was shared with the Faculty Senate and the College Council.

The Technology Plan is scheduled for review and revision in January 2015 that will align with the College’s Strategic Plan and the 2014 revised institutional plans (Academic Master Plan, Strategic Enrollment Management Plan and Integrated Facilities Master Plan). Thereafter, the technology plan will be assessed each year to determine which projects will be undertaken and funded (or requested for funding) for the respective fiscal year. The plans have measures to assess the priorities in the time frame outlined in the Strategic Objective Assessment Plan.

**Assessment: Component Institutional Plans**

Each of the component institutional plans has assessment measures that will address the progress the College is making towards achieving the goals set forth in the respective plans. The format used for the Strategic Plan measures is being used as a template for all of the plans.

**Recent Accomplishments: Program Review and Evaluation Committee (PREC)**

PREC is a standing committee of the Faculty Senate (FS) directed by the FS Constitution to “review program evaluation data and documents, make recommendations to the Senate Executive Committee, who will make recommendations to the VPAA.” All programs must complete the review process every five years. The work of PREC is a critical part of the College’s Academic Master Plan and Strategic Plan in determining the extent to which BCCC’s programs and services meet the needs of students and external stakeholders. Results are used to review the programs’ mission and goals; analyze the impact of the action plans on student success and learning; focus program planning, decision-making for improvement, resource allocation, and budget requests; and raise awareness about program successes and improvement plans.

The work to complete the review and evaluation for Cycles I and II of the current five-year schedule was completed over the summer of 2014, as detailed in the Summary Report of PREC Summer Work Group Cycle I and II. Changes were made to the placement of programs in the five-year cycle that was previously used and published in the College’s 2014 Self-Study. The rationale for these revisions is discussed in the Summary Report. The programs evaluated in Cycles I and II are listed in figure 2 with links to their action plans and evaluation worksheets.
A new PREC chairperson was appointed for the 2014-15 academic year. The first training sessions for Cycle III were held in October 2014 which included in-person and online sessions for PREC members and another for Program Coordinators, Associate Deans, and Deans. Cycle III programs for review and evaluation are listed in Figure 7-1. PREC is committed to adhering to the remainder of schedule for the current five-year cycle, as shown in Figure 7-1.

**Figure 7-1**

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<tr>
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<tbody>
<tr>
<td>Nursing</td>
<td>Engineering Transfer</td>
<td>Accounting</td>
<td>Fashion Design</td>
<td>*General Studies Transfer (moved from Cycle II)</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>Robotics Technology/ Mechatronics</td>
<td>Computer Aided Drafting and Design</td>
<td>*Mental Health Services (moved from Cycle V)</td>
<td>*Arts and Sciences Transfer: Psychology (moved from Cycle II)</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>Computer Information Systems</td>
<td>*Addiction Counseling (moved from Cycle V)</td>
<td>*Arts and Sciences Transfer: Science (moved from Cycle II)</td>
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<tr>
<td>Heath Information Technology</td>
<td>Business Administration Transfer</td>
<td>*Allied Human Services (moved from Cycle V)</td>
<td>Arts and Sciences Transfer: Art</td>
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<tr>
<td>Dental Hygiene</td>
<td>Construction Supervision</td>
<td>Law Enforcement and Correctional Administration</td>
<td>*Arts and Sciences Transfer: Theater</td>
<td></td>
</tr>
<tr>
<td>Surgical Technologist</td>
<td>Business – includes Management and Marketing</td>
<td>Special Education Assistant Certificate</td>
<td>Arts and Sciences Transfer: Music</td>
<td></td>
</tr>
<tr>
<td>Teacher Education Transfer</td>
<td>Biotechnology (moved from Cycle II since the Coordinator was not available in the summer)</td>
<td>*Early Childhood Education (moved from Cycle V)</td>
<td>*Arts and Sciences Transfer: Mathematics (moved from Cycle II)</td>
<td></td>
</tr>
<tr>
<td>Legal Assistant</td>
<td></td>
<td>Office Administration (moved from Cycle V)</td>
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</table>

**Sustainability: Program Review and Evaluation Committee (PREC)**

In order to maintain the schedule and sustain the program review and evaluation processes, PREC developed a new manual of procedures and a streamlined data template as well as training which will be offered each academic year. The manual provides the rationale for the procedures, the types of data to be collected by which office or positions, stages of the review process, components of the data template, and reporting requirements.

Once PREC completes its review and evaluation of the programs in a cycle, its recommendations are submitted to the Faculty Senate Executive Committee (SEC). The SEC submits those
recommendations to the VPAA who will recommend program continuance, program continuance with changes, program probation, or program discontinuation to the President.

**Recent Accomplishments: Outcomes Assessment Data Collection**

One example of assessment data impacting academic changes includes the following. Assessment data showed that the benchmark was not being met in MAT 107 in terms of the hypothesis testing outcome partially because some instructors do not get to that point by the end of the semester. As a result, it was decided that a week-by-week schedule or outline for MAT 107 instructors would be helpful. This new initiative is scheduled for implementation for spring 2015. Additional examples are being summarized.

**Sustainability: Outcomes Assessment Data Collection**

Several decisions have been made that will enable us to answer questions regarding student success through student learning outcomes in the near future. The College is transitioning from Blackboard to Canvas as the standard Learning Management System. The Canvas platform will allow the College to define student learning outcomes at an institutional level. These outcomes can then be aligned within courses by inserting them at that level. Assignments with internal assessments built in can then be aligned with the outcomes. As the assignments are graded, assessment data will be collected. Once the semester is over and all assignments are completed, the outcomes assessment data can be drawn at the individual section/index, course, program, or institutional levels. It could also be drawn out by the different modes such as online, face-to-face, or hybrid. The data from Canvas will be interfaced into our new assessment software program, TracDat. This will allow the data to be stored over multiple semesters or years and accessed for a variety of assessment reporting needs.

**Assessment: Outcomes Assessment Data Collection**

As these two major system changes are in process, the College is also moving forward with a new ERP system. Planning is underway for the integration of Canvas and TracDat to ensure that all three systems work together to support student learning and its assessment.

**Recent Accomplishments: College-Wide Assessment Council**

BCCC’s new president and leadership have confirmed the role for the College-Wide Assessment Council (CWAC), an institutional standing committee charged with ensuring that BCCC Divisions establish goals that align with the College’s mission and Strategic Plan. Once the institutional plans are finalized, CWAC will function on a full calendar year basis, meeting more frequently in order to sustain its defined purpose. This includes documenting that each division is establishing measures to assess outcomes and is using the results as a basis for decision-making, especially when those decisions have an effect on student development and academic performance. CWAC’s standing committee is now comprised of nineteen members who represent the diverse interests and activities of the College, including a student governance
representative. All members of the BCCC community are encouraged to attend CWAC meetings.

The Council’s purpose, based on the *Purpose Statement* which was reaffirmed in February 2014 is as follows:

The College-Wide Assessment Council (CWAC) is a College-wide standing committee that has been charged with ensuring that BCCC Divisions are setting goals that align with the College’s mission. This includes documenting that each Division is setting and measuring outcomes and using the results as a basis for decision-making, especially when those decisions have an effect on student development and academic performance.

CWAC serves the following purposes:

1) The Council shall review and make recommendations on the outcomes assessment practices of all College Divisions.
   a. All Divisions will design and implement Division specific outcomes assessment activities.
   b. As appropriate, the Council will make recommendations for additional or alternative measurements.

2) The Council shall develop a College-wide calendar for outcomes assessment in concert with due dates of Middle States or other accrediting bodies, and reports needed by the President or Vice President for Academic Affairs.

3) The Council shall recommend enhanced measures as appropriate for the integration of the outcomes assessment practices into College planning and budgeting protocols.


CWAC’s first meeting of the 2014 – 15 academic year was held in September 2014 and had the following outcomes: expansion of the CWAC Standing Committee Membership to include more faculty representatives; appointment of a Chair of the CWAC Institutional Student Learning Outcomes (ISLO) subcommittee; appointment of the President of the SEC; and expansion of the CWAC Standing Committee Membership to include a student representative from the Student Government Association; recommendation to dedicate space on the BCCC website to CWAC activities; and the decision to make reports from the Faculty Senate (FS) and ISLO permanent agenda items. In addition, members were reminded that CWAC Division Questionnaires would soon be distributed and a schedule of Division presentations made. IAMR made the first Division presentation at the second CWAC meeting of the fall semester in October 2014 and an Administrative Assistant from the President’s Office was appointed as a member.

**Sustainability: College-Wide Assessment Council**

The new office of Institutional Effectiveness, in the IAMR Division, will be able to address CWAC’s most significant and persistent challenge to-date: how to encourage institution-wide awareness and acknowledgement of CWAC’s place in the College’s assessment process.
Recent Accomplishments: Non-Academic Program Review

All areas of the College are committed to ensure quality programs and services. Therefore, each division/major area has developed a four-year review cycle with specific program area detailed for each year.

The Student Affairs Division will review all of its student services programs over the next three years. Small review teams will be formed that will visit the unit under review to assess the quality of the particular student service. Financial Aid programs will use the Department of Education's Financial Aid Assessment Tool, and all other Student Affairs programs will use the CAS Standards (Council for the Advancement of Standards in Higher Education).

CAS contains 44 sets of functional area standards for higher education programs and services which includes general standards for practice and functional areas. Each area has an opportunity to complete a self-assessment guide (SAGs) prior to formal assessment. The 2012 SAGs include a new rating scale that provides individuals and institutions the means for assessing program and service effectiveness based on the standards.

Surveys

The Self-Study Surveys of faculty, staff, and students are being administered in December 2014.

Data from the surveys will be summarized here upon completion.
As I close in on five months as the President/CEO of Baltimore City Community College (BCCC), I remain quite optimistic about our prospects for institutional success in 2015.

Although hardly an exhaustive list, the items below represent some of my meetings, activities, and initiatives since my December Report to the BCCC Board of Trustees. Be mindful that this reporting period was impacted by the two-week Holiday Break.

   a) Met with Coppin State University President Mortimer Neufville, University of Baltimore President Kurt Schmoke, and our respective Chief Academic Officers (Drs. Ringgold, Gregory, and Wood) on December 18 to discuss collaboration opportunities. The three Chief Academic Officers will meet together next before the broader group convenes again.

   b) Participated in the Years of Service Holiday Celebration hosted by the BCCC Social Committee (chaired by Executive Director Sheryl Nelson). What a wonderful way for the BCCC Community to conclude 2014.

   c) Met with Delegate Adrienne Jones in Annapolis on January 6.

   d) Met with Delegate Maggie McIntosh at her district office in Baltimore on January 7.

   e) Participated in the Nursing Pinning Ceremony in the Mini Conference Center on January 7.

   f) Met with Student Trustee Thermon Morris on January 7.

   g) Met with SGA President Olayiwola Bakare on January 7.

   h) Spoke at Dr. Michael Butler’s funeral on January 9.

   i) Emailed a year-ending communication to the BCCC Community titled “By the Way” on December 22.

   j) Attended the Opening Session of the 432nd Maryland General Assembly (in Annapolis) on January 14, 2015.
Informational items offered by President’s Staff members (in no particular order):

1. In addition to hosting the Community Forum on Thursday, January 15, the College will also host the Faculty Academy on Friday, January 16 and the Adjunct Faculty Academy on Saturday, January 17.

2. The inaugural annual Induction Ceremony for the Phenomenal Steps Towards Success (PSTS) Program was held December 4 in the Mini Conference Center with almost 100 students, administrators, faculty, staff, parents, and well wishers in attendance.

3. All student veterans (156) enrolled for fall 2014 were called and emailed reminding them of early and general registration. Over 50 student veterans have been certified for the spring 2015 semester.

4. Staff from Admissions and Financial Aid participated in the Congressman Elijah Cummings annual “How to Pay for College Seminar” on December 8, 2014, at the Enoch Pratt Free Library’s Central Branch in Baltimore.

5. BCED was awarded $900,000 from Baltimore City to train warehouse workers, shipping/receiving clerks, and other transportation-related industry careers.

6. BCED had a successful initial meeting with the Maryland Department of Corrections for a potential partnership at RPC.

7. IAMR has facilitated the College’s participation in the Fox 45 B-More Healthy Expo (scheduled for February 28, 2015, at the Baltimore Convention Center).

8. The BCCC Alumni Association hosted Exam Week Stress Relief Campaign (December 15-18, 2014) where over 250 students took advantage of the hospitality (coffee, tea, and pastries). The Association hosts/conducts this campaign at the end of each semester.

9. The College (through the Office of Legislative Affairs and Government Relations) hosted the Third Annual Legislative Luncheon on December 2, 2014, in the Mini Conference Center.

10. Baltimore City Councilman Nick Mosby (a BCCC Foundation Board member) hosted a scholarship forum for local high school students in the Gaare Auditorium.

11. Trustee Yeary, President May, and the Interim Vice President of Business and Finance Calvin Harris represented the College at the Board of Public Works meeting in Annapolis.

12. During November 2014, the BCCC Bookstore served 2,843 customers (the vast majority were students).
13. The Office of Internal Audits completed the review of the Legislative Auditors Final Draft of BCCCs tri-annual Fiscal Compliance Audit and re-submitted the College’s responses on December 5, 2014.

14. The Readiness Assessment of the Office of Internal Audits was performed December 8-10, 2014.

15. IT Services successfully closed out Phase 3 of the ERP (Planning) and has moved into Phase 4 (Requirements).

16. The General Counsel has reviewed thirteen contracts for the College, establishing the BCCC Title IX Team to ensure compliance with the recent changes in Title IX. He is also supporting the HR Department on issues regarding the Affordable Health Care Act.

17. The Executive Director of Human Resources chaired the Social Committee which hosted the first recognition program for contractual employees. The 2014 “Star-Stravaganza: Celebrating Years of Service & Holiday Social” was well attended and received (on December 19, 2014). It offered the perfect venue to close out the year.
Enrollment Presentation to the
Baltimore City Community College
Board of Trustees

January 27, 2015
Mini Conference Center
Based on financial aid applications,
- At least 50% of our students have household incomes <150% of the Poverty Level*
- At least 28% are 1\textsuperscript{st} Generation in College
- At least 57% are either “low income” or 1\textsuperscript{st} generation in college.

* Household incomes under 150% of poverty level is the definition of “Low Income” per certain federal program guidelines per the table on the next page. The red shade denotes students eligible for certain federal programs targeting disadvantaged students.
To put the “low-income” description into perspective, note the chart below:

Federal TRIO Programs
Current-Year Low-Income Levels

(Effective January 28, 2014 until further notice)

<table>
<thead>
<tr>
<th>Size of Family Unit</th>
<th>48 Contiguous States, D.C., and Outlying Jurisdictions</th>
<th>Alaska</th>
<th>Hawaii</th>
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<tbody>
<tr>
<td>1</td>
<td>$17,505</td>
<td>$21,870</td>
<td>$20,130</td>
</tr>
<tr>
<td>2</td>
<td>$23,595</td>
<td>$29,490</td>
<td>$27,135</td>
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<tr>
<td>3</td>
<td>$29,685</td>
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<tr>
<td>4</td>
<td>$35,775</td>
<td>$44,730</td>
<td>$41,145</td>
</tr>
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<td>$41,865</td>
<td>$52,350</td>
<td>$48,150</td>
</tr>
<tr>
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<td>$47,955</td>
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<tr>
<td>7</td>
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<td>$67,590</td>
<td>$82,160</td>
</tr>
<tr>
<td>8</td>
<td>$60,135</td>
<td>$75,210</td>
<td>$69,165</td>
</tr>
</tbody>
</table>

For family units with more than eight members, add the following amount for each additional family member: $6,090 for the 48 contiguous states, the District of Columbia and outlying jurisdictions; $7,620 for Alaska; and $7,005 for Hawaii.

The term “low-income individual” means an individual whose family's taxable income for the preceding year did not exceed 150 percent of the poverty level amount.
Last Spring, our students were more likely than their peers in Maryland and across the nation to say that a lack of finances, lack of academic preparation, caring for dependents, and working full-time were potential issues that could affect their enrollment. (CCSSE)
Entrants with incomes < 150% of poverty level or 1st-generation in college have the lowest 1-year retention rates.
Entrants with incomes < 150% of poverty level or 1st-generation in college are least likely to remain in good academic standing.

Percent of Students in Good Academic Standing
2011-12 through 2013-14, Combined

- Income < 150% Poverty Level or 1st Generation: 58% (8678/14910)
- Income > 150% Poverty Level or 2nd+ Generation: 70% (1921/2725)
- No FA Application: 83% (6783/8128)

OIR-12/2014
Entrants with incomes < 150% of poverty level or 1st-generation in college have
- the lowest combined graduation-transfer-retention rate
- the lowest graduation and retention rates
- the highest transfer-out to 2-year college rate

Selected Outcomes 4 Years after Entry
1st-Time FT Matriculating Entrants Fall 2010

- Retained at BCCC in Fall 2014
- Transferred to 2-yr w/o Graduating
- Transferred to 4-yr w/o Graduating
- Graduated by 8/31/2014
86% of our 1st-Time Entrants need 1 or more developmental courses.

Placement of 1st-Time Entrants in Fall 2014 by Accuplacer

- Tested, Needed 1 or More Remedial*: 906 (86%)
- Tested, Needed No Remedial: 21 (2%)
- No Accuplacer since 4/1/2011: 12% (12%)

* Tested in one or more areas and found to need any one of the following:
  ENG 80-2, RDG 80-1, or MAT 80-2.
The first developmental math level as defined in Fall 2014, had the highest share of placement (43%).

MAT 80, which has the largest placement, has the following description: Fractions, decimals, ratios and proportions, and percentages are studied. Topics include basic calculations and word problems. The course also examines basic concepts in geometry. Real world application as related to Arithmetic are stressed throughout the course.

Math Placement Distribution by Accuplacer
1,054 1st-Time Entrants in Fall 2014 tested after March 2011

MAT 80 43% 453/1054
MAT 81 30% 316/1054
MAT 82 11% 116/1054
College Level 3% 32/1054
No Accuplacer since 4/1/2011 13% 137/1054

Source: OIR-12/2014
The first developmental writing level as defined in Fall 2014 had the highest share of placement (39%).

Writing Placement Distribution by Accuplacer
1,054 1st-Time Entrants tested after March 2011

- RENG 90: 39% (411/1054)
- RENG 91: 27% (285/1054)
- RENG 92: 17% (179/1054)
- ENG 101: 4% (42/1054)
- No Accuplacer since 4/1/2011: 13% (137/1054)

Source: OIR-12/2014

RENG 90 (for “MAT 80” placement) is the first of a three-tier sequence of developmental reading-writing courses. Like all RENG courses, this course is theme and mastery unit-based. Units include practice in word attack and vocabulary development, reading comprehension, study habits, grammar and mechanics, and paragraphing. This skill practice, along with exploration of current issues across the disciplines via class readings and discussions, optimizes the RENG 90 student’s opportunity for successful completion of RENG 91.
1st-Time Full-Time Entrants who needed and attempted remedial courses in both math and writing had the lowest graduation and transfer (to 4-yr) rates.

Selected Outcomes 4 Years after Entry by Remedial Enrollment in 1st Year
1st-Time FT Matriculating Entrants Fall 2010

- Attempted No Remedial Course: 6% Retained, 10% Transferred to 2yr w/o Graduating, 17% Transferred to 4yr w/o Graduating, 19% Graduated by 9/1/2014
- Attempted Remedial Math & Writing in 1st Year: 8% Retained, 15% Transferred to 2yr w/o Graduating, 11% Transferred to 4yr w/o Graduating, 3% Graduated by 9/1/2014
- Attempted Only 1 Remedial Area (Math or Writing) in 1st Year: 4% Retained, 11% Transferred to 2yr w/o Graduating, 15% Transferred to 4yr w/o Graduating, 13% Graduated by 9/1/2014

OIR-12/2014
Students who completed all remediation needed within 2 years had graduation-transfer-retention rates that were almost the same as students who did not need any remediation.

4-Year Outcomes for 1st-Time Full-Time Matriculating Entrants in Fall 2010 by Remedial Enrollment (1st Yr) & Completion (by End of 2nd Yr)

- Retained at BCCC Fall 2014
- Transferred to 2yr w/o Graduating
- Transferred to 4yr w/o Graduating
- Graduated by 9/1/2014

OIR-12/2014
Of the students who took remedial courses in both math and writing,
- those who completed both areas within 2 years had the highest graduation-transfer-retention rates
- those who completed neither area within 2 years had the lowest 4-year graduation-transfer-retention rates

### 4-Year Outcomes for 1st-Time Full-Time Matriculating Entrants in Fall 2010 Who Took Both Remedial Math & Writing in 1st Year by Completion

- **Completed Both Remedial Math & Writing in 2 yrs (76)**
  - Retained at BCCC Fall 2014: 17%
  - Transferred to 2yr w/o Graduating: 9%
  - Transferred to 4yr w/o Graduating: 22%
  - Graduated by 9/1/2014: 9%

- **Completed Only One Remedial Area in 2 yrs (132)**
  - Retained at BCCC Fall 2014: 10%
  - Transferred to 2yr w/o Graduating: 16%
  - Transferred to 4yr w/o Graduating: 12%
  - Graduated by 9/1/2014: 4%

- **Completed Neither Remedial Area in 2 yrs (156)**
  - Retained at BCCC Fall 2014: 3%
  - Transferred to 2yr w/o Graduating: 16%
  - Transferred to 4yr w/o Graduating: 4%
  - Graduated by 9/1/2014: 4%
By the end of the third year, the combined graduation-transfer-retention rate was 47 percent for all 1st-Time Full-Time Matriculating Entrants: 3% had graduated, 21% had transferred (including to CCBC), and 23% were still enrolled.

By the end of the 4th year, the combined Graduation-Transfer-Retention Rate was 48%: 8% had graduated, 29% had transferred (including CCBC), and 11% were still enrolled. Transfers (to any college) were nearly four times the number of graduates.
BACKUPS FOR QUESTIONS

(Not for inclusion in Mailing)
In terms of student outcomes, how does BCCC compare with other Maryland Community colleges?

The next two slides compare data developed for “Complete College America” regarding:

– Completion of college-level English & Math
– 4-Year Graduation-Transfer Rates

(“transfer” includes transfer to any college)
BCCC has the fourth lowest percent of students needing remediation who completed it within two years.

Data are from CCA Progress Measure 2. There were 953 first-time entrants at BCCC in Fall 2010 who needed remediation. (Another 235 did not need any remediation.) OIR-8/2014
Consequently, BCCC students have been among those least likely to complete college writing and math within 2 years.

Data are from CCA Progress Measure 3. There were 1,188 first-time entrants to BCCC in Fall 2010 OIR=8/2014.
BCCC has had the third lowest 4-Year Graduation-Transfer-Retention Rate for 1st-Time Full-Time Entrants. (Transfer includes transfer to either 2-year or another 4-year institution.)

Data are from CCA Progress Measure 5. There were 628 first-time full-time entrants to BCCC in Fall 2008. OIR-8/2014
BCCC students were the least likely to accumulate college credits quickly.

Data are from CCA Progress Measure 4. There were 592 first-time full-time entrants to BCCC in Fall 2010.

OIR-8/2014
Changes in Program Headcount
From Fall 2011 to Fall 2012, Allied Health & Nursing was the only program group that increased in headcount.

Since Fall 2012, enrollment has:
- continued to steadily fall in General Studies
- increased steadily in Business & Technology
- roughly stabilized in the other program groups

OIR-12/2014

Percents are the % change from Fall 2011 to Fall 2014.
Since Fall 2011, the number of students matriculating in majors that are currently active:

- has fallen 20% in degree majors
- has fallen 19% in preparatory “programs”
- has increased 8% in certificate programs (due to one new certificate)

Overall Fall Headcount by Degree, Preparatory, and Certificate Programs
Fall 2011 to Fall 2014
Majors Active as of Fall 2014

Percents are the % change from Fall 2011 to Fall 2014.
TAB 10
<table>
<thead>
<tr>
<th>Div</th>
<th>PIN #</th>
<th>Position</th>
<th>Advertised</th>
<th>Current Status/Updates</th>
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<td>AA</td>
<td>66776</td>
<td>Assistant Professor of Nursing</td>
<td>HigherEd Jobs, Workforce Exchange, E. Cummings website</td>
<td>VP's Office scheduled 2nd Interviews</td>
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<td>AA</td>
<td>66788</td>
<td>Assistant Professor of Dental Hygiene</td>
<td>HigherEd Jobs, Workforce Exchange, Beyond, MD Job Network, Twitter, FaceBook, MedicalJobBoard.us</td>
<td>VP's Office scheduled 2nd Interviews</td>
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<td>AA</td>
<td>66621</td>
<td>Director of Library Services</td>
<td>socials, HEJ, HERC, Beyond, CareerBuilder, ALA</td>
<td>Reopening Search</td>
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<tr>
<td>AA</td>
<td>66777</td>
<td>Instructor, Fashion Design</td>
<td>HigherEd, Socials, Beyond</td>
<td>Reopening Search</td>
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<tr>
<td>AA</td>
<td>66723</td>
<td>Assistant Professor of Music</td>
<td>BCCC, Beyond, HigherEd, HERC, Artsjobs.com, Facebook, Workforce Exchange</td>
<td>With Search Committee</td>
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<tr>
<td>AA</td>
<td>76594</td>
<td>Coordinator, Academic Operations</td>
<td>BCCC, Beyond, HigherEd, Maryland Workforce Exchange, HERC</td>
<td>HR Screening</td>
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<td>B&amp;F</td>
<td>66986</td>
<td>Sr. Budget Analyst</td>
<td>HigherEd, Herc, Beyond, Learn 4 Good, NACUBO, Baltimore Sun, Washington Post</td>
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<td>66653</td>
<td>Procurement Specialist</td>
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<td>B&amp;F</td>
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<td>Deputy Director of Public Safety</td>
<td>BCCC</td>
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<td>B&amp;F</td>
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<td>EVS Supervisor Evening Shift</td>
<td>BCCC, Beyond, HigherEd, HERC</td>
<td>HR Screening</td>
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<td>78509</td>
<td>Refugee Employment Training Coordinator</td>
<td>Beyond, HigherED, Workforce Exchange/ DLLR, JobSpider, LinkedIn</td>
<td>Selection Made; PAR being processed</td>
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<td>BCED</td>
<td>76823</td>
<td>Career Pathways Transition Coordinator</td>
<td>BCCC Only 5 day Expedited Search</td>
<td>Selection Made; PAR being processed</td>
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<td>73032</td>
<td>Manager, Infrastructure, Systems, Telecommunications</td>
<td>BCCC, HEJ, HERC, Beyond, Dice, Linked In</td>
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<td>IT Security Analyst</td>
<td>BCCC, HEJ, HERC, Beyond, Dice</td>
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<td>Administrative Coordinator - Human Resources</td>
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<td>Testing Specialist</td>
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<td>76590</td>
<td>Coordinator, Disability Support Services</td>
<td>BCCC, Highered, Herc, Beyond, FaceBook</td>
<td>VP's Office scheduled 2nd Interviews</td>
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<tr>
<td>SA</td>
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<td>Transfer Coordinator</td>
<td>BCCC, Beyond, Highered, Herc</td>
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<td>SA</td>
<td>66669</td>
<td>Director of Records, Registration/ Registrar</td>
<td>BCCC, Beyond, Higheredjobs, Maryland Workforce, AACRAO</td>
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<td>66960</td>
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<td>FaceBook, Foundation Center, Non Profit Network, The Chronicles of Philanthropy, The</td>
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