Community College of Baltimore County
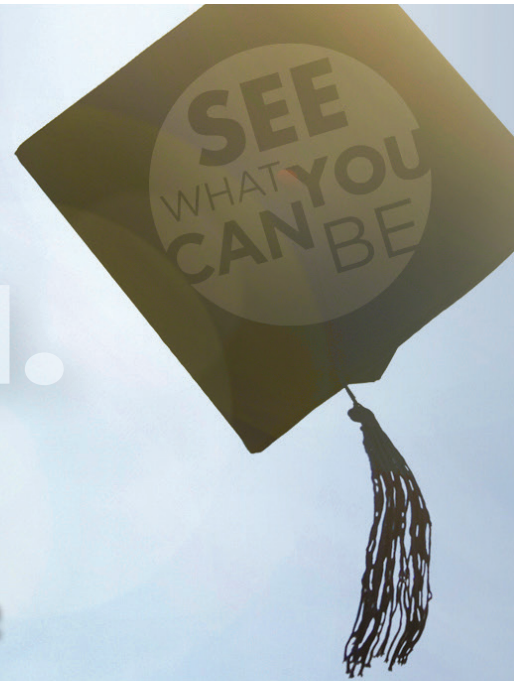
SELF-STUDY REPORT

Submitted to the Middle States Commission on Higher Education – February 2022

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CCBC

Community College of Baltimore County

Self-Study Report

February 4, 2022

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President

President's Senior Staff

Melissa Hopp
Vice President of Administrative Services

Dr. Joaquin Martinez
Provost and Vice President of Instruction

Michael Netzer
Vice President of Enrollment and External Outreach

Kenneth Westary
Vice President for Institutional Advancement

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Ms. Jane Mattes	Assistant Dean, Instruction Strategy and Accreditation Policy Office of Instruction MSCHE Accreditation Liaison Officer
Ms. Lynne Mason	Coordinator of Competency-Based Education Office of Instruction
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President's Message

CCBC is proud of its long legacy as a mission-centric institution unequivocally committed to student success. Over the past decade, our College has worked hard to thrive within a challenging climate of enrollment decline, funding compression, legislative expectations, demands for accountability, and a growing level of political divisiveness…and now, a pandemic. However, the Community College of Baltimore County is nothing if not consistent in its ability to transcend these challenges, and, like the fairy tale character Rumpelstiltskin, finds ways to turn proverbial straw into metaphoric gold.

Over the past ten years, all of us at CCBC (Trustees, leadership teams, faculty and staff) have shown the grit, resilience, and resolve of a mission-driven institution, confronting these challenges head on. However, it is the College's response to the Coronavirus pandemic that has truly proven its mettle and its commitment to keeping its open door firmly ajar. Propelled by a recognition of the harsh reality of low income and minority students who lacked technology, Wi-Fi, or a home environment conducive to study, CCBC made a difficult decision. When so many other two- and four-year colleges shuttered their doors to move to fully remote delivery, our College determined to remain fully open. CCBC took a risk, developed nine different learning models, and built the necessary health protocols to keep everyone safe. The result: Since June 2020, CCBC has remained fully open to serve and support all students, both remotely and on-site. Eight thousand CCBC students were able to study on-site last year, and 85% of all CCBC students had tuition and fees covered by full or partial scholarships from CCBC's Tuition-Free Program. (Please see Standard VII.3b, page 103.)

However, as community college colleagues across the country will acknowledge, over the past two years, we at CCBC have been fighting two pandemics: COVID-19, of course, but also the social justice issues stemming from the murder of George Floyd. CCBC is already an institution that does more than many to advance its equity agenda; however, since June of 2020, we have reinvigorated our commitment to our broad definition of diversity through the dual lens of "Every One of us Counts" and taking "Actions That Matter." We look forward to sharing our extensive equity efforts with all of you.

The College's last ten-year review showed CCBC as having achieved powerhouse stature in its region, contributing mightily to the economic and social well-being of our communities. Now, as we emerge from the pandemic, our College is poised once again to reconstitute itself, to become the college our communities need in a post-pandemic world. We have begun to assess the future of work and our role in transforming it. Our goal is now to ensure that we truly achieve the stature of a 21st century college for 21st century students for 21st century jobs.

CCBC's Self-Study is a testament to the dual impulses of well-deserved celebration and thoughtful analysis. Within its covers, we have worked to applaud our achievements while stating honestly the challenges we continue to address. Those challenges differ greatly from those the College faced in 2002 or in 2012. We stand now as a mature institution ready to address tomorrow with the vision, energy, and drive of a united community. Our College has worked hard to prepare for this visit; we hope that you will find our efforts reflective of a college beginning to move into a post-pandemic world. No matter the level of challenge to be faced, CCBC has always insisted on being the architect of its own destiny, a stubbornness conducive to helping us transcend pandemic darkness to emerge into what we expect to be a bright new future.

I thank Provost Martínez and co-chairs Jane Mattes and Lynne Mason who have led this effort from beginning to end as well as all of the members of our courageous and hardworking Steering and Standard Committees. They— along with over 150 colleagues from across our College community—have dedicated the last 24 months to examining every inch of our College infrastructure, having done much of this work shrouded by the pall of COVID. I thank the College's Trustees, leadership teams, faculty, and staff for the extraordinary progress we

have made over the past ten years and for their continued willingness to press shoulder to the wheel as we move into this exciting next phase of our institutional life cycle.

Although this "virtual" team visit will rob us of the vibrancy of the always-appreciated personal interaction with our visiting team, we welcome you as peer reviewers to our campus. We extend our full commitment to assisting you as you assess and consider our inner workings. Engaging in the Self-Study process has been enormously helpful to us in understanding the College we are today. It has tested our mettle, sharpened our vision, and prompted our thinking as we consider how to plan for the next decade.

I close with a prophecy of how the College will accomplish that heavy lift in preparation for our next Middle States Accreditation in 2030. General wisdom predicts that colleges are going to be risk averse for years to come. Not CCBC! As we emerge from the pandemic, we plan to move aggressively forward on **5** clearly defined trajectories:

- We will position ourselves financially to provide a stable platform to offset the losses and capitalize upon the gains of the pandemic.
- We will move aggressively forward on a targeted list of enrollment expansion plans.
- We will reconfigure ourselves to gain maximum advantage from a lean executive structure redesigned to function collaboratively across the silos into which we had lapsed over the past few years.
- We will emerge from the pandemic as the strong and resilient institution that we are but recast now as a 21st century college for the 21st century students sitting in our classrooms today for the 21st century jobs that await them.
- We will position ourselves—more than ever—as key to the social and economic revitalization and well-being of our County, our region, and our state.

Community colleges, ours especially, have never been in a better position to accomplish all of this and more. No other sector of higher education can do what we can do. And at CCBC, we are definitely ready to do whatever it takes!

Executive Summary

In Fall 2019, the Community College of Baltimore County (CCBC) entered into a self-study process to seek reaffirmation of institutional accreditation by the Middle States Commission on Higher Education. Under the direction of President Sandra Kurtinitis, the two co-chairs from the 2012 self-study process were asked to serve again in this capacity to provide continuity and experience to the current self-study process. A Steering Committee of 16 was carefully chosen by the Executive Team to promote inclusiveness and reflect demographic and functional representation from across the College. This important leadership team included including two Vice Presidents, the Assistant Vice President of Finance, the Senior Director for Planning, Research, and Evaluation, Deans/Directors, two faculty members, and a union representative. Given the size and scope of the Steering Committee, a smaller Executive Committee was established to provide ongoing oversight and direction for the self-study process. This group consists of the Provost/Vice President of Instruction, the Senior Director for Planning, Research, and Evaluation, and the two self-study co-chairs.

To demonstrate CCBC's compliance with the Standards for Accreditation and Requirements of Affiliation, the President and Provost/Vice President of Instruction charged the Steering Committee with guiding a comprehensive, reflective, and transparent evaluation of the College's institutional and administrative planning strategies, academic and learning support activities, and effectiveness as evidenced through assessment in support of the Mission and Strategic Priorities. In this regard, Senior Staff intentionally aligned the Strategic Priorities in the FY2020 - FY2023 Strategic Plan with the institutional priorities in the Self-Study Design so that the self-study process would be conducted through the lens of the Strategic Plan and promote achievement of the Strategic Priorities. These include *Enrollment Stabilization*, *Economic Stabilization*, *Credit/Continuing Education Integration*, and *Transformational Academics*. The overarching theme for the self-study process, *Rethink*, Reenvision, Reaffirm, emphasizes the connection between the Strategic Plan—*Rethink* What's Possible, Unleashing the Power of Potential—and the self-study process. As described in Standard I of the self-study report, President Kurtinitis identified five mission-centric Bold Strokes to further support achievement of the Strategic Priorities. These imperatives include *Supporting Our People*, *Engaging in Creative Partnerships*, *Mastering Technology*, and *Refining Institutional Systems*. All are configured around a central premise: *Reenvisioning a Post Pandemic CCBC*.

The Steering Committee developed a Self-Study Design incorporating a Standards-based approach to the self-study process and report. They presented the lines of inquiry for the seven standards that were intended to elicit the lessons learned from the Covid-19 pandemic, outlined a format and communication plan, and established a timetable. To guide the self-study process and to focus the efforts of the Steering Committee and Working Groups, the Executive Committee created five desired self-study outcomes: 1) promote inclusiveness by involving and informing all constituent groups in the self-study process; 2) produce a self-study document which, based on a thorough review of relevant sources, fully illustrates how the College meets or exceeds the Standards for Accreditation and Requirements of Affiliation through implementation of its Mission and Strategic Plan; 3) augment CCBC's efforts in developing and implementing Guided Pathways and associated curricular and pedagogical improvements and assess the impact on student achievement, retention, and completion measures; 4) leverage CCBC's participation as a Leader College in the *Achieving the Dream* initiative as one means of assessing progress in fulfilling the College's student achievement and success agenda; and 5) validate institutional renewal that cultivates innovation based on established assessment processes and data-driven reporting that informs institutional planning.

Building on the strengths of award winning developmental education and student learning assessment programs, an integrated institutional assessment plan, and an evidence-based culture coupled with a newly forged executive reconfiguration, a solid foundation is in place for CCBC to rise to this imperative. With institutional resources provided through a five-year Title III grant, the College has assessed and revamped its Guided Pathways. Faculty in the six academic schools are slated to begin the process of reevaluating programs in meta-majors, aligning and analyzing prerequisites, and modifying course schedules to promote persistence and retention. Technology

solutions have improved the student experience through implementation of a student portal with access to comprehensive student support services. The College is also committed within its Achieving the Dream priorities to create data-driven solutions to narrow achievement gaps and measure progress toward reducing inequities for at-risk students. The College's High-Impact Practices project has been a successful component of an equity focused research agenda. Complementary efforts to enhance diversity, equity, and inclusion of faculty and staff are being addressed through the President's Diversity, Equity, and Inclusion Advisory Council and a robust FY2022 Cultural Diversity Plan.

CCBC has received many accolades as proof of the important role the College plays in its region. As a premier provider of workforce training and development, the College was designated as a Center of Excellence for Domestic Maritime Workforce Training and Education (CoE) in 2021. The CoE designation acknowledges the value that CCBC provides to the United States by developing and preparing students for demanding careers in the maritime industry. As part of its Transportation, Distribution, and Logistics Institute, CCBC opened a new Transportation Training Center onsite at Tradepoint Atlantic in December 2020, offering Commercial Driver's License (CDL) training with an expansive new driving range. The Training Center will create a pipeline of trained workers for Tradepoint Atlantic's growing employer base, including large-scale employers such as Amazon and FedEx. This initiative will address significant economic challenges created by truck driver and supply chain shortages in the region and beyond and provide promising career opportunities for the local workforce.

As acknowledged in *The Daily Record* Reader Rankings, CCBC was selected as the Best Community College for 2019, 2020, and 2021 given its outstanding leadership and numerous accomplishments in support of the Mission and Student Achievement and Success. CCBC's President, Dr. Sandra Kurtinitis, was selected as the recipient of the 2019 Regional Chief Executive Officer Award (Northeast Region) by the Association of Community College Trustees and served as the Chair of the Board of Directors of the American Association of Community Colleges from July 2018 to June 2019. Under Dr. Kurtinitis's leadership, excellence and innovation in instructional programming and services has been paramount. As a testament to these principles, CCBC was honored to receive a 2014 Bellwether Award in the Instructional Programs and Services category and was selected as a recipient of the prestigious Leah Meyer Austin Award in 2015 by Achieving the Dream, Inc. Building on these successes, the College was named a 2022 Bellwether Finalist in the Instructional Programs and Services category and will compete for the 2022 Bellwether Award in San Antonio, Texas.

The self-study process has provided an opportunity for institutional reflection and renewal of all facets of the College. In its quest for reaffirmation of institutional accreditation, the College looks forward to welcoming the team of peer evaluators to help CCBC to Rethink and Reenvision its future beyond the pandemic in the spirit of continuous improvement and innovation.

Introduction

The Community College of Baltimore County (CCBC) is a comprehensive multi-campus community college that provides access to affordable, high-quality education as conveyed in the institution's mission statement:

The Community College of Baltimore County transforms lives by providing an accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community.

For over 60 years, CCBC has held a preeminent place in the community as an access to opportunity, first as three independent colleges and now as one dynamic, strong, and influential institution. CCBC surrounds a large metropolitan area in central Maryland with three campuses and three extension centers situated to serve the entire county. In this region are major employers in both the private and public sectors, such as T. Rowe Price, Greater Baltimore Medical Center, MedStar Franklin Square Hospital, McCormick and Company, Inc., Amazon, Lockheed Martin, the National Security Agency, and the Social Security Administration and Centers for Medicare and Medicaid Services. As reported by Emsi for fiscal year 2018-2019, operations, construction, and student spending, together with the enhanced productivity of CCBC alumni, generated $910.2 million in added income for the Baltimore County economy, which is equivalent to supporting 12,543 jobs.

The College plays a vital role in the development of the local workforce and has implemented a number of innovative programs and initiatives designed to expand opportunities for educational attainment and to ensure academic success. Noteworthy projects include:

- The CCBC Cybersecurity Institute, which is committed to providing solutions to the national cybersecurity workforce shortage by helping shape standardized cybersecurity curriculum and by partnering with public and private sector organizations seeking to hire CCBC graduates.
- The Human Services Counseling program, which was the Maryland State Department of Education 2018 recipient of the Outstanding Change Agent Award in Career and Technical Education.

CCBC provides 50 credit and continuing education offerings in nursing and allied health fields. To support the need to educate and train students to meet regional workforce demand, CCBC opened the Carol D. Eustis Center for Health Professions in Fall 2020. This facility is a 120,000 square foot building that provides state of the art labs and classrooms, including a simulated apartment, ambulance, patient examination rooms, Anatomage Table, and surgical center.

The College offers a wide array of career and transfer credit programs as well as a full complement of career training, personal enrichment, and basic education continuing education offerings for lifelong learners. Within these offerings, the College has specialized accreditation or approval for 27 credit and 5 continuing education programs. Some of the College's signature academic programs of study include the following:

- Business Administration
- Business Management
- Computer Science
- Criminal Justice Studies
- Cybersecurity
- Engineering (Transfer)
- Human Services Counseling
- Information Technology
- Nursing
- Teacher Education

These academic programs address the employment needs of major greater Baltimore regional workforce industries and align with the College's mission to promote workforce development and prepare students for transfer and career success. In addition, the College maintains articulation agreements with both in-state and out-

of-state four-year institutions to maximize opportunities for CCBC students to transfer and continue their education.

As one of Maryland's largest community colleges, although FY2021 enrollment during the pandemic dipped to approximately 45,000 credit and continuing education students, CCBC more commonly serves 50,000 to 55,000 credit and continuing education students, most of whom attend college on a part-time basis. Enrollments have decreased from the figures reported in the 2012 Self-Study of approximately 72,000 credit and continuing education students. To manage multiple, shifting impacts from the Covid-19 pandemic on enrollment, the College has engaged in an aggressive marketing campaign designed to attract and retain students and has been focused on a strong program of enrollment stabilization. These efforts have been highly successful, as evidenced by Fall 2020 credit enrollment exceeding budget projections.

CCBC serves a diverse student population that is heavily female (63% of credit and 53% of continuing education students), minority (61% of credit and 49% of continuing education students), and non-traditional in age. Among credit students, 68% are younger than 30 years old, as are 28% of continuing education students. Most students are from Baltimore County: 75% of credit and 54% of continuing education students. Among credit students, 42% received some form of financial aid, and 30% are Pell recipients. About half (49%) of credit students work 20 or more hours per week, and 60% of first-time credit students then require some form of remediation at the time of entry. (All figures are from the Office of Planning, Research, and Evaluation, from 2020-2021.) In this past year these figures increased dramatically under CCBC's home grown Tuition-Free initiative.

CCBC is guided by a Strategic Plan that forms the framework for all institutional planning, program development, and student services activities. The FY2020 - FY2023 Plan, *Rethink What's Possible: Unleashing the Power of Potential*, includes four Strategic Priorities—*Enrollment Stabilization, Economic Stabilization, Credit/Continuing Education Integration, and Transformational Academics*—and is built on a commitment to achieve the following in each of the four areas:

Enrollment Stabilization— CCBC will employ a continuum of recruitment, retention, and completion strategies that will enhance the overall student experience and enable students to achieve their goals as the College rolls out an aggressive enrollment stabilization platform.

Economic Stabilization—CCBC will maximize existing resources, improve operational efficiency, and increase funding and financial aid opportunities to benefit students and advance the College's mission while ensuring overall economic stabilization.

Credit/Continuing Education Integration— CCBC will unify and consolidate instruction and administrative systems, resources, and processes to support a seamless student experience that provides consistent, quality service to all while maximizing the strengths of both credit and continuing education programming and increasing operational efficiencies across the College.

Transformational Academics—CCBC will provide the highest quality instruction and student services to improve student learning, reduce barriers that interfere with successful learning, and help students reach their educational goals. The College will offer cutting-edge, market-viable academic programming that prepares students for employment, transfer, and mastering techniques for lifelong learning.

Like many other higher education institutions, CCBC adjusted and modified its operations to meet federal and state mandates rendered due to the coronavirus pandemic. While the health and safety of faculty, staff, and students is imperative, remaining focused on the College's Mission and Strategic Priorities is paramount. The Self-Study process provides an excellent structure to reflect on the challenges and opportunities presented in the spirit of continuous improvement and for CCBC to emerge stronger and more resilient as one of the premier higher education providers in Maryland.

In light of national concerns around race and equity, the Community College of Baltimore County is examining its already significant equity agenda with a commitment to rededicate the College to endorse equity and social justice and to broaden its definition of diversity by recognizing a broad spectrum of race, ethnicity, age, able-bodiedness, religion, economic status, sexual orientation, and opinion. To bring leadership to this endeavor, the

President has established a college-wide President's Diversity, Equity, and Inclusion Advisory Council. This Council is charged with expanding the lens that the institution uses to identify actions supportive of equity and inclusion and developing clear metrics to measure success. To elevate the importance of this agenda, the Advisory Council reports directly to the President. As noted within the self-study report, this work has informed the self-study process and report.

Standard I Mission and Goals

Overview

CCBC is a mission-driven institution, poised to transform lives by providing an "accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community." To provide periodic assessment of Mission and Goals to ensure they are relevant and achievable, a collaborative strategic planning process has been employed every three years since 2012 with participation from key stakeholders including the Board of Trustees, faculty, staff, students, and the community. The College's Mission has been reaffirmed since 2012 and has informed planning and resource allocation decisions. Recognizing that it would be challenging to create a new strategic plan in the midst of the self-study process, CCBC's President, Dr. Sandra Kurtinitis, recommended to the Board of Trustees that the FY2020 - FY2022 Plan be extended for another year. The Board of Trustees approved this extension.

Even in times of crisis, such as the Covid-19 pandemic, the College's Mission served as a guidepost to inform decision making in these extraordinary times. For instance, President Kurtinitis made courageous decisions through an equity lens to offer a complement of courses and student services in person on CCBC's campuses when many other higher education institutions were operating strictly online. In addition, CCBC offered online instruction using multiple delivery formats; utilized federal and state funding in innovative ways to support students financially; and provided expanded levels of technological support to students, faculty, and staff. In multiple communications with the College community, Dr. Kurtinitis reiterated that these decisions were informed by the need to be true to the College's Mission and meet the needs of CCBC's most vulnerable student populations. Upon reflection, these decisions were instrumental in enabling the College to meet budget and exceed credit enrollment projections in Fall 2020, thereby supporting two Strategic Priorities—*Enrollment Stabilization* and *Economic Stabilization*.

In total, the CCBC Strategic Plan FY2020 – FY2023, *Rethink What's Possible: Unleashing the Power of Potential*, incorporates four Strategic Priorities which include *Enrollment Stabilization*, *Economic Stabilization*, *Credit/Continuing Education Integration*, and *Transformational Academics*. Pertinent goals and objectives are articulated for each Priority and inform planning and resource allocation decisions. It is noteworthy that prior to the inception of the strategic planning process in 2019, Senior Staff recognized that the Middle States self-study process would begin in earnest shortly thereafter and made an intentional decision that the Institutional Priorities identified for the Self-Study Design would mirror the Strategic Priorities in the Strategic Plan. As a result, the entire self-study process has been conducted through the lens of the Strategic Plan, thereby providing a unique opportunity to assess the accomplishment of key goals and objectives in concert with the Standards for Accreditation and Requirements of Affiliation. The theme for the Middle States self-study process—*Rethink*, Reenvision, Reaffirm—further emphasizes the connection between the Strategic Plan and the collaborative work performed by the College's stakeholders toward the goals of institutional renewal and reaffirmation of accreditation.

In addition, in response to national events and concerns surrounding race and equity, the President's Diversity, Equity, and Inclusion Advisory Council has been created to reaffirm the College's commitment to endorse equity and social justice and to widen diversity over a broad spectrum of race, ethnicity, gender, age, mental and physical ability, religion, socioeconomic status, sexual orientation, gender identity, national origin, and opinion. The Council's work has helped to refine and shape the Opportunities for Improvement and Innovation incorporated in the Self-Study Report and will inform future strategic planning efforts.

Analysis of Evidence

Historical Perspectives on Institutional Mission and Strategic Planning at CCBC

Strategic Planning Efforts since 2012

In alignment with the FY2011 - FY2013 Strategic Plan, the FY2014 - FY2016 and FY2017- FY2019 Strategic Plans were built upon a consistent Mission and set of Strategic Directions, including Student Success, Teaching and Learning Excellence, Organizational Excellence, and Community Engagement. Following the approval of the FY2017 - FY2019 Strategic Plan by the Board of Trustees, President Kurtinitis identified five mission-centric

Bold Strokes to promote enrollment and economic stabilization in order for CCBC to reach the year 2020 and beyond with a solid academic, fiscal, and organizational structure.

Bold Stroke #1: Supporting Our People. CCBC recognizes that its most valuable asset is its talented employees. To reward and recognize their accomplishments, CCBC has offered consistent pay increases for good performance along with a competitive benefits package and a diverse array of professional development opportunities. As further evidence of the continued commitment to its people, the College did not respond to the financial challenges of the pandemic by furloughing, laying off, or retrenching employees from FY2020 to the present. Careful management of vacant positions, coupled with prudent recruitment and hiring processes, ensures a strong complement of talented and dedicated employees while maintaining stability in the compensation budget.

Bold Stroke #2: Transformational Academics for Student Success 102. CCBC demonstrated an ongoing commitment to the former Strategic Directions of Student Success and Teaching and Learning Excellence. As a national leader in developmental education, CCBC created, implemented, and assessed a model that reduced the number of remedial courses needed for students to be college-ready. Through the implementation of and enhancements to several key initiatives such as Guided Pathways, CCBC Online, and Transfer and Degree Acceleration, the College is continually focused on student recruitment, retention, and completion.

Bold Stroke #3: Engaging in Creative Partnerships. Recognizing that no one can do all that needs to be done, CCBC engages in the cycle of strategic partnerships with partners across the region and state: Baltimore County Public Schools (BCPS), four-year colleges and universities, and regional employers. Early College Access Programs with BCPS, transfer agreements with four-year institutions, and business alliances with entities such as Amazon and Tradepoint Atlantic are illustrative examples of CCBC's efforts to cultivate mutually beneficial partnerships.

Bold Stroke #4: Mastering Technology. CCBC must harness technology, including accessing and using "big data," to promote student success and achieve operational efficiencies. While responding to a myriad of technology needs during the pandemic, Information Technology staff continued to incorporate cutting-edge technology in the Carol Diane Eustis Center for Health Professions, implemented a new learning management system (Brightspace), procured a new student engagement portal, and implemented an upgrade to Banner (CCBC's Enterprise Reporting System). During this challenging period, significant efforts were also made to enhance cybersecurity and to defend against cyberattacks.

Bold Stroke #5: Rightsizing Our Organization. CCBC's annualized enrollment figures for 2016 matched those of 2009 while the College retained the staffing capacity of 2012, when enrollment was near an all-time high. To that end, CCBC embedded Strategic Alignment Targets beginning with its FY2018 budget. This strategy provides the flexibility to evaluate vacant positions for current and future needs. Working groups are continuing to analyze opportunities for new markets and services, and "mothballed" positions will be redeployed to mission-centric programs across disciplines, functions, and employee classes.

Periodic Assessment and Evaluation of Mission and Goals

The currency of the CCBC Mission has been validated through multiple strategic planning cycles. The Bold Strokes were instrumental in evaluating the relevance of the former Strategic Directions of Student Success, Teaching and Learning Excellence, Organizational Excellence, and Community Engagement and shaping the current Strategic Priorities and related goals and objectives in the FY2020 – FY2023 Strategic Plan. Since the Bold Strokes were designed to promote enrollment and economic stabilization, these tenets were formally adopted as Strategic Priorities in the current Strategic Plan. Given the accomplishments noted within the Bold Stroke of *Transformational Academics for Student Success 102,* Transformational Academics was formally adopted as a Strategic Priority to emphasize the College's commitment to student access and completion, coupled with career and transfer success. Credit/Continuing Education Integration was incorporated as a Strategic Priority to elevate the College's ongoing commitment to provide a seamless student experience that maximizes the strengths of credit and continuing education programming.

In the spirit of ongoing assessment and continuous improvement, the Bold Strokes were further modified by President Kurtinitis in May 2021. The Bold Stroke *Rightsizing Our Organization* was replaced with

Reenvisioning a Post Pandemic CCBC given the challenges and opportunities presented from the pandemic. The lines of inquiry in the Self-Study Design were written to elicit these challenges and opportunities to promote institutional growth and renewal. With this framework in mind, the Bold Stroke of *Refining Institutional Systems* was added to recognize the need for flexibility and modifications to institutional systems to address the challenges and opportunities arising from the pandemic. **[I.1g]** (I.1g. CCBC Strategic Plans, FY2014 – FY2016 and FY2017 – FY2019)

Collaborative Strategic Planning Process Addressing External and Internal Contexts and Constituencies

In preparation for the development of the FY2020 – FY2023 Strategic Plan, environmental scans were performed by the CCBC Director of Planning to identify external trends at the national and local levels which may impact future College operations. The most current institutional, unit level, and instructional assessment results were appraised to identify areas of improvement to inform the strategic planning process. A thorough review of current enrollment, curriculum, program offerings, and student outcomes was also conducted to support this work. **[I.1b]** (I.1b. Environmental Scans)

The current Strategic Plan was developed through a collaborative effort that began in August 2018 during the College-wide Fall Focus event. In accordance with the 2017-2021 Maryland State Plan for Postsecondary Education, the primary goals of Access, Success, and Innovation were intentionally embedded within the CCBC Strategic Plan, as illustrated by the institutional values of Accessibility, Scholarship, and Innovation. Through this purposeful process, CCBC documented compliance with requirements in the Code of Maryland Regulations (COMAR) regarding its Mission and Goals. **[I.1b]** (I.1b. 2017-2021 Maryland State Plan for Postsecondary Education and COMAR Regulations for Mission Statements)

Constituent participation and transparency were promoted by design with an emphasis on demographic and functional diversity. Planning subcommittees were formed for each of the four Strategic Priorities identified by the President and Senior Staff with diverse representation from key stakeholders, including a member of the Board of Trustees, faculty, and staff. In total, nearly 50 representatives served on these subcommittees, and they affirmed the relevance of the CCBC Mission. **[I.1a]** (I.1a. Strategic Planning Team Assignments and Presentation to the Strategic Planning Team 12-13-2018)

Each subcommittee engaged in productive discussions to identify pertinent concepts and themes in conjunction with the Strategic Priority to promote continuous improvement. After several months of intense work performed by each subcommittee, a day-long planning summit was held in early January 2019, bringing together representation from the Board of Trustees, Senior Staff, and over 125 faculty, staff, and students to vet the concepts and themes developed by the subcommittees. The summit was an important opportunity to collect feedback and input from key stakeholders during the development of the new Strategic Plan. **[I.1a]** (I.1a. Strategic Planning Summit Presentation 1-9-2019)

As the work of the subcommittees progressed following the summit, drafts and progress reports were shared with a panoply of key College stakeholders during scheduled meetings. These teams included members of the Board of Trustees, Expanded Leadership Team, College Senate, Teaching Learning Roundtable, as well as monthly Campus Forums open to all faculty and staff. To encourage employee comments and feedback, planning documents were posted to SharePoint for easy access by College employees. In addition, the timeline for feedback was accelerated to gain valuable input earlier to better inform the process. Outreach was conducted with a wide array of additional internal and external College stakeholders. These included the Student Government Association leadership, Alumni Association Board of Directors, and the Connect Partners Business Roundtable. The CCBC Director of Planning met with these constituent groups over several months and conveyed valuable feedback to the planning subcommittees for their consideration. **[I.1b]** (I.1b. Strategic Planning Update for Expanded Leadership Team 2-24-2019 and Campus Forum Notes – Essex 3-13-2019)

Approval of the Strategic Plan by the Board of Trustees and Dissemination to Internal Stakeholders

Once the strategic planning subcommittees vetted their work with the College's stakeholders and completed a comprehensive draft, the President and Senior Staff reviewed the draft and offered suggested edits. The final draft of the Strategic Plan was presented to the Board of Trustees who reviewed, endorsed, and approved the plan on

June 12, 2019. Printed copies of the adopted Strategic Plan were disseminated widely to the Board of Trustees, faculty, staff, and community partners. The Strategic Plan is also posted prominently on the College website and within the College Catalog. The Board approved the extension of the Strategic Plan on April 28, 2021. **[I.1c]** (I.1c. BOT Minutes June 2019, CCBC Strategic Plan FY2020 – FY2023, BOT Minutes April 2021) **(R.A. 7)**

Assessment of the Strategic Planning Process

Based on an assessment of the process used prior to the development of the FY2020 – FY2023 Strategic Plan, several other revisions were implemented in the most recent strategic planning cycle. For instance, the Director of Planning previously selected each employee to serve on a strategic planning subcommittee, pending the approval of the employee's Vice President. In the most recent iteration, the four Vice Presidents designated employees from their areas of responsibility to serve on the strategic planning subcommittees with an eye toward diversity in demographic and functional representation. The Director of Planning subsequently assigned participants to one of the four strategic planning subcommittees, ensuring each team was balanced from a functional perspective across the College.

In previous cycles, planning subcommittees were instructed to develop a complete draft of their narrative for presentation to College stakeholders for feedback and revision. This approach created a 'defend the draft' mentality in the subcommittees which inhibited an openness to constituent feedback. In order to reduce this tendency, in the most recent planning cycle, subcommittees were instructed to develop a range of concepts and themes to support the achievement of the Strategic Priorities rather than write a complete draft product. When those concepts and themes were presented at the strategic planning summit and designated public meetings and events, subcommittees were more open to constructive feedback and suggestions.

In addition, two major changes were made to the structure of the Strategic Plan itself. First, the Plan was based on four *Strategic Priorities*, a change from the previous terminology of *Strategic Directions*. The term *Priorities* was selected to convey a greater sense of commitment and urgency to accomplish the goals and objectives in the Strategic Plan. The second major change incorporated a new section in the Strategic Plan, "How We Serve Our Communities." The results of a Community Perception and Brand Awareness Survey completed in 2017 revealed that some of the College's programming and services were not well known. The addition of this new section was designed to mitigate these findings and to facilitate communication with a broader external audience regarding CCBC's programming and services. There is also a unique opportunity to showcase concrete examples of how the Mission guides the work of the College within the context of the Strategic Plan. For example, one of the examples in this section highlights the College's expertise in promoting entrepreneurship through the CCBC Center for Business Innovation and the School of Continuing Education. **[I.1b]** (I.1b. 2017 Community Perception and Brand Awareness Survey Analysis)

Mission-Centric Programs and Practices

Planning and Resource Allocation. The CCBC Mission and Strategic Plan are the basis for all organizational plans developed within each major area of the College. Following the development of the Strategic Plan, each Vice President prepares a three-year operational plan to guide the work of that area of the College. (Refer to Standard VI) These planning documents are prepared with a focus on alignment with the College's Mission and Strategic Plan and prudent use of the College's resources.

Senior Staff sets initial budget parameters which are disseminated to organization managers who develop operating budgets. Resources are assigned in accordance with Strategic Priorities identified in the Strategic Plan. With support from the Finance Office, Senior Staff transforms these proposed operational budgets into working operational budgets that are ultimately approved by the CCBC Board of Trustees and Baltimore County Government. Operating budgets are supplemented by additional funding from private and public funding sources. The expertise of Institutional Advancement staff in Foundation Relations and Grants Development is leveraged to provide additional funding beyond the operating budget to support initiatives that demonstrate achievement of the Mission and Strategic Priorities. The result is that mission-centric programs and practices are developed and implemented, as evidenced in the examples that follow.

Program and Curricular Development. Before any new credit academic program can be brought forward for internal review, approval, and submission to the Maryland Higher Education Commission, the Academic Dean and faculty with responsibility for the proposed academic program must prepare a proposal and explain how the new program aligns with and supports the Mission of the College and the Strategic Plan. Ongoing administrative, financial, and technical support of the proposed program must be verified coupled with demonstrated need for the program. The careful research that is performed in the development of newly approved programs facilitates their adoption within established planning and resource allocation processes.

Existing credit academic programs are reviewed on a five-year cycle. As part of CCBC's program review process, program coordinators must document the relationship of the program to the College's Mission and how program learning outcomes prepare students for future professional and educational opportunities. As another component of the process, program coordinators define the mission-centric administrative goals to be achieved for the program during the next three years. The administrative goals are prioritized in budget planning and resource allocation decisions. (Refer to Standard V)

Consistent with the College's Mission and Goals, Continuing Education provides short-term workforce training, adult basic education, and a wide variety of other courses to benefit the citizens of the community. With the support of thousands of qualified adjunct faculty, Continuing Education program staff design, deliver, and evaluate the College's Continuing Education programming. Each individual course has specific goals and expectations, and those for which state aid is requested must meet MHEC criteria. (Refer to Standard III)

To support the development and implementation of new academic programs, CCBC's highly successful Grants Office continually seeks funding for this purpose. The staff reviews grant solicitations and prepares grant proposals that align with the College's Mission and Strategic Plan. An excellent example of this work is the multimillion-dollar grant awarded to CCBC in 2020 by the U.S. Department of Health and Human Services Health Resource & Services Administration to create the Opioid-Impacted Family Support Program. CCBC is uniquely qualified to offer this program as the only National Addiction Studies Accreditation Commission training program in Maryland. The grant will offer participants significant resources to become successfully employed behavioral health trainees. This innovative program will strengthen the regional workforce and enrich the community through expanded access to behavioral health services for families affected by opioids and other substance user disorders.

Institutional and Educational Outcomes. In accordance with the 2017-2021 Maryland State Plan for Postsecondary Education, the primary goals of Access, Success, and Innovation are supported within the CCBC Mission and Strategic Plan. The College's institutional outcomes and performance results in accordance with these goals and defined benchmarks are included in the annual Performance Accountability Report (PAR) approved by the Board of Trustees and submitted to MHEC. A total of 34 indicators in the categories of Access, Success, and Innovation are included in the 2020 PAR Report. **[I.1d]** (I.1d. 2020 PAR Report)

The College also participates in the Voluntary Framework of Accountability (VFA) and uses the measures of student progress and outcomes and measures of workforce, economic, and community development to inform the strategic planning process and the development of unit operational plans focused on institutional improvement. In Maryland, seven community colleges participate in the VFA; and opportunities exist to compare progress on defined measures with peer institutions. More recently in 2020, CCBC joined the National Student Clearinghouse Postsecondary Data Partnership Program. **[I.1d]** (I.1d. VFA Public Outcomes Report)

The College administered the Community College Survey of Student Engagement (CCSSE) in 2012, 2014, 2018, and 2021. Currently, CCBC is on a three-year cycle to administer the CCSSE survey given budgetary considerations. The Director of Institutional Assessment presents the CCSSE findings to the President and Senior Staff and other members of the academic leadership. Survey results are used to inform assessment efforts and improve teaching, learning, and student success strategies. **[I.1d]** (I.1d. CCSSE Executive Summaries for 2018 and 2021) **(R.A. 8)**

Support of Scholarly Inquiry and Creative Activity

The College has an array of scholarly and creative activities that support the Mission and Strategic Plan of the institution and advance the Strategic Priorities. These initiatives demonstrate the College's commitment to the values of Scholarship and Innovation embedded in the Strategic Plan.

Sabbatical Leave. The sabbatical leave policy allows professional staff with a minimum of seven full consecutive years of service at CCBC to apply for sabbatical leave in half-year or full-year increments. Within the proposal template, applicants define the purposes/goals of the proposed sabbatical and the relationship to one or more Strategic Priorities. In the review and evaluation of sabbatical applications, priority is given to proposals that enhance the credentials and/or scholarship of the proposer, and tuition reimbursement is available to provide additional financial support to applicants. Other successful proposals augment the quality of instruction, programs, or services of the College. The process is competitive, and approximately five proposals are approved per year due to funding limitations. **[I.1e]** (I.1e. Sabbatical Leave Template)

President's Innovation Grants. Projects are funded on a rolling basis and support focus areas of the College such as promoting student retention and improving teaching and learning. Since the Periodic Review Report was submitted in 2017, the number of grants awarded annually has varied from 6 to 9; and the total amount awarded annually has ranged from approximately $10,000 to $13,000. **[I.1e]** (I.1e. President's Innovation Grants List of Projects Awarded)

Summer Grants. During the Spring semester, faculty are invited to submit a Summer grant proposal for funding. Within the proposal template, faculty define the goals and objectives for the proposed project and the alignment of the project with one or more Strategic Priorities. The stipend request is based on the anticipated hours to be devoted to the project, and funding ranges from $1,000 to $3,000 per project.

While the process is competitive, the funding provides an opportunity for faculty to pursue a project that advances the teaching and learning process. Since the Periodic Review Report was submitted in 2017, the number of grants approved annually has varied from 9 to 17; and the total amount awarded annually has ranged from $20,000 to $25,900. **[I.1e]** (I.1e. Summer Grants Funded)

Faculty Open Educational Resource (OER) Grants. Funding is available through a competitive process to enable instructors to adapt and integrate resources from several OER platform offerings. These efforts support the strategic priority of *Transformational Academics* and the related goal of boosting completion by removing barriers such as the high costs of textbooks and related materials. **[I.1e]** (I.1e. CCBC OER Grant Awards and Maryland Open Source Textbook Faculty Mini Grant Awards)

Faculty International Travel (FIT) Grants. Through CCBC's Global Education initiative, full or partial financial support is provided for faculty projects abroad through a competitive process. FIT Grants support CCBC's value of Inclusion, as faculty develop curriculum that prepares students for a diverse world and a changing global marketplace. During the Spring semesters from 2014 through 2019, two to three projects per term were funded with a maximum award amount of $2,500. In Spring 2020, the FIT grants were suspended due to travel concerns and restrictions as a result of the pandemic. **[I.1e]** (I.1e. FIT Grant Award History)

Connections--A Community of Teaching and Learning Scholars. This professional development opportunity provides a forum for seasoned faculty with five or more years of teaching experience to conduct an in-depth investigation of a topic or theme related to teaching and learning over the course of an academic year to support the Strategic Priority of *Transformational Academics*. As an outcome of this work, faculty members design and implement classroom research projects and present their findings at professional development conferences. Faculty are eligible to receive a stipend of $500 for completion of an individual or group project.

Communication of the Mission and Goals to Key Internal and External Stakeholders

As the primary champion and spokesperson for the College, President Sandra Kurtinitis enthusiastically and effectively articulates mission-centric messages to targeted constituents. President Kurtinitis uses College-wide and departmental meetings and events to communicate important developments with respect to the College's operations and to recognize faculty and staff for their contributions in advancing the College's Mission. President

Kurtinitis also uses Board of Trustees meetings and Board retreats to ensure that Trustees understand and can readily advocate for CCBC's Mission. Trustee leadership in this regard is particularly effective with audiences and one-on-one meetings with the College's key external stakeholders, including State and County elected officials, business and civic leaders, and their respective communities.

While driving College activity and priorities, CCBC's Mission is also at the heart of all outreach communications. The College shares its Mission with both internal (students, faculty, staff, trustees) and external (prospective students, alumni, elected officials, business and community leaders) audiences. The means to accomplish this task runs the gamut of small group and one-on-one meetings to major outreach events to the strategic and targeted use of mass media, online web-based and social media, print publications, and direct mail. All such communications are designed to make CCBC's Mission relevant as CCBC engages its audiences and motivates them to connect with the College.

CCBC's mission-centric Communication Methods highlight the college's outreach communications to key internal and external stakeholders. These communications vehicles connect CCBC's audiences to the resources that make CCBC accessible and affordable and help them achieve academic, transfer, and career success. These tools also promote CCBC's success in strengthening the regional workforce and enriching the surrounding community. **[I.1f]** (I.1f. Mission-centric Communication Methods)

To share with the public how well and in what ways the College is accomplishing its purposes and to ensure compliance with federal Higher Education Act and Higher Education Opportunity Act legislation, a Consumer Information page is provided. This information can be easily accessed in three clicks from the CCBC homepage and includes links to General Institutional Information, Health and Safety metrics, and Student Outcomes. Staff in Planning, Research, and Evaluation and the Registrar's Office monitor the accuracy and currency of information available through the Consumer Information Page. **(R.A. 8)**

Institutional Goals that are Realistic, Appropriate to Higher Education, and Consistent with Mission

Through the strategic planning process, CCBC creates institutional goals that enable the College to accomplish its Mission. Two of the methods the College employs to benchmark its Strategic Priorities and performance are to utilize state mandated reporting and its partnership with Achieving the Dream (AtD**). [I.2]** (I.2. Achieving the Dream – CCBC profile.pdf)

CCBC is regulated by the State of Maryland through the Code of Maryland Regulations (COMAR). The Maryland Higher Education Commission (MHEC) monitors all public colleges in the State for compliance with COMAR and has provided authorization for CCBC to operate as an institution of higher education in the State of Maryland, as referenced on the CCBC Consumer Information Page. **(R.A. 1)** As noted, the State Plan emphasizes three areas vital to the success of higher education in Maryland: Access, Success, and Innovation. CCBC's Strategic Plan is aligned with the goals set forth by the State of Maryland.

The *Enrollment Stabilization* Strategic Priority and related goal to recruit and retain diverse audiences is aligned with the strategies seeking to provide equitable access to affordable and quality postsecondary education for all Maryland residents. The Success goal to promote and implement practices and policies that will ensure student success is supported by multiple goals within the *Transformational Academics* Strategic Priority such as 1) evaluating students' academic preparedness and helping them to develop the academic skills they need to succeed and 2) providing robust academic support services including tutoring and mentoring. The goal to foster Innovation in all aspects of Maryland higher education to improve Access and Success mirrors CCBC's workforce commitment to expand partnerships with businesses to supply their hiring and training needs in its *Credit/Continuing Education Integration* Strategic Priority.

The Maryland Higher Education Commission requires all 16 Maryland community colleges to complete the Performance Accountability Report (PAR) annually, which requires each college to report its progress toward meeting the state's higher education goals, using both narrative and qualitative data. Metrics cover enrollment, retention, equity, completion and employment for both credit and continuing education students. The PAR is reviewed and approved by the Board of Trustees annually before submission to MHEC. The College uses the PAR metrics to assess its progress in meeting benchmarks and to recommend interventions to promote

institutional effectiveness. CCBC's performance is also compared with peer community colleges in the state. The Planning, Research and Evaluation Office at CCBC has been active in advocating updates to the PAR metrics so they are reflective of current trends in higher education. **[I.2]** (I.2. 2020 PAR Report)

There are several noteworthy accomplishments in the 2020 Performance Accountability Report. For the goal of Access, a strong indicator for CCBC is High School Student Enrollment whereby the College far exceeded the benchmark of 1,200 in Fall 2020. Senior Staff made a decision to allocate resources to hire a Director of the Early College Access Program in 2017 with positive results. These efforts support the Strategic Priority of *Enrollment Stabilization* and the related goal to expand enrollment opportunities for special populations such as students in CCBC's Early College Access Program. In addition, credit enrollments in online courses have far exceeded the benchmark of 20,000 in FY2020. In a similar vein, the President and Senior Staff allocated resources to hire an Assistant Dean of Online Learning in 2017 with positive outcomes. This work directly supports the *Enrollment Stabilization* Strategic Priority and the related goal to expand CCBC Online.

CCBC is the largest provider of health care education in Maryland; the School of Health Professions was ranked first in the *Baltimore Business Journal* by total full-time program enrollment in fall 2021. Strong indicators for the goal of Success are the licensure/examination pass rates whereby many programs in the School of Health Professions exceeded the FY2020 benchmarks. These results support the Mission by strengthening the regional workforce and promoting workforce development. Positive results for the goal of Innovation include exceeding the FY2020 benchmark for Employer Satisfaction with Contract Training. Both of these efforts support the Strategic Priority of *Credit/Continuing Education Integration* and the related goal to expand partnerships with businesses and to supply their hiring and training needs.

CCBC has been an Achieving the Dream (AtD) college since 2009, which has helped to ensure that the College remains on the forefront of developments in higher education. Serving as a Leader College since 2012, the College has focused its efforts on creating Guided Pathways for credit and continuing education students. The College's Student Success Strategic Priority Goals for 2020-2021 as described in the 2020 Achieving the Dream Annual Reflection are robust but achievable and directly support the *Enrollment Stabilization* and *Transformational Academics* Strategic Priorities. For instance, student achievement will be strengthened by an increase in fall-to-fall retention for all students by 10 percentage points by 2023-2024. To support this goal, a redesign of advisement grounded in a holistic approach is being undertaken to promote increased retention and credit accumulation. The College's five-year Title III grant—Pathways to the Future: Increasing Achievement, Persistence and Retention to Graduation—is providing the planning and resource allocation components necessary to achieve these and other related mission-centric outcomes as described in the next section. **[I.2]** (I.2. Achieving the Dream 2019-2020 Annual Reflection Report)

<u>Goals that Focus on Student Learning and Related Outcomes and on Institutional Improvement with Appropriate Support and Consistency with Institutional Mission</u>

Increasing Achievement, Persistence, and Retention to Graduation—Title III Grant. To enhance Curriculum and Instruction, the College has assessed and revamped its Guided Pathways. There are nine pathways that are inclusive of many Continuing Education programs. **[I.3]** (I.3. Pathways Inquiry Flyer and CCBC Programs by Pathway) Selected courses within a Pathway have been contextualized to increase the relevance of course content to the Pathway. **[I.3]** (I.3. Contextualized Course Information for Criminal Justice Studies Majors)

Co-curricular supports have been improved to include Pathways-related experiences. Future grant deliverables include the creation of two-year student electronic learning plans coupled with support by a faculty mentor/advisor from enrollment. Faculty in the six academic schools are slated to begin the process of reevaluating programs in meta-majors, aligning and analyzing prerequisites, and modifying course schedules to promote persistence and retention.

Technology solutions have improved the student experience through implementation of a student portal with access to comprehensive student support services. A new Customer Relationship Management (CRM) system has been funded in the grant to inform and support knowledge about students from entry to graduation and beyond including transfer or career opportunities. Additional benefits of the CRM will include predictive analytics to

facilitate student interventions. The technology will further enable faculty and staff to collaboratively monitor students' progress and mentor them on their path to graduation.

It is anticipated that targeted assessments will demonstrate significant improvements in academic quality and enhanced student achievement defined by a decrease in extraneous credits, an increase in semester-to-semester persistence, and an increase in graduation rates. The grant's deliverables support the *Enrollment Stabilization* Strategic Priority and the related goal to provide a seamless and personalized student experience from initial inquiry through completion as well as the *Transformational Academics* Strategic Priority and the concomitant goal to boost student completion.

Narrowing Achievement Gaps—Achieving the Dream. The College is also committed within its Achieving the Dream priorities to create data-driven solutions to narrow achievement gaps and measure the impact of specific strategies and progress toward reducing inequities for at-risk students. The High Impact Practices (HIPs) project has been an important component of an equity focused research agenda and supports the *Transformational Academics* Strategic Priority and the goal to boost successful completion. This approach is helping the College reduce achievement gaps among African-American students in highly enrolled General Education courses. CCBC developed new in-house data dashboards to monitor the impact of its HIPs Infusion project, tracking the extent to which HIPs make a difference in term-to-term retention/persistence to build awareness and support across the College. In recognition of these achievements, a CCBC submission was selected as a Top 10 Bellwether finalist in the category of Instructional Programs and Services, and a team will compete for the Bellwether award at the 2022 Community College Futures Assembly. **[I.3]** (I.3. Bellwether Submission and Bellwether Finalist Selection)

Improving Student Engagement Success Metrics—Community College Survey of Student Engagement (CCSSE). CCBC uses results from the CCSSE to enhance student learning and improve educational outcomes. Strategies to improve success metrics in Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners are developed through integrated discussions within the Joint Deans Council under the leadership of the Provost/Vice President of Instruction and assessed periodically to promote institutional improvement and achievement of Strategic Priorities.

CCBC ranked higher than the 2018 cohort in Active and Collaborative Learning and Academic Challenge. Targeted professional development for faculty in these areas through the CCBC Center for Excellence in Teaching and Learning has helped to maintain momentum and a focus on continuous improvement. Conversely, the College ranked lower than the 2018 cohort in Student-Faculty Interaction, Support for Learners, and Student Effort. The majority of CCBC's students attend college on a part-time basis, and nearly 50% work 20 or more hours per week. Work demands are often coupled with family responsibilities which may compromise the effort expended by students on their studies.

A potential explanation for lower scores on the Student-Faculty Interaction metric is the dramatic increase in credit online learning at CCBC. This metric may warrant additional attention by the CCBC Online Learning Advisory Board in order to recommend strategies to increase student-faculty engagement. However, the inclusion of Pathways contextualized courses coupled with meaningful co-curricular programming should strengthen student-faculty engagement. In addition, the dynamic array of initiatives being pursued within the Title III grant to foster Support for Learners including enhanced advising, mentoring, and career coaching services coupled with a student portal should bolster the College's scores in this category. As these interventions are institutionalized with a focus on sustainability, it will be important to monitor these metrics and identify any correlation between an intervention and improved scores in these categories.

Given that the 2021 CCSSE was administered during the pandemic, the response rate is considerably smaller than the 2018 CCSSE, with 307 and 860 respondents, respectively. Therefore, it is challenging and perhaps ill advised to make inferences with a significantly smaller sample size. Regardless, the Joint Deans Council reviewed the findings and benchmarked results against participating institutions with similar characteristics.

Periodic Assessment of Mission and Goals to Ensure they are Relevant and Achievable

CCBC engages in assessment activities on a strategic and systematic basis to continuously improve all aspects of College operations and student learning outcomes. The College has documented this commitment to continuous assessment and evaluation adding to the body of evidence that is communicated to the College and community stakeholders in support of the strategic value of Excellence:

> We emphasize quality as a standard for all we do and consistently look for ways to improve organizational efficiency and effectiveness. (CCBC Strategic Plan FY2020 – FY 2023)

The following examples illustrate ongoing assessment of the Mission and elements of the Strategic Plan.

Unit Operational Plans. All major units of the College complete Unit Operational Plan templates (UPT) that identify strategic objectives for the area for the upcoming year. Each departmental objective in a UPT is aligned to one of the four *Strategic Priorities* in the Strategic Plan. Assessment is embedded in the process; at the conclusion of the year, progress on each objective is assessed as completed or needing continued effort. **[I.4]** (I.4. Operational Plan Template FY2022) (Refer to Standard VI)

Learning Outcomes Assessment Annual Report. This comprehensive document provides a summary of academic assessment projects, reports, and related interventions across the College. The annual report supports the Strategic Priority of *Transformational Academics* and the related goal to apply outcomes-driven assessments to instructional initiatives in order to boost successful completion. While the Office of Curriculum and Assessment is responsible for planning and resource allocation related to academic assessment, this documentation is organized with a cross-disciplinary approach, including partners from Planning, Research, and Evaluation; the Learning Outcomes Assessment Advisory Board; Continuing Education; the Center for Excellence in Teaching and Learning; and the Teaching Learning Roundtable. This inclusive compilation of assessment data and related analysis provides information that is used to chart future assessment activities and inform academic planning and resource allocation decisions. **[I.4]** (I.4.2020-2021 Learning Outcomes Assessment Annual Report URL) (Refer to Standard V)

Findings and Conclusions

The College has demonstrated in substantial measure that it meets the Criteria for Standard I and associated Requirements of Affiliation 7 and 8 and advances the Strategic Priorities of *Enrollment Stabilization*, *Economic Stabilization*, *Credit/Continuing Education Integration*, and *Transformational Academics*.

The evidence indicates that the College's Mission and Goals are well defined through a collaborative process, communicated extensively with internal and external stakeholders, and assessed periodically to promote institutional effectiveness. Planning and resource allocation processes throughout the College are intentionally designed and focused on achievement of the Mission and Strategic Plan. In accordance with the Bold Stroke of *Reenvisioning a Post-Pandemic CCBC*, a careful examination of the challenges and opportunities presented from the pandemic is underway to inform planning and resource allocation efforts and to promote institutional resilience and renewal. The remaining chapters in the Self-Study Report and documentation in the Evidence Inventory will incorporate many accomplishments, both pre-pandemic and beyond, that are mission-centric and aligned with the Strategic Priorities.

With the onboarding of Provost/Vice President of Instruction Dr. Joaquin Martinez in July 2020 and an ongoing executive reconfiguration process, the College is poised to integrate functions within Academic and Student Affairs to promote a robust student achievement and success agenda and attainment of related Strategic Priorities to document institutional effectiveness. Beyond the accomplishment of an array of objectives and outcomes within the College's five-year Title III grant that are designed to improve retention and completion metrics, a strong focus has been placed on expansion of CCBC Online to promote *Enrollment Stabilization*. Seamless student transfer to four-year colleges and universities has been elevated in importance as well with an emphasis on creation of dual admission agreements with four-year transfer partners.

To promote institutional improvement, Senior Staff and staff from Planning, Research, and Evaluation have prepared a dynamic, aspirational FY2022 Cultural Diversity Plan that was approved by the Board of Trustees in

June 2021. Specific strategies to enhance student diversity, equity, and inclusion via recruitment, onboarding and orientation, and retention have been incorporated in the plan. These strategies are complemented by implementation of procedures and systems to address inequities in course success and disparities in student outcomes such as developing data dashboards that will allow program leaders and faculty to analyze their courses by race, gender, and other student characteristics. Additional efforts will be focused on addressing students' financial needs through targeted funding campaigns by Institutional Advancement and expansion of Open Educational Resources and First Day programs designed to reduce textbook costs for students.

Complementary efforts to enhance diversity, equity, and inclusion of faculty and staff are being addressed through targeted strategies to recruit, retain, and promote a diverse workforce, coupled with employee training designed to foster diversity competence and an inclusive environment. Business practices are being reviewed to ensure diversity, equity, and inclusion are embedded in planning and resource allocation processes. In addition, a Diversity Climate Survey was administered in late Fall 2021 with participation from both full and part-time employees. This instrument was designed to assess the current diversity climate at CCBC; and survey results are being reviewed with the ultimate goal of ensuring a respectful, welcoming, and affirming environment for all stakeholders. (Refer to Standard II)

This panoply of strategies to promote diversity, equity, and inclusion, while relevant in its own right, directly supports the accomplishment of the Strategic Priorities. This work has positively influenced the development of Opportunities for Improvement and Innovation in the Self-Study Report and will inform future strategic planning efforts. **[I.3]** (I.3. FY 2022 Cultural Diversity Plan)

Opportunities for Improvement and Innovation

CCBC will assess the current Mission as the College moves from an interim executive reconfiguration process to a permanent executive organizational structure and prepares to launch the FY2024 - FY2026 strategic planning process. Special attention will be given to operationalizing the Bold Stroke "*Reenvisioning a Post Pandemic CCBC.*" The College will analyze lessons learned from the Covid-19 pandemic to discern which pandemic modifications should be continued moving forward.

Supports the Following Strategic Priorities: *Enrollment Stabilization*, *Economic Stabilization*, *Credit/Continuing Education Integration*, and *Transformational Academics*

Standard II Ethics and Integrity

Overview

The Community College of Baltimore County complies with all federal, state, and Middle States Commission on Higher Education policies and procedures. Ethics and integrity guide all levels of decision and are at the forefront of all institutional operations.

The College Handbook publishes policies on work expectations, conflicts of interest, acceptable use of College technology, and termination and provides guidance regarding consensual relationships. Policies and procedures on disciplinary actions and termination are outlined, and grievance procedures are documented. Policies are also presented in the Board of Trustees Policy Manual and the Student Code of Conduct.

The College's equity agenda has been reimagined and is at the vanguard of all College planning. Dr. Kurtinitis established the Diversity, Equity, and Inclusion Advisory Council to lead a proactive equity agenda of "Actions that Matter." The President is determined to ensure every discussion is conducted through an equity lens, from hiring to academics to student support services and beyond.

The College remains a school of choice and a desirable workplace. Students and graduates report they would recommend CCBC to friends and family. Employees rate the College environment as positive, fostering an atmosphere of cooperation and mutual respect. In that vein, in 2021 *Forbes* magazine ranked CCBC 11th in the state of Maryland as one of America's Best Employers.

During the Covid-19 pandemic, the President rose to every opportunity to provide access, stabilize retention, and support students. These extraordinary efforts were acknowledged in the American Association of Community Colleges *Community College Daily*, *Inside Higher Education*, and the *Baltimore Business Journal*. Additionally, CCBC received a 2021 Ellucian Impact Award which recognized the College as a "transformational, digitally focused, and student-centered institution."

Analysis of Evidence

The Community College of Baltimore County upholds the highest standards of ethics and integrity in discharging its Mission, Vision, and Values, particularly those values related to Responsibility, Accessibility, Inclusion, and Integrity. Specifically, the FY2020 – FY2023 Strategic Plan Integrity Value states:

> Integrity: We inspire public trust by maintaining ethical and collaborative relationships with our faculty, students, staff, alumni, and communities. We share our achievements and challenges honestly and openly. We insist upon fairness, mutual respect, collegiality, and civility at all times.

CCBC maintains policies and procedures with respect to ethics and integrity that hold the College accountable to preserving the public trust. These policies and procedures are accessible in the College Handbook, the Board of Trustees Policy Manual, and the Student Code of Conduct. The Student Code of Conduct is published in the College Catalog as are policy statements that relate to students and academics.

In 2019, the College hired a General Counsel to administer and promote standards of integrity with compliance, contracts and agreements, employment, risk management, College governance, Title VI compliance, student concerns, procurement, and other matters. The General Counsel provides sound legal counsel and advice to key stakeholders and represents the College in legal proceedings regarding operations and services for faculty, staff, and students. The incumbent General Counsel has extensive experience in Equal Employment Opportunity issues, employee grievances, wage and hour concerns, and anti-discrimination compliance.

<u>College Climate</u>

CCBC distributes a comprehensive Employee Satisfaction Survey annually to elicit employee impressions of the climate of the workplace at the College. Employees have an opportunity to rate all areas and offices, campus services, governance, job satisfaction, and relationships with supervisors and administrators. The 2021 survey has

a strong focus on the College's response to the pandemic. **[II.2]** (II.2. 2017-2021 Employee Satisfaction Surveys)

Table 2.1 illustrates employee responses to the College work environment. Satisfactory percentage is calculated using Very Satisfactory, Satisfactory, and Somewhat Satisfactory responses. It is important to note that historically, the return rate for the Employee Satisfaction Survey hovers just above or below 25%. Due to the pandemic, the Employee Satisfaction Survey was not distributed in 2020.

Table 2.1: *Employee Survey Satisfactory Responses*

Prompt	Spring 2017	Spring 2018	Spring 2019	Spring 2021
My job was satisfying.	92%	94%	94%	89%
The College's work environment is positive and conducive to supporting my work.	86%	90%	94%	Not asked
The administration at CCBC has dealt fairly with all of its employees.	79%	87%	86%	75%
A spirit of cooperation exists at CCBC.	84%	87%	88%	83%
The College work environment fosters mutual respect.	83%	87%	88%	79%

Data Source: Office of Planning, Research, and Evaluation

CCBC disseminates a constituency survey in which employees are invited to evaluate their supervisor and second level manager on ethics, performance, fair treatment of staff, support and recognition of staff, communication, and other job-related criteria. Results are used to assist in the discussion of performance and job growth. Human Resources also uses survey results to establish baseline training initiatives and address weaknesses and gaps identified in the survey. (Refer to Standard VII)

Going forward, prompts should be included in the Employee Satisfaction Survey that relate specifically to diversity, equity, and inclusion to gain insight into employee awareness of the initiatives that have been implemented as a result of the work of the President's Diversity, Equity, and Inclusion (DEI) Advisory Council and the impact on the perception of the workplace. This relates to one of the DEI equity directions stating the College will "foster a college-wide climate of civility and inclusion."

Pandemic Provisions Employee Feedback. The 2021 Employee Satisfaction Survey devoted 25 survey prompts to eliciting feedback from employees related to CCBC operations during the pandemic. Employees were asked to assess the policies and procedures that were established to support the Covid-19 emergency, including environmental safety protocols, teaching and learning modalities, telework and remote options, training and resources, and the level to which professional duties were enhanced through creative and flexible use of technology. Employees agreed or strongly agreed that the College was effective at adapting to accommodate pandemic-related restrictions for all 25 prompts, with 24 rated between 84% and 98% and one related to contact tracing rated at 79%.

Academic Freedom

CCBC seeks to balance the creation and application of its academic policies and procedures with faculty and student academic and intellectual freedom in mind. As such, CCBC's commitment to academic and intellectual freedom and freedom of expression are demonstrated by and through the institution's leadership, governing bodies, and documents. Currently, three shared governance committees—Academic Standards, Curriculum and Instruction, and Professional Affairs—respond to issues presented relating to academic freedom and the creation of academic policies and procedures. These three committees have shared guidelines and procedures in place to ensure consistency across respective committee responses. Each of these committees is comprised of both faculty

and staff. The Board of Trustees Manual Section 5.02 provides overarching guidance regarding development and implementation of policies and procedures on Academic Freedom: **[II.1**] (II.1. Board of Trustees Academic Freedom Policy 5.02)

> Instructional Faculty are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the College and within the guidelines set forth in the College's Intellectual Property Policy. As people of learning and educational officers, they should remember that the public may judge their profession and the College by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to state that they do not speak for or on behalf of the College.

The College offers various means to support intellectual freedom and freedom of expression. The Center for Excellence in Teaching and Learning (CETL) operates as a focal point for faculty professional development. CETL is a new faculty member's first contact as a resource for pedagogy, as each new faculty member must participate in the CETL New Faculty Learning Community. The value of academic freedom is expressed in CETL's vision statement:

> CETL cultivates a shared culture of intellectual curiosity, classroom research, and meaningful discourse with an aim of ongoing improvement of teaching and learning as well as providing a forum for faculty to explore and reflect on their teaching and learning in an atmosphere of support and teamwork.

Innovation in teaching, directly linked to and inclusive of academic freedom and freedom of expression, is considered essential when faculty apply for promotion through rank.

The values of academic and intellectual freedom and freedom of expression are also included in critical student information, specifically the Student Code of Conduct, which includes this statement: **[II.1]** (II.1. CCBC College Catalog URL Student Code of Conduct Section)

> Freedom of Expression and Inquiry: Students have First Amendment rights to freedom of expression and inquiry. Such freedom is protected in order to build a community dedicated to the pursuit of truth, grounded in respect for diversity and civil discourse.

Intellectual property is governed by the Board of Trustees Manual Section 3.06, which was approved on September 21, 2011 and remains in effect and unchanged at present. **[II.1]** (II.1. Board of Trustees Policy Manual URL, II.1 CCBC College Catalog URL Student Code of Conduct Section). With respect to Intellectual Property Rights, the Board of Trustees Policy Manual states the following:

> The Community College of Baltimore County encourages the development of original materials by faculty and staff, both for personal and professional use, and for the benefit of the College's students, their learning, needs, and goals.

Table 2.2 illustrates full-time and adjunct faculty satisfaction with academic freedom as reported in FY2017-FY2021 Employee Satisfaction Surveys. (The Employee Satisfaction Survey was not distributed in 2020 due to the pandemic.)

Table 2.2: *Employee Survey Satisfactory Responses*

Prompt	Spring 2017	Spring 2018	Spring 2019	Spring 2021
Protection of academic freedom at CCBC.	83%	62%	85%	81%

Data Source: Office of Planning, Research, and Evaluation

All Senate and committee activities are transparent as evidenced by minutes and agendas posted for employees on the College's SharePoint site. CCBC faculty and staff may attend Senate and subcommittee meetings and

participate through dialogue with their school representative and/or Senate officers. Additionally, faculty members and students are made aware of the College's stance on academic freedom through numerous sources, including faculty contracts and the College Handbook.

Equity

The President's Diversity, Equity, and Inclusion Advisory Council brings a new emphasis and energy to the College's equity agenda, prioritizing actionable strategic equity directions. To identify equity gaps, senior leadership was charged with examining each of their areas of responsibility and building an equity agenda to align with associated action items. This fresh approach to the College's equity agenda aligns with the Inclusion Value within the Strategic Plan:

> Inclusion: We value the diversity of people, cultures, ideas, and viewpoint and honor the dignity of all persons. We are committed to preparing students to be active citizens, ready to meet the challenges of an increasingly diverse world and a changing global marketplace.

Results from the Fall 2021 Diversity Climate Survey will be analyzed in early 2022 and shared with the President's Diversity, Equity, and Inclusion Advisory Council and the College community to guide the President's reenergized equity agenda. A similar survey will be disseminated to all students in Spring 2022. **[II.2]** (II.2. Diversity Climate Employee Survey)

Hiring. CCBC has well-established policies and procedures to ensure fair and equitable practices in hiring and other employment outcomes. To ensure equity among units, Human Resources has developed standards that identify the minimum qualifications required to teach or work at CCBC. The College's standards are reflected in the Responsibility Value within the Strategic Plan:

> Responsibility: We have high standards for the work of our faculty and staff, the academic rigor of our offerings, the knowledge and performance of our students, and the involvement of the community and workplace in the College's future.

CCBC consistently applies the principles of fairness, equity, and due process in its treatment of faculty and staff. The College's Affirmative Action Plan exemplifies CCBC's commitment to equitable hiring and retention. The Plan is enforced throughout the academic and administrative chain of hiring managers and their supervising approvers. Beginning in 2018, each Vice President receives underutilization statistics by position. Detailed plans by function and unit are developed to increase diversity for those specific positions that are statistically underutilized. Human Resources is responsible for ensuring that anti-discrimination policies and processes are in place that prohibit and prevent discrimination in employment. **[II.5]** (II.5. College Handbook)

Figures 2.1 and 2.2 display full-time employees by race for FY2016 - FY2020 as well as both full-time and part-time employees broken down by race and job category for FY2021. The data indicate that 26% of full-time employees are African-American and 20% of full-time and part-time faculty are African-American, with the greater number of African-American faculty serving as adjuncts, and demonstrates the need for CCBC to expand initiatives to recruit a more diverse full-time faculty to better reflect the College's student population.
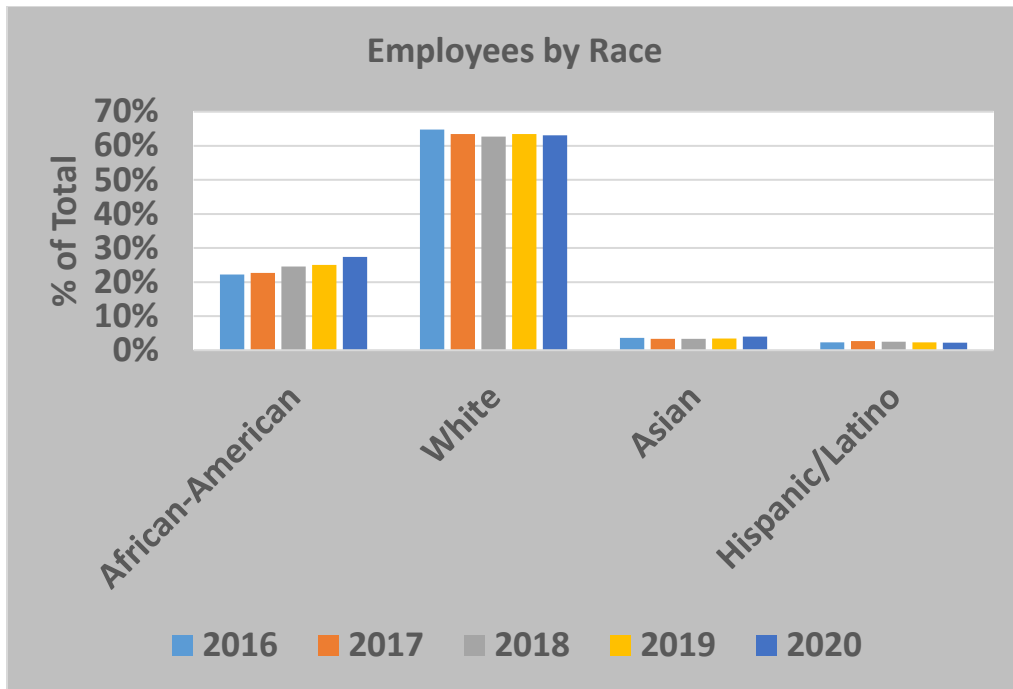
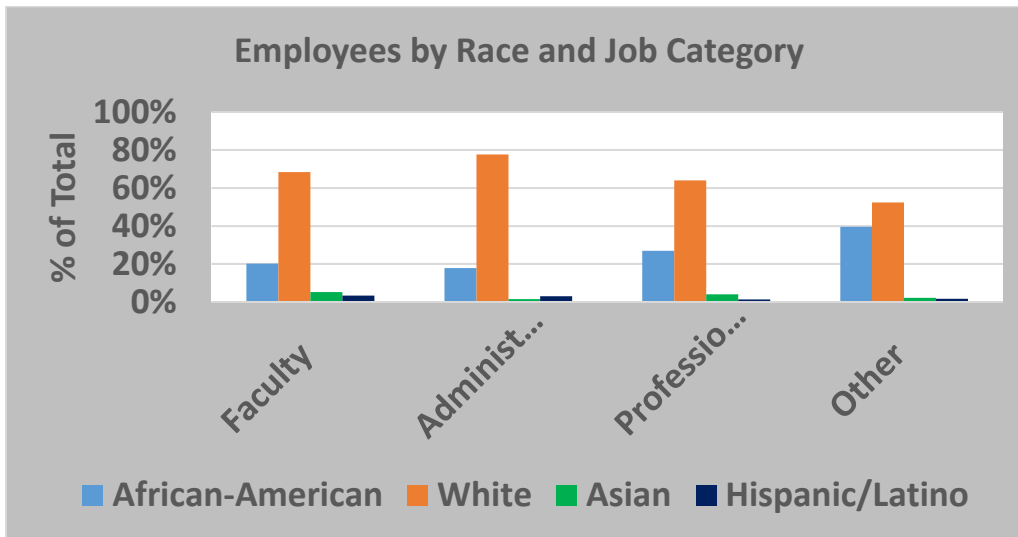**Figure 2.1: Full-time employees by race, FY2016 – FY2020**

Figure 2.2: Full-time employees by race and job category, FY2021

The President's Diversity, Equity, and Inclusion Advisory Council has included an equity direction to examine CCBC hiring policies as outlined in the FY2022 Diversity, Equity, and Inclusion Plan. This plan presents opportunities to assess hiring practices to discover barriers that may exist within the hiring process. For example, the plan suggests that Human Resources review position description requirements to affirm that stated requirements are, in fact, reasonable and necessary for the position and to determine unnecessary requirements that serve as barriers to employment. In addition, CCBC has contracted with a consulting firm to create an annual affirmative action plan to assess training for search committees and search specialists and to improve equity in hiring practices. Section VII of the CCBC Fact Book provides detailed trend data of demographic characteristics for full-time and part-time employees. **[II.9]** (II.9. Diversity, Equity, and Inclusion Plan FY2022, II.9 CCBC Fact Book URL)

The processes for handling complaints from various constituents are regularly reviewed for continuous improvement. Staff complaints can involve charges of unfair treatment by supervisors or co-workers, sexual harassment, or hostile work environment. Harassment, hostile work environment, and other related complaints are shared with Human Resources to record, investigate and, where possible, resolve.

Formal legal action, charges of discrimination, and other formal employment-related complaints are handled by the Vice President for Administrative Services, who maintains a comprehensive file on each case. No patterns are noted in these matters other than discrimination-based equal opportunity charges. Table 2.3 displays the number of charges of discrimination involving CCBC that have been filed with the Equal Employment Opportunity Commission (EEOC) over the last six fiscal years.

Table 2.3: *Discrimination Charges Filed with EEOC*

Reporting Year	Number of Charges
FY2021	5
FY2020	1
FY2019	4
FY2018	3
FY2017	5
FY2016	4

Data Source: CCBC Human Resources Equity Office

The College is committed to providing an environment free from sexual misconduct and sexual violence. CCBC employees are required to attend mandatory Sexual Misconduct Prevention (SMP) compliance training annually. This training also presents Title IX and the Federal Educational Rights and Privacy Act compliance guidelines. In 2015, Human Resources created a better system to track individual participation in SMP training, developed an online training module, and added SMP training to new employee orientations. To monitor training compliance, in 2020 Human Resources and Information Technology developed a system that allows Senior Staff direct reports to view an SMP dashboard and download a list of employees in their unit who have not successfully completed training.

Annual Performance Evaluations

To enhance the quality of the College's Mission, Vision, and Goals and to improve performance and professional development, administrative and professional staff complete a Comprehensive Performance Evaluation instrument the first three years in their position and every third year going forward. The Abridged Performance Evaluation instrument is completed during the years between Comprehensive evaluations. However, supervisors may use their discretion in requiring an employee to complete a Comprehensive Performance Evaluation more frequently. After using the Comprehensive Performance Evaluation instrument for two years, revisions to the document were found to be necessary to provide more valuable feedback to employees, create more consistency across the College among supervisors, and strengthen the accountability of employee performance. An Ad Hoc committee worked in conjunction with the Senate Evaluation Committee to 1) revise the rating scale, 2) clarify the CCBC Core Responsibilities section and provide more guidance on assessing these, and 3) streamline the process.

The instrument rating scale was also evaluated and updated from a four-point scale to a five-point scale to present a more precise performance assessment to employees. The CCBC Core Responsibilities were more clearly defined, and a new supporting rubric was created for each point on the five-point scale in each area of responsibility. In addition, a new Abridged Performance Evaluation for the Administrators and Professionals instrument was created to streamline employee performance assessment for years in between use of the Comprehensive instrument. A policy was created to address when use of the Abridged instrument is appropriate.

[II.5] (II.5. Administrators and Professionals Abridged Performance Evaluation Instrument, II.5. Administrators and Professionals Comprehensive Performance Evaluation Instrument, II.5. Administrators and Professionals Performance Evaluation Instructions, II.5. Comprehensive Performance Evaluation Rating Scale, II.5. College Handbook)

Faculty complete an Annual Professional Summary to evaluate performance in four areas: Basic Responsibilities, Teaching and Professional Assignment, College and Community Service, and Scholarship and Professional Development. (Refer to Standard III)

Grievance Policies and Procedures

All full-time employees have an opportunity to file a grievance over employment actions through a formal process that ensures consistent treatment. Grievance policies are based on the classification status of the reporting party. Staff, faculty, and non-union members utilize the faculty and staff grievance procedures outlined in the College Handbook and in the Board of Trustees Policy Manual Sections 2.07 and 6.14. Employee grievance procedures are different for general grievances than for grievances regarding termination for cause. There are separate grievance processes for collective bargaining unit employees that are not covered in the Board of Trustees Policy Manual or the College Handbook. Those processes are outlined in the American Federation of State, County, and Municipal Employees (AFSCME) Union Agreement and the Communications Workers of America (CWA) Memorandum of Agreement. **[II.3]** (II.3. College Handbook, II.3. Board of Trustees Policy Manual URL, II.3. AFSCME Union Agreement, II.3. CWA Memorandum of Agreement)

Students follow the grievance processes outlined in the Student Code of Conduct, accessible in the College Catalog on the CCBC website. To assist students in resolving academic disputes, the CCBC syllabus template requires that the next level of contact beyond the class instructor be provided within the syllabus for course-related concerns. The School of Health Professions (SHP) publishes a Student Policy Manual, updated annually, that delineates policies specific to SHP programs, particularly with respect to ethics, standards of behavior, and professional and academic standards. The SHP Honor Code provides a framework for acceptable behavior and convenes an Honor Council to adjudicate alleged violations. **[II.3]** (II.3. College Catalog URL Student Code of Conduct Section, II.3. School of Health Professions Student Policy Manual, II.3. CCBC Syllabus Template)

The general grievance procedures that apply to all students also meet the requirements of the Americans with Disabilities Act. Anyone who wishes to file a complaint alleging discrimination in the provision of services, activities, or programs based on disability has the right to pursue a prompt and equitable resolution.

Integrity in Student Supports

An innovative Strategic Priority in the CCBC FY2020 - FY2023 Strategic Plan is the goal to integrate Credit and Continuing Education by centralizing operational processes and efficiencies at all levels to achieve a seamless student experience. Within this priority is the opportunity to create policies and procedures for developing stackable credentials between credit and continuing education programming, enabling students to streamline their educational continuum and maximize time to completion, thereby reducing the cost of a college education. **[II.7]** (II.7. CCBC FY2020 - FY2023 Strategic Plan) (*Credit/Continuing Education Integration*; *Transformational Academics*)

In support of CCBC's equity agenda, in FY2021 the College Senate passed an Academic Renewal Policy to provide students an opportunity to restart their academic career and graduate from CCBC. This option allows students who have been separated from CCBC for three or more years and who have experienced academic challenges that affected their GPA to seek academic renewal for up to 15 credits, effectively removing previously completed coursework with an earned grade of F from CCBC's calculated GPA. This policy does not set aside rules and regulations related to Satisfactory Academic Progress and federal financial aid but simply offers students a second chance option to complete their degree**. [II.7]** (II.7. Academic Renewal Policy) (*Enrollment Stabilization*)

CCBC has a majority minority student population, with many students deemed to be underserved and academically challenged and who, under ordinary circumstances, find themselves coping with social vulnerabilities, financial difficulties, and technology deficits. The sudden onset of the pandemic unquestionably overwhelmed students as they were forced into 100 percent remote instructional delivery. Guided by the population that the College serves, President Kurtinitis envisioned 14 Actions that Matter to mitigate the impact of the pandemic on students. Select mitigation actions included keeping all campuses open to provide face-to-face services and creating online classroom laboratories on each campus to assist students with technology needs for remote classes. In addition, the CCBC Cares initiative, a widely promoted message of support during the extended pandemic, provided many all-encompassing supports to students during a period of unprecedented anxiety, ranging from free laptops to provisions of personal protective equipment, student relief grants, emergency aid awards, and academic and financial clemency. Notably, CCBC received a 2021 Ellucian Impact Award for leveraging technology in novel ways to support students during the pandemic. **[II.7]** (II.7. Ellucian Impact Award)

Internal and External Communication

External Communication. College Communications oversees all College media, print, and website messaging and employs a mission-centric, strategic approach to produce communications that enhance the College's reputation and engage prospective students. To promote accuracy, honesty, and truthfulness in public relations announcements, advertisements, and related admission materials, publications move through several levels of approval prior to publication. When appropriate, for major college-wide campaigns, senior level approvals are sought to ensure that the full weight of the institution stands behind the work. **[II.6]** (II.6. Mission-Centric Communication Methods)

The web management team maintains a set of web usability guidelines that promote best practices in communications. A major undertaking for the web management team over the past several years has been to convert all website content to accessible format. Having completed that significant task, in September 2021 the College began an eight-phase website transformation project, with the goal of improving both the infrastructure and the user experience. As development continues, the web management team is prioritizing design strategies that enhance the student user experience to improve enrollment, support retention, and ensure student success. The last major website refurbishment occurred in 2016. The scheduled launch date for the new website is Summer 2023.

The College's Mission provides an accessible, affordable, and high-quality education for the residents of Baltimore County and the surrounding region. CCBC has an open-door policy for admission and welcomes all prospective students to pursue credit and continuing education course offerings. As stated in the admissions philosophy, CCBC offers the community accessible educational opportunities that are designed to prepare students to enter the workforce, transfer to four-year educational institutions, improve professional or occupational skills, and enrich themselves culturally and academically. **[II.6]**

In contrast to the open-door admissions process, there are separate and selective admissions processes for 14 accredited degree programs within the School of Health Professions (SHP). The Director of Selective Admissions maintains consistent and fair admissions practices by updating and accurately communicating requirements and admissions procedures for SHP programs. The Selective Admissions Office maintains CCBC webpages that outline the admissions process and link to detailed, printable admission packets for all SHP programs. The SHP Admissions Office adheres to CCBC's non-discrimination and equal opportunity policy in its admissions practices.

Internal Communication. To promote transparency with faculty and staff, the President employs multiple avenues to engage with the campus community. At the onset of the pandemic, the President initiated a weekly virtual communique format known as the President's Deskside Chats, where updates on everything from the changing status of Covid-19 and related protocols to enrollment to special initiatives and events are shared with the College community.

The President also convenes a monthly meeting of the Expanded Leadership Team, an assemblage of staff from department chair/director level through senior leadership. These meetings provide College leaders at all levels a venue to communicate directly with the President and her executive team regarding topics affecting the whole College as well as to relay important information to their staff. During the pandemic, the meetings continued virtually, providing valuable information about campus operations.

Dr. Kurtinitis and other members of Senior Staff participate actively in monthly campus fora that are open to all employees. These fora are designed to provide employees an opportunity to learn about ongoing College initiatives and projects. For example, when the College was undergoing a reorganization of its academic divisions, leaders of the Reorganization Taskforce attended campus fora at regular intervals to present different organizational models that were under consideration. Every year, a moderator is selected by the College Senate to lead the fora. During the pandemic, the fora were consolidated into one college-wide virtual forum rather than three separate campus fora. Attendance increased significantly during this time; therefore, a virtual format may continue after pandemic protocols are relaxed.

Affordability and Accessibility

In support of *Enrollment Stabilization* and *Economic Stabilization*, CCBC is committed to making College affordable by offering a wide variety of federal, state, and institutional scholarships and grants. Scholarships and grants are typically awarded to students who have demonstrated financial need, academic merit, or who are preparing for certain career fields. **[II.7a]**

The College provides multiple opportunities for students to learn about funding sources and options. Information is included in the student welcome packet and is available on the CCBC website. The Financial Aid Office assists students with completion of the Free Application for Federal Student Aid (FAFSA) on campus and at many FAFSA events held in partnership with Baltimore County Public Schools and also hosts financial literacy presentations. These information sessions help students take control of their financial future by providing guidance on completing the FAFSA, applying for scholarships, utilizing a budget, using credit, and taking advantage of money management tools. [**II.7b**] (II.7b. Financial Aid Guidance on CCBC Website)

The Baltimore County College Promise scholarship program was created in response to the rising cost of college and mounting student debt. Paired with the Maryland College Promise program, these "last dollar in" scholarships cover tuition and fees for eligible students after applying all other financial awards. Both College Promise programs were heavily promoted to the public through a targeted marketing campaign and support students across the College. In March 2020 during the pandemic, the College launched an extensive Tuition-Free campaign to provide full or partial tuition assistance and worked diligently to consolidate as many funding streams as possible – stimulus funds, financial aid, College Promise initiatives, Maryland Higher Education Commission scholarships, CCBC scholarship funds, and public and private grants – to reduce student costs to the lowest possible dollar amount. This effort resulted in 84% of credit students in Spring 2021 being fully or partially funded. (Refer to Standard VI) The College also applied Coronavirus Aid, Relief, and Economic Security (CARES) Act funding dollars toward erasing student debt. All of these efforts are a direct outgrowth of the College's management of Covid-19 and are a manifestation of CCBC's equity agenda. **[II.7a]** (II.7a. Tuition-Free Marketing, II.7a College Promise Program Marketing, II.7a. *Community College Daily* Pandemic Funding Article)

CCBC's Mission to provide an accessible, affordable, and high-quality education that prepares students for transfer and career success is further validated by the Strategic Plan Accessibility Value:

> Accessibility: We provide educational services for members of the community regardless of any economic, social, or physical limitations.

To ensure that all students have an equal opportunity to succeed, the Office of Disability Support Services offers wraparound services to students with disabilities. In addition to classroom assistance, these services expand students' ability participate in all programs, events, activities, and services. (*Transformational Academics*) An

essential component of such access is ensuring that the electronic and information technology used within CCBC is accessible to all.

Conflict of Interest

The Community College of Baltimore County works diligently to avoid conflicts of interest, whether in appearance or form, in all activities and among all constituents. CCBC's conflict of interest policies are found in the College Handbook and Board of Trustees Policy Manual Section 2.04.D. These policies preserve integrity, honesty, and impartiality in the conduct of employees and outside stakeholders related to CCBC as they discharge their duties.

In 2019, the College approved an Outside Employment Reporting Policy to assure employees adhere to ethical standards and principles that preserve the College's reputation and integrity in the community. To ensure supplemental employment does not conflict, or appear to conflict, with the College's interests or with the employee's employment at CCBC, full-time employees must disclose all employment activities, both within and outside of the College, to their immediate and senior supervisors. Approval must be secured on an annual basis prior to accepting and beginning any new outside employment assignment or continuing an existing one. **[II.4]** (II.4. College Handbook, II.4 Board of Trustees Policy Manual URL, II.4. Outside Employment Reporting Policy)

In one notable situation, to avoid a conflict of interest, a member of the CCBC Board of Trustees resigned his/her position with the Board when that member decided to run for public office because the office would have exercised budgetary authority over the College. CCBC employees with significant purchasing authority comply with the requirements of the Maryland State Ethics Commission by watching an informational video and completing annual paperwork in compliance with the Maryland State Ethics Commission, disclosing governance, membership, and financial information **[II.4]** (II.4. Board of Trustees Manual URL, II.4. Board of Trustees Conflict of Interest Statement)

Assessment

The College relies on an annual set of surveys to assess ethics and integrity along with additional facets of the faculty, staff, and student experience at CCBC, including the Employee Satisfaction Survey and the Student Satisfaction Survey. Between 2010 and 2020, overall student satisfaction with CCBC ranged from 77% to 82%. Student respondents who would recommend CCBC to a friend/family member have remained above 90% from 2012 to 2020. CCBC graduates are surveyed every two years using the Graduate Follow-Up Survey. In addition, the College publishes student assessment outcomes data on the Consumer Information Page located on the CCBC website. **[II.9]** (II.9. Student Satisfaction Survey Trends 2010-2020, II.9 Justin Donadio Alumni Spotlight January 2022)

The Community College of Baltimore County is nationally recognized regarding transparency and ethical practices in financial management and reporting. In 2021, the College received its 23rd consecutive Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the United States and Canada (GFOA) for its Comprehensive Annual Financial Report (CAFR) and has received this commendation every year of the ten-year self-study period. The Certificate of Achievement is the highest form of recognition in governmental accounting and financial reporting, and its attainment represents a significant accomplishment by a governmental agency and its management. (Refer to Standard VI)

Compliance

The Community College of Baltimore County is authorized to operate as a postsecondary institution in the state of Maryland by the Maryland Higher Education Commission. **[II.8]** (II.8. MHEC Authority to Operate) As such, the College takes compliance seriously and follows federal, state, and Middle States Commission on Higher Education (MSCHE) policies, interregional, and interinstitutional policies continuously. Students are actively enrolled in its academic programs as indicated in the FTE Summary Report Fall 2019 – Fall 2021. **[II.8]** (II.8. FTE Summary Report Fall 2019 – Fall 2021) A strong contingent of 394 full-time faculty assure the continuity and coherence of the College's institutional programs. **(R.A. 1, 2, 5, 6, 15)**

Graduation, licensure, and retention data is maintained and posted by the Office of Planning, Research, and Evaluation on the CCBC Consumer Information webpage as noted in the Compliance Report. Institution-wide assessment data is incorporated within the Learning Outcomes Assessment (LOA) Annual Report. **[II.8]** (II.8. 2020 – 2021 Learning Outcomes Assessment Annual Report URL) This comprehensive document is compiled by the Dean of Curriculum and Assessment, posted on the Learning Outcomes Assessment webpage that is maintained by the Learning Outcomes Assessment Advisory Board, and includes a section specifically on Institutional Assessment that is prepared by the Senior Director of Planning, Research, and Evaluation. The College's Performance Accountability Report, submitted annually to the Maryland Higher Education Commission, is incorporated in the Institutional Assessment section and includes data on licensing board pass rates. (Refer to Standard V) The College also participates in the Voluntary Framework of Accountability and publishes its results within the Institutional Assessment section of the Learning Outcomes Assessment Annual Report. The College's Consumer Information Page and Learning Outcomes Assessment webpages provide full disclosure and easy access to this important information for use by the College's internal and external stakeholders.

The College complies continuously with all Requirements of Affiliation with the exception of #3, which applies only to institutions pursuing Candidacy or Initial Accreditation. As indicated within the Self-Study Report, the College is mindful of the Requirements of Affiliation when it reviews its Mission and Goals and secures approval by the governing body, the Board of Trustees; assesses its educational programs for rigor and coherence; conducts institutional planning to promote academic and institutional effectiveness and improvement; demonstrates responsible fiscal management and financial resources; and reviews the roles and responsibilities of the Board of Trustees through regular updates of the Board of Trustees Policy Manual. **(R.A. 7, 8, 9, 10, 11, 12, 13)**

Senior Staff is cognizant of circumstances that may warrant a substantive change request such as changes affecting institutional mission, goals, programs, and operations. The need to submit substantive change requests and secure approval beforehand from Middle States is recognized by the President and Senior Staff. To promote awareness of rules and regulations associated with substantive change, the Accreditation Liaison Officer has shared the MSCHE Substantive Change Guidelines with the Deans Council led by the Provost/Vice President of Instruction**. (R.A. 14)**

In the spirit of continuous improvement, the Provost/Vice President of Instruction and the Accreditation Liaison Officer are assessing current procedures for offering classes at instructional sites. They have recommended new protocols for review of requests to offer classes at instructional sites to ensure the threshold is not breached whereby 50% or more of an educational program is offered. In cases where it may be warranted to establish a new additional location given its contribution to institutional Mission and Strategic Priorities, the President and Senior Staff conduct a thorough review of the merits of a new additional location before submitting a substantive change request to Middle States.

As a direct report to the Provost/Vice President of Instruction, the Accreditation Liaison Officer (ALO) monitors and communicates changes to policies and procedures posted to the MSCHE website that impact the College. The ALO attends all webinars and events sponsored by MSCHE concerning changes to federal rules and regulations and MSCHE policies and procedures to promote complete, ongoing compliance. In this regard, she has also completed MSCHE peer evaluator training to reinforce her knowledge of MSCHE Standards of Accreditation, Requirements of Affiliation, and related policies and procedures. All communication with the Commission from the President and the ALO is conducted in English, both orally and in writing. **(R.A. 4)**

Aviation Program Audit

CCBC, like other colleges, has occasional compliance surveys by the U.S. Department of Veterans Affairs regarding CCBC's certification for veterans' educational benefits. As the result of a Spring 2019 survey that focused on Aviation programs, the Department of Veterans Affairs recommended CCBC's immediate suspension on April 11, 2019. The Maryland Higher Education Commission (MHEC), as the state approving agency, followed suit with a 60-day suspension of CCBC's ability to certify enrollment for veterans in flight programs on April 24, 2019. CCBC completed an aggressive corrective action plan during the ensuing 60 days, and the

suspension was lifted by MHEC on June 24, 2019. The Department of Veterans Affairs concurred with this action on July 1, 2019.

With the lifting of the suspension in Summer 2019, the Maryland Higher Education Commission and the Department of Veterans Affairs allowed CCBC's future instruction of flight students. However, the Department of Veterans Affairs continued its compliance review of benefit certifications in the prior three-year period (2016 - 2019). After a complete review of the approximate 400 veterans in the Aviation program, the Department of Veterans Affairs issued an Interim Compliance Report on March 12, 2021.

CCBC disputed all of the findings included in the Interim Report on July 8. These findings fell into the following seven categories:

- Flight records were not maintained by CCBC
- Private Pilot courses were not conducted "in-house"
- CCBC failed to follow its own prerequisite requirements for flight lab courses
- Flight students would be certified for specific flight courses, but flight records would show student was flying for another course.
- Third party flight schools were providing training which had not been approved by the state approving agency
- Students received an incomplete grade which was not resolved on a timely basis
- Students would be enrolled and certified for a flight course but would never fly for that flight course during the term.

The Department of Veterans Affairs has communicated that they are still reviewing the College's response.

Contemporaneous with the issuance of their Interim Report, the Department of Veterans Affairs (DVA) advised the Maryland Higher Education Commission (MHEC) that CCBC's flight programs did not meet the DVA's approval requirements on March 8, 2021. Therefore, MHEC issued another suspension of CCBC's ability to certify enrollment for veterans in flight programs on April 16, 2021. In response, CCBC worked to standardize each flight training course to a single FAA approved Teaching Course Outline. The suspension was lifted by MHEC on August 23, 2021. The Department of Veterans Affairs concurred with this action on October 13, 2021 retroactive to August 23, 2021. **[II.8]** (II.8. CCBC Institutional Federal Compliance Report)

In the spirit of continuous improvement, the expertise of Administrative Services professionals is being leveraged to support Instruction staff in ongoing compliance with pertinent regulations. By their preparation, Administrative Services professionals naturally focus on internal controls, contract provisions, and multiple checks and balances. For example, they have received numerous awards for their excellence in financial reporting. The College's Consolidated Audited Financial Report has been awarded the Government Finance Officers Association's Certificate of Achievement for Excellence in Financial Reporting for 23 consecutive years. In addition, the College regularly receives an unmodified opinion on their Financial Statements, which is the highest level of assurance that can be given. Regarding the Single Audit, the College's external auditor stated, "*the College complied, in all material respects, with the types of compliance requirements…that could have a material effect on its major federal programs*."

While this situation was unfortunate, it is an exception to the general rule of exemplary compliance with federal, state, and Commission regulations. The College's commitment to support veterans has not wavered. The partnership between Instruction and Administrative Services is strong to ensure designated process improvements are successful to promote ongoing compliance to benefit students.

Findings and Conclusions

The College has demonstrated in substantial measure that it meets the Criteria for Standard II and associated Requirements of Affiliation 1, 2, 5, 6, and 14 and complies with all Middle States Commission on Higher Education (MSCHE) policies, interregional, and interinstitutional policies. CCBC's commitment to ethics and

integrity supports the College's Mission and advances Strategic Priorities *Enrollment Stabilization*, *Economic Stabilization*, *Credit/Continuing Education Integration*, and *Transformational Academics*.

In its effort to reenvision diversity, equity, and inclusion, the College is committed to pursuing bold, energetic initiatives to advance student achievement and success across the student trajectory, transform recruitment practices and procedures to hire and retain a diverse and inclusive faculty and staff,. In addition, the College aims to rethink College business processes to engage a broad spectrum of vendors when soliciting goods and services. Faculty diversity data suggest an imperative for the College to develop an action plan to align the percentage of minority faculty more closely with that of the majority minority student demographic that CCBC serves.

CCBC demonstrates high prioritization of ethics and integrity as a hallmark among faculty and staff and throughout the various functions of College operations. This commitment is highly personalized in the outstanding reputation of the College's President; in CCBC's recent success in recruiting and appointing a national leader in community college academics; in the stability and exemplary leadership in financial management and fundraising; and in its dedication to expanding diversity, equity, and inclusion to a broad definition.

Opportunities for Improvement and Innovation

CCBC will enhance diversity, equity, and inclusion of faculty and staff through targeted strategies to recruit, retain, and promote a diverse workforce, coupled with employee training designed to foster diversity competence and an inclusive environment.

Supports Strategic Priorities: *Enrollment Stabilization*, *Economic Stabilization*, *Credit/Continuing Education Integration*, and *Transformational Academics*

Standard III: Design and Delivery of the Student Learning Experience

Overview

The College's commitment to excellence in the design and delivery of student learning is demonstrated by a wide array of educational offerings, an outstanding and renewed General Education program, a multitude of student success support services, and an esteemed faculty.

CCBC has a full range of credit and continuing education academic programming to serve the many public and private sector employers in the Baltimore metropolitan area. To ensure academic rigor and coherence, new credit academic programs go through an extensive internal and external approval process, and existing credit programs undergo a comprehensive review internally every five years. Continuing Education is piloting a program review process that is anticipated to be fully implemented in FY2022.

An experienced faculty sufficient in number and with documented degree and certificate credentials within their disciplines provides an outstanding educational experience for CCBC students. The College is committed to ongoing professional growth for faculty and maintains a promotion policy that is directly linked to the annual evaluation process. Faculty are encouraged to pursue advanced degrees and seek ongoing professional development to enhance their promotion portfolio.

The College provides an extensive array of academic and student support resources, including student success centers, developmental education, global education, and an Honors Program. In Fall 2019, CCBC received a second Andrew W. Mellon Foundation Humanities for All grant and was awarded $2 million over three years. This grant strengthens Honors programming for students and infuses Humanities-enriched, high-impact practices as well as activities to encourage students to envision a connection between Humanities and career success. It also builds on CCBC's collaborative relationship with Johns Hopkins University, with its strong Humanities programming, to provide transfer opportunities. In 2021, a full-time project director was hired to manage the Humanities for All initiative.

CCBC's commitment to its Mission and the success of its students is on display in the processes, policies, and procedures in place to ensure the highest quality of teaching, learning, and continuous improvement.

Analysis of Evidence

The College offers certificates, degrees, and workforce credentials to promote student achievement and success, transfer, and workforce development. To ensure a rigorous, coherent learning experience, credit programs and courses undergo a comprehensive internal review and external oversight by the Maryland Higher Education Commission to assure the student learning experience meets the requisite needs of four-year partners and industry.

<u>Credit Programs and Courses</u>

CCBC offers 183 degrees, certificates, and areas of concentration designed for transfer or entrance into a career. The Associate of Applied Science (A.A.S.) degree is designed to prepare students to enter the workforce. The Associate of Arts, Associate of Science, and Associate of Fine Arts degrees are primarily designed for transfer to a four-year institution. The specialized degrees of Associate of Arts in Teaching, Associate of Science in Engineering, and Associate of Science/Nursing are designed for transfer to a four-year institution to prepare for a specific occupation requiring a bachelor's degree. Currently, there are over 45 transfer agreements with 21 different institutions. These agreements include transfer partnerships and articulation agreements. In FY2020, 27 credit programs underwent external accreditation recognized by the state of Maryland, the Council for Higher Education Accreditation, and/or the U.S. Department of Education. All credit programs and degrees are listed in the College Catalog, including program requirements, semester sequences, credits required, and program outcomes **[III.1]** Table 3.1 displays the top ten most highly enrolled degree programs of study at CCBC by major.

Table 3.1: *Ten Most Highly Enrolled Degree Programs of Study by Major*

Program	Number of Degree Program Majors in Fall 2021
General Studies, A.A.	3434
Nursing, A.S.	2218
Humanities and Social Sciences, A.A.	733
Business Administration, A.A.	582
Science, A.S.	430
Human Services Counseling, A.A.S.	413
Computer Science, A.S.	380
Business Management, A.A.S.	351
Cybersecurity, A.A.S.	310
Radiography, A.A.S.	296

Data Source: Office of Planning, Research, and Evaluation

In 2014, after the Maryland Higher Education Commission (MHEC) discontinued the practice of offering transfer patterns, MHEC approved new regulations permitting community colleges to offer areas of concentration (AOCs) within academic programs. An AOC must include between 12 and 30 credits. Any community college that offered programs defined as a transfer pattern and met MHEC requirements was permitted to submit a proposal to convert the program to an AOC. From 2015–2017, program coordinators converted extant program options and transfer patterns to AOCs, all of which required internal approval through the Curriculum and Instruction Committee and external approval from MHEC. By 2017, 41 AOCs were approved by MHEC.

Both new and revised credit programs and courses are required to go through a rigorous internal approval process spearheaded by the faculty-driven Curriculum and Instruction Committee (CIC), with membership extended to include staff from the Registrar's Office and academic advisement. CIC is a standing committee of the College Senate, the principal forum of shared governance at CCBC. (Refer to Standard VII) To ensure academic excellence, all courses follow the College's Common Course Outline (CCO) template with essential components including course description; prerequisite courses; learning objectives; major topics; and recommendations for course assignments, exams, and grading. For a General Education course, the CCO also includes objectives and assessments demonstrating how the course meets General Education criteria and then moves to a second level of approval through the General Education Review Board. **[III.1] (R.A. 9)** (III.1. Common Course Outline Template) General Education courses can receive a diversity designation by meeting additional criteria during the approval process. CIC requires that CCOs for all highly enrolled courses be reviewed and revised every five years for currency.

All program and course proposals undergo a thorough examination and approval process by the Curriculum and Instruction Committee (CIC). The CIC approval process is more than just a checklist of attributes. There are many questions and curricular consequences to examine. For example, if a program-specific course has been embedded in another program, for example a technology course into the Accounting program, and the oversight program for the technology course inactivates that course in favor of an updated course, other program coordinators must be notified. In addition, if a program coordinator chooses to modify a program by replacing

one course in the program for another, the program coordinator with oversight for the replaced course must be notified to discuss a potential impact on enrollment. This type of inquiry demonstrates quality assurance and protects curriculum from unintended consequences. **[III.1] (R.A. 9**) (III.1. CIC Resource Guide, III.1. Procedures for Proposing a New Course, III.1. Procedures for Proposing a New Program, III.1. Procedures for Revising an Existing Course, III.1. Procedures for Revising an Existing Program)

Before a new academic program can be referred to the Curriculum and Instruction Committee (CIC), the program coordinator, in collaboration with the Academic Dean and the Dean of Curriculum and Assessment, must complete the Maryland Higher Education Commission (MHEC) Academic Program Proposal to accompany the internal CIC proposal documents. The MHEC Proposal is designed for institutions to justify regional need for the program, efficacy of the curriculum and learning outcomes, and adequacy of resources to ensure program continuation. The proposal must also demonstrate alignment with the Maryland State Plan for Postsecondary Education. If an existing program changes substantially whereby revisions equal or exceed 33.3% of the total program requirement credits, an MHEC proposal must be submitted. Both new academic programs and programs that have undergone substantive modification must be approved by the Board of Trustees and approved by MHEC. **[III.1]** (III.1. Maryland Higher Education Commission Academic Program Proposal, III.1 CCBC New Program-Substantial Program Revision Checklist)

Continuing Education

Consistent with the College's Mission, the School of Continuing Education provides workforce training, adult basic education, and a wide variety of community interest programming, both face to face and online, to provide residents in the Baltimore metropolitan region and beyond with skills and skill sets sought by employers.

CCBC is a major provider of workforce development for the Baltimore County Department of Employment and Workforce Development. Continuing Education offers 133 Workforce Training Certificates (WTC), with 58 tied to an industry-recognized credential or a license or certification awarded by an external organization. WTCs are comprised of a single course or a course sequence covering a specific body of knowledge required for identified occupations. Job preparation courses are required for many of the Continuing Education Workforce Certificate Training programs. For example, a 20-hour course, "Essential Skills for the Healthcare Professional," is required for many of the Health and Human Services WTCs. Courses included in WTCs are submitted to the Maryland Higher Education Commission for approval. WTCs are listed in the College Catalog and are published annually in the Continuing Education Career Resource Guide. **[III.1]** (III.1. Continuing Education Career Resource Guide) On a monthly basis, Continuing Education gathers labor market information through Emsi Burning Glass Technologies to identify trends and opportunities for training programs.

Many programs have advisory boards of local employers who assist program coordinators in identifying current practice, trends, and essential foundation skills needed in the regional workforce. A number of these advisory boards have recent graduates serving on them to share what they learned in the program as well as areas for improvement. As essential skills are challenging to include in content-rich courses, the College is investigating digital badging for skills not confined to one class or a specific academic area. Several areas of the College participated in a digital badge pilot program with the University System of Maryland where skills such as leadership, collaboration, and teamwork were addressed.

With an expected growth in work and learn models, Continuing Education, in partnership with Baltimore County Department of Social Services and Baltimore County Department of Human Services, offers vocational training linked to basic skills training programs for out-of-school youth. Job Network, a program within Continuing Education, provides intensive job preparation and life skills to low-income Baltimore County community members who receive Temporary Cash Assistance and/or qualify for the Supplemental Nutrition Assistance Program.

The Baltimore County Department of Social Services refers individuals to Job Network who are then eligible to register for free work preparation courses. Each student is assigned a case manager, job developer, and other built-in support services. In accordance with CCBC's mission, Job Network connects with regional employers and local organizations to assist students with their career progress and provide a path to economic stability. The average annual program enrollment is 1,500 students. Since 2000, 30,000 students have obtained jobs throughout

the Baltimore region and are currently earning an average hourly wage of $15.42. **[III.1]** (III.1. FY2021 – FY2022 Job Network Temporary Assistance for Needy Families Proposal).

Based in Continuing Education, CCBC's Apprenticeship Center serves as a clearinghouse and process facilitator for new non-traditional registered apprenticeship opportunities throughout the College. The Center was started in conjunction with the Expanding Community College Apprenticeships initiative led by the American Association of Community Colleges with funding from the U.S. Department of Labor.

Continuing Education (CE) enrollment represents a substantial portion of CCBC's educational program. Table 3.2 displays FTE and enrollment data. In FY2020 and FY2021, external environmental factors resulting from the pandemic had a significant impact on CE programming and revenue. Because many CE instructors had limited experience in remote training and limited familiarity with online platforms, CE applied a train the trainer model to pivot from in-person to remote instruction, converting to a Zoom platform. This conversion was a formidable task given the large numbers of course sections and instructors.

Table 3.2: *Continuing Education FTE, Registration, Headcount, and Course Sections FY 2017 – FY 2021*

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
FTE	4,391	4,925	4,921	4,207	3,599
Registrations	70,720	70,630	68,616	56,989	46,771
Unduplicated Headcount	33,247	34,456	32,319	29,280	19,651
Course Sections	6,446	6,309	6,058	5,170	4,848

Source: FY 2017 – FY 2021 Continuing Education Completers Report

The College monitors the number of students who complete courses or series of courses such as those leading to externally granted licensure and/or certification, externally administered professional examinations, certification renewal, and job placement or advancement. Each year, a Continuing Education Completers Report is compiled. Table 3.3 displays completer data for FY 2017 – FY 2021. **[III.1]** (III.1. Continuing Education Completer Report Summary FY2021)

Table 3.3: *Continuing Education Completers, FY 2017 – FY 2021*

Workforce Development	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Applied Technology	173	196	121	113	378
Business Skills	104	254	191	141	286
Allied Health	268	270	315	365	460
Information Technology	24	42	10	18	7
Public Safety	11	16	2	8	18
Other	356	297	429	302	169
TOTAL	936	1,075	1,068	947	1,318
Adult Basic Education					
General Education Diploma	103	93	92	47	44
External Diploma	47	33	29	16	19
TOTAL	150	126	121	63	63
GRAND TOTAL	1,086	1,201	1,189	1,010	1,381

Source: FY 2017 – FY 2021 Continuing Education Completers Report

General Education

The College's General Education (GE) program introduces students to a variety of disciplines that build a common foundation of knowledge and promote critical thinking, logical reasoning, and independent learning. General Education courses prepare students to meet the academic and career challenges as empowered citizens of a global society. CCBC has 155 approved GE courses distributed among the following discipline categories: Arts and Humanities, Biological and Physical Sciences, English Composition, Information Technology,

Mathematics, Social and Behavioral Sciences, and Wellness and Health. In 2015, General Education goals were revised to meet Middle States standards and to reflect the language of the Association of American Colleges and Universities VALUE (Valid Assessment of Learning in Undergraduate Education) rubric models. **[III.5a]** (III.5a. College Catalog URL General Education Courses Section)

The General Education program has seven goals: **[III.5b]** (III.5b. College Catalog URL General Education Requirements Section)

Written and Oral Communication/Signed: The ability to effectively express ideas in written, oral, and/or signed communication for a variety of audiences and situations, including active listening, the creation of well-organized messages, and critical analysis of others' messages.

Critical Analysis and Reasoning: The ability to evaluate information by identifying the main concept, point of view, implications, and assumptions in order to come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.

Technological Competence: The ability to use contemporary technology to solve problems, validate information, and to meet challenges as a member of an evolving technological society.

Information Literacy: The ability to identify, find, and evaluate appropriate resources for research as well as incorporate the information effectively and ethically for lifelong educational, professional, and personal use.

Scientific and Quantitative or Logical Reasoning: The ability to apply basic mathematical, scientific, and/or logical concepts and theories to analyze data, solve problems, and make decisions.

Local and Global Diversity: The ability to use knowledge and skills effectively in dynamic, evolving multicultural environments to address the challenges in building just, equitable, and productive communities and societies.

Personal and Professional Ethics: The ability to identify, examine, evaluate, and resolve personal and professional ethical issues and their ramifications using a variety of ethical perspectives and problem-solving approaches.

Students across all Pathways, majors, and areas of concentration must complete a minimum number of General Education credits across disciplines as specified in degree requirements. In compliance with Maryland Higher Education Commission guidelines, students must complete between 18 and 36 credits of General Education coursework. Requirements vary by degree type, as displayed in Table 3.4.

Table 3.4: *General Education Credit Requirements by Degree Type*

Degree Type	Range of Required General Education Credits
A.A.S.	18 – 20
A.A.	34 – 36
A.A.T.	35 or more (depending on field of study)
A.F.A.	24 – 26 (depending on field of study)
A.S.	29 – 30
A.S.E.	28 – 30
A.S./Nursing	30

The General Education Review Board (GERB), a faculty organization with representation from all academic schools, Student Services, and the Library, reviews applications for courses seeking General Education (GE) designation and oversees the General Education program assessment process. GERB ensures that students are offered a sufficient scope of educational opportunities and are drawn into new areas of intellectual experience

consistent with the Mission of the College. At an institutional level, there is significant effort and oversight to ensure that all GE courses are continuously evaluated and updated. The Dean of Curriculum and Assessment guides the work of GERB. The assessment budget supports reassigned time for a General Education Outcomes Assessment Coordinator, who participates on GERB and oversees the GE assessment process. All information approved through the Curriculum and Instruction Committee and GERB is published on the College website and in the College Catalog.

General Education Assessment

The College evaluates its General Education program goals using an assessment process known as GrEATs, or General Education Assessment Teams. Each of the General Education (GE) disciplines is assessed on a three-year rotating schedule, with one discipline assessing per semester. (Refer to Standard V) Table 3.5 displays a typical rotating GrEATs assessment schedule by discipline with sample courses cited. To promote faculty engagement in this process, common graded assignments (CGAs) with an accompanying scoring rubric are created by faculty within a discipline and are approved by the General Education Review Board. Common graded assignments must assess at least five of the seven GE program goals and must identify how these goals align with one or more of the overall course objectives on the Common Course Outline (CCO). After participating in a norming session, faculty score an established sample of submitted assignments. It is important to note that assignments are identified only by student ID numbers and not associated with a course section or instructor. **[III.8] (R.A.10**) (III.8. 2020-2021 Learning Outcomes Assessment Annual Report URL General Education Section, III.8. Nine Sample GrEATs CGAs and Rubrics)

Table 3.5: *GrEATs Assessment Schedule by Semester*

Discipline by Semester	Course
Social and Behavioral Sciences	SOCL 101: Intro to Sociology PSYC 101: Introduction to Psychology
Mathematics	MATH 153: Introductory Statistics
Biological and Physical Sciences	BIOL 110: Molecules and Cells CHEM 107: Fundamentals of Chemistry
Arts and Humanities	CMNS 101: Fundamentals of Communication
English Composition	ENGL 101: College Composition I
Wellness and Technology	HLTH 101: Health and Wellness CSIT 101: Technology and Information Systems

The General Education Outcomes Assessment Coordinator facilitates training workshops on the assessment process and assessment tool design and coordinates scoring of CGAs. At the end of the process, the Dean of Curriculum and Assessment and the General Education Outcomes Assessment Coordinator, along with staff from Planning, Research, and Evaluation, facilitate a half-day data retreat with content faculty and department chairs to examine the data and to assist faculty in creating an Intervention Plan based on data analysis. (Refer to Standard V). The College allocates resources in the form of reassigned time for the General Education Assessment Coordinator and provides funds to pay faculty for scoring the student artifacts.

The GrEATs assessment process was challenged during the pandemic. The Mathematics assessment was moved from Spring 2020 to Fall 2020. For Fall 2020, creative changes to leverage the use of technology were implemented, such as Microsoft Teams to allow faculty to collaborate remotely in real time, OneDrive cloud storage for electronic assignment submission, and the College's learning management system to manage scoring and data collection remotely for hundreds to over a thousand samples of student work. The General Education Outcomes Assessment Coordinator collaborated with the College's Information Technology staff to create a

remote system and then prepared a "How To" document to guide faculty through the technology and to explain how the norming, scoring, and data collection activities would be converted to a remote environment. At the end of the process, the half-day data retreat was conducted remotely as well. The General Education Outcomes Assessment Coordinator noted a decrease in data turnaround time, reduced to four weeks rather than a full semester. Additional benefits included significant savings from eliminating catered lunches for over 60 participants and support for sustainable practices from a streamlined data collection strategy. The process will likely continue in a hybrid format to accommodate those faculty who prefer coming to campus and those who are more comfortable scoring remotely.

Program Review Process

In support of academic excellence and continuous improvement, all credit degree and certificate programs are assessed on a five-year review cycle. The program review process guides program development and improvement, evaluates program relevance, assesses program outcomes, and identifies institutional support for program improvements. **[III.8] (R.A. 8,9)** (III.8. Program Review Procedures 2020-2021, III.8. Program Review Rubric 2020-2021, III.8. Three Program Review Samples) Program coordinators, with the support of a Program Review Advisory Committee, spend one year reviewing and evaluating state and federal program labor data and enrollment and student performance data provided by Planning, Research, and Evaluation. At the end of the year-long process, the Program Review Committee meets with program coordinators to provide feedback based on a detailed scoring rubric and makes recommendations regarding program continuation. (Refer to Standard V)

Program Assessment

As part of the program review process, program coordinators are required to develop a Program Outcomes Assessment Plan (POAP) to assess learning related to the approved program outcomes. Program coordinators receive assistance from the Learning Outcomes Assessment Associate, whose work is supported by reassigned time. POAP projects are designed based on the College's five-stage assessment model. (Refer to Standard V) The use of POAPs in conjunction with detailed course mapping validates a program's consistent rigor and coherence. Based on the data generated from the program review and the POAP, program coordinators develop a plan to guide future program improvements. **[III.8**] **(R.A. 10)** (III.8. 2020-2021 Learning Outcomes Assessment Annual Report URL Program-Level Learning Outcomes Assessment Section, III.8. Program Outcomes Assessment Plan RFP, III.8. Program Outcomes Assessment Plan Interpreter Preparation, III.8. Program Outcomes Assessment Plan Interior Design, III.8. Program Outcomes Assessment Plan Respiratory Care Therapist)

Each year, Workforce Training Certificates are reviewed for workforce relevance and external credentialing alignment by Continuing Education program staff and the Dean of Continuing Education and Workforce Development. Ongoing employer, faculty, and student feedback also impact program modifications. In support of *Transformational Academics*, a formal internal review process for all WTCs is being developed for FY2022 implementation. Components will include a labor market analysis, wage research, and a review of competitive educational providers. The review process will also include an assessment of program courses and learning objectives. A formal review of each program will occur every one to three years, depending on workforce career fluctuations.

Credit and Continuing Education Innovation

Allied Health A.A.S. Degree. In support of CCBC's Mission to strengthen the regional workforce, the College provides opportunities for credit and continuing education programs to collaborate to create pathways for student success. In 2018, the School of Health Professions created an Allied Health A.A.S. degree that builds in modules of approved continuing education courses to meet degree requirements. For example, students who complete continuing education programs such as Medical Assisting, Pharmacy Technician, and Sleep Technology and pass national certification exams can articulate their continuing education classroom and clinical hours into credit hours through a prior learning assessment process.

Developmental Mathematics. The Continuing Education Center for Family Literacy offers a Math for Success course to better prepare students to pass MATH 081 Pre-Algebra, the first course in the developmental math

sequence. Updates in Code of Maryland Regulations and the College's concomitant redesign in the developmental math sequence allowing MATH 082 Introductory Algebra to serve as a prerequisite for certain non-calculus track General Education math courses prompted the Mathematics Department to work with Continuing Education to create a course to prepare students for MATH 081. Math for Success and MATH 081 are scheduled so that students who complete Math for Success can move directly into MATH 081.

Entrepreneurship. Established in 2012, CCBC's Center for Business Innovation is an example of a collaborative venture that brings together credit students, continuing education students, alumni, and community members who have an entrepreneurial mindset and aspire to become small business owners. The goals of the Center are to promote entrepreneurship, foster economic development in the community, and help students apply classroom concepts to real-world challenges. The Center offers a continuum of training opportunities, including a 27-credit Entrepreneurship Certificate program and a range of continuing education small business courses and workshops.

In 2016, CCBC was awarded a three-year grant of $565,311 from the Philip E. & Carole R. Ratcliffe Foundation to provide start-up capital to grow the Center. To further increase the success of the Center, a second three-year grant was awarded for $1,077,395 in 2019 to expand networking and marketing efforts and to support the annual Business Plan Competition. Following a "Shark Tank" model, the Business Plan Competition was created to help participants launch a business. Participants work with mentors and coaches to submit a business plan. Twelve finalists present their business plan to judges who are prominent CEOs and entrepreneurs in the community. Six winners divide $62,500 of prize money, with the first place winner awarded $20,000. In 2020, the Center held its first annual business conference for entrepreneurs and innovators.

Human Services Counseling. The Human Services Counseling (HUSC) A.A.S. degree program is an exemplar of creative credit and continuing education outcomes. When the Chemical Dependency Counseling and the Human Services degree programs were noted to have substantial content overlap, the program coordinators, after much discussion, capitalized on the overlap in coursework and philosophy between the two programs and merged in 2017 to form the Human Services Counseling program. In 2018, the Mental Health degree program was discontinued. Given substantial overlap between the new HUSC program and the Mental Health program, HUSC was able to absorb those students from the Mental Health program who were displaced, thus providing a soft landing. Since 2017, the HUSC program has grown significantly, with enrollment increasing 45.8% and qualifying it as one of CCBC's top ten highly enrolled programs. (Refer to Table 3.1).

Over the past four years, the faculty in the Human Services Counseling program have worked in an entrepreneurial fashion to grow the program, both academically and programmatically, earning national accreditation by the National Addiction Studies Accreditation Commission, receiving an Exemplary Program Award from the National Council for Workforce Education, and attaining the Outstanding Change Agent in Post-Secondary Career and Technical Education by the Maryland State Department of Education. There are six certificates offered through the HUSC program, all of which have been designed to align with high-demand workforce occupations and that may be combined to create stackable credentials.

The HUSC program developed a partnership with Continuing Education and provides CEU (Continuing Education Unit) workforce contract training to area employers in the recovery field. In 2020 following a $2.1 million grant award by the U. S. Department of Health and Human Services, HUSC partnered again with Continuing Education to develop a Registered Apprenticeship program, which was endorsed by the Maryland Apprenticeship and Training Council as the first of its kind in Maryland. The grant is designed to improve training and workforce development in the area of family intervention for medically underserved communities impacted by the opioid epidemic and extends for four years.

Catalog Publications

As the official publication of the institution, the annual College Catalog is the authoritative source for curriculum and related student support services and enrollment policies and procedures as required by the Maryland Higher Education Commission. **[III.3]** (III.3. Code of Maryland Regulations Title 13B Catalog and Official Publications, III.3. College Catalog URL). The College implemented the Acalog catalog management system in 2012 to streamline the process of catalog updates to promote accuracy, integrity, and transparency for students and other

institutional stakeholders. To leverage Acalog capabilities, the College invested resources in professional development for two staff members who earned both Basic and Advanced certification in Acalog. Beyond their expertise with Acalog, these staff members also have a strong working knowledge of Middle States standards, policies, and procedures. This combination of skills and experience with Acalog and accreditation enabled them to produce quality annual catalogs with a high degree of functionality.

Access to the current College Catalog is available through a prominent link on the CCBC home page. From this link, archived catalogs are easily accessible. Sophisticated search filters enable students to discover suitable programs of study. In support of the *Enrollment Stabilization* Strategic Priority, students can search for programs offered through CCBC Online. They can also search for programs by academic pathway; this feature promotes the Strategic Priority of *Transformational Academics* by helping students to determine their optimal career paths.

Course sequences for all credit degrees and certificates clearly illustrate the course requirements and time needed for completion of these programs. In the spirit of continuous improvement, academic department chairs and coordinators are revising these sequences to accommodate the needs of part-time students who may take longer to finish their programs.

In support of Strategic Priority *Credit/Continuing Education Integration*, the College has incorporated information about Continuing Education programs and related training in Acalog. Staff within the Continuing Education unit of the College perform these updates. An application programming interface is employed to transmit Credit and Continuing Education curriculum from Acalog to the College's website to ensure consistency of this information on both platforms.

Effective for the 2021-2022 College Catalog, the catalog update process was transferred from the Office of Instruction to the Registrar's Office. Resources were allocated for a new position to handle these tasks – Coordinator of Catalog, Curriculum, and Transfer Evaluation. This individual works closely with the Senior Analyst for Enrollment Management to ensure catalog updates are seamless with the DegreeWorks degree audit system.

Faculty

The Community College of Baltimore County employs 394 full-time credit faculty, 132 of whom hold a doctoral degree. Approximately 565 credit adjunct faculty teach in a major semester. Full-time faculty credentials are published in the College Catalog. **[III.2a,b,c] (R.A. 15)** (III.2.a,b,c. College Catalog URL Directory Section) Table 3.6 compares sections taught by full-time and adjunct faculty.

Table 3.6: *Ratio of Sections Taught by Full-time and Adjunct Faculty for FY2018-FY2021*

Faculty	FY2018		FY2019		FY2020		FY2021	
	# of sections	%	# of sections	%	# of sections	%	# of sections	%
Full Time	3,863	58.6%	3,876	61.2%	3,888	65.1%	3,877	66.4%
Adjunct	2,731	41.4%	2,459	38.8%	2,087	34.9%	1,959	33.6%
Total	6,594	100.0%	6,335	100.0%	5,975	100.0%	5,836	100.0%

Source: Office of Planning, Research, and Evaluation, January 2022

Position Control Numbers for full-time faculty are held within an academic area when a position is vacated. Beginning in 2018, the Academic Deans used enrollment trends within each discipline to determine where a need existed for additional full-time faculty and re-allocated vacant positions to understaffed departments. However, with enrollment fluctuations, the College was not able to fill all vacant positions. An assessment determined which areas relied most heavily on adjunct faculty. This information was used to re-allocate the fixed resource of positions. In this way, limited resources are applied to the areas with the most need or the highest potential for programmatic growth.

Each year, full-time faculty complete an Annual Professional Summary (APS). Faculty are evaluated in three categories: Teaching/Professional Assignment, College and Community Service, and Scholarship/Professional Growth. With assistance from supervisors, faculty formulate measurable objectives that align with each APS category. A review of the final submission is completed by the immediate supervisor, enabling the supervisor to highlight accomplishments and/or present concerns related to performance. The APS also outlines objectives for the next evaluation period and creates a plan for improvement when needed. **[III.2e]** (III.2e. APS Performance Evaluation Form for Faculty)

A taskforce was convened to perform a comprehensive review of the Faculty Evaluation and the Equivalency Promotion policies and procedures. Recommendations were brought forward to the College Senate, and the Senate Evaluation Committee was charged with reviewing the recommendations and creating proposals for revising the APS and promotion and equivalency processes. Effective July 1, 2021, three major changes to the faculty APS were approved by the President and Senior Staff, to include making the self-reflective statement optional, giving supervisors the option of assigning a "Needs Improvement" in each of the three sections of the APS, and updating the faculty appeal process. Revisions to the Equivalency Policy include allowing faculty to complete the equivalency template after having completed supporting professional activities, thereby removing the requirement to create an equivalency plan in advance of performing such activities. Additionally, the policy was amended to provide an opportunity for the academic dean to weigh in with his/her support or opposition to the faculty request and established a second submission deadline date, offering faculty deadline dates of March 1 and October 1. **[III.2e]** (III.2e. APS Faculty Evaluation Policy 2021, III.2e. Faculty Equivalency and Promotion Policy 2021) (Refer to Standard VII)

Faculty promotions ensure career advancement and institutional investment in retaining and recognizing faculty for their significant contributions to the Mission of the College. While annual performance evaluations assist in ensuring that faculty members meet the expectations of their rank, they also create an opportunity for supervisors to provide guidance regarding preparing for and performing at the next rank. Satisfactory performance on the annual evaluation is not sufficient for promotion. Faculty applying for promotion are expected to be performing at the rank for which they are applying. The promotion policy is outlined in the College Handbook and includes details on general procedures, eligibility requirements for each rank, performance criteria for each rank, evaluation of performance for each rank, and denials of promotion. **[III.2e]** (III.2e. College Handbook)

In an effort to recruit and retain adjunct faculty and encourage them to participate in professional development, the College has institutionalized a three-tiered system for adjunct pay to offer opportunities for advancement. Adjuncts are eligible to apply for a higher tier once they meet certain criteria based on number of credits taught, number of classroom observation evaluations, and number of staff development activities completed. The pay rate for each tier is reviewed regularly to ensure salaries remain competitive in the region.

Formal faculty teaching observations and student evaluations assess effectiveness of instructional methods. A formal faculty observation is conducted by the Dean or Dean's designee and provides constructive feedback to faculty. In 2016, to increase consistency in faculty teaching observations, the College Senate passed a proposal to align the rating scales for the Distance Education Course Observation Report and the Course Observation Report. Additionally, in 2017 the College Senate passed a proposal to use SmartEvals, a web-based evaluation tool for student course evaluations. This tool was developed to replace the Course Instructor Evaluation Questionnaire (CIEQ). The SmartEvals tool is used to assess face-to-face, hybrid, and online courses. **[III.2e]** (III.2e. Course Observation Report, III.2e. Course Observation Report Policy, III.2e. Distance Education Course Observation Report Policy, III.2e. Online Student Course Evaluation Tool Policy, III.2e. SmartEvals Instrument, III.2e SmartEvals Senate Policy)

Professional Development

CCBC promotes both internal and external professional development opportunities for faculty and encourages faculty to attend and present at national conferences, funding up to $1800 for full-time faculty to attend one discipline-specific conference every two years. Adjunct faculty are funded by the College to attend either the Maryland Consortium for Adjunct Faculty Development Conference or the Culturally Responsive Teaching and Learning Conference.

The College delivers in-house professional development opportunities utilizing an internal partnership model among four major departments: Human Resources, Information Technology, Online Learning, and the Center for Excellence in Teaching and Learning (CETL). These four departments work together to coordinate professional development for faculty and staff and offer training related to teaching and learning; leadership development; technology; compliance; employee orientation; online teaching; instructional technology; emerging pedagogies; and diversity, equity, and inclusion. This training model creates a professional learning consortium, a format that was designed based on an assessment of the former siloed approached. Operating as a consortium has centralized all professional development trainings into one location and provided opportunities to share talent and resources across programs, eliminating the need to expend resources to develop similar content.

All training opportunities are promoted on a central landing page on SharePoint, offering streamlined registration across all areas of professional development. In addition to coordinating dedicated training and development opportunities, the team plans and facilitates large annual college-wide events, including Fall Focus, Developmental Education/General Education Symposium, Winter Adjunct Conference, Teaching Learning Fair, and the Professional Development Conference. Beyond in-house professional development, faculty who have worked at least seven consecutive years at the College have an opportunity to submit a project for either half-year or full-year sabbatical leave. **[III.2d]** (III.2d. College Handbook Sabbatical Leave Policy Section, III.2d. Seven Prof. Dev. documents)

Training and professional development planning at CCBC is informed by the College's Mission and Strategic Plan and by organizational goals, objectives, and ongoing initiatives. Data from training surveys, the annual Employee Survey, exit interviews, and performance evaluations are examined. In addition, changes in laws and regulations are studied to ensure current compliance trainings are up to date or to suggest development of new trainings. In addition, data from both the employee and student Diversity Climate Surveys, administered in Fall 2021 and Spring 2022 respectively, will provide important input to professional development planning going forward.

During the Covid-19 pandemic, all professional learning opportunities pivoted to virtual platforms. The team partnered to provide just-in-time training to support faculty and staff in developing skills to teach and work remotely. In calendar year 2021, the consortium offered over 300 programs filling more than 6,000 seats.

New Faculty Learning Community. Retaining excellent faculty is a priority for CCBC. Newly hired full-time faculty are required to participate in a 10-month New Faculty Learning Community (NFLC) that creates a supportive environment through which new faculty members become acquainted with the College and with their role as instructors. This orientation activity began in 2002 and is coordinated by the Center for Excellence in Teaching and Learning (CETL). Faculty are exposed to best practices in teaching and pedagogy, student engagement, and learning outcomes assessment, providing early acclimation to CCBC's well-established learning outcomes assessment and student success culture. Faculty receive three credits of reassigned time to attend meetings and participate in activities such as shared readings, pedagogy discussions, and presentations. Faculty design a classroom change project, which they present at an end-of-year conference. **[III.2d]** (III.2d. NFLC Syllabus)

President's Leadership Academy. The President's Leadership Academy (PLA) is a 10-month intensive, cohort-based program that was established in 2014 and provides faculty and staff the opportunity to explore a leadership path at CCBC. The program content is based on the core leadership competencies for Community College Leaders of the American Association of Community Colleges. Cohorts are required to develop a project that is presented to the President and Senior Staff and other members of the College community at the end of the program. To date, 123 employees have completed this program. PLA is assessed every three years using past participant survey data collected every three years inviting participants to evaluate the impact of the program on their career trajectories.

Many of the projects developed by President's Leadership Academy (PLA) participant teams have been operationalized at the College. For example, in the 2018-2019 PLA cohort, to support the College's expanding Early College Access Program for high school students, one team developed a series of workshops and discussions for faculty who are teaching high school students either at CCBC or on site in Baltimore County high

schools to familiarize them with behavioral and non-cognitive aspects of teaching adolescents. This team also created a site within the learning management system to house resource materials. In 2020, a faculty learning community was offered utilizing the work of this team. **[III.2d]** (III.2d. PLA Projects since 2015, III.2d. PLA Sample Session Leadership Theory, III.2d. PLA Sample Session Data-Driven Decision Making, III.2d. 2018 PLA Three-Year Follow-up Survey)

Notably, one of the PLA teams in the 2016-2017 cohort investigated alternatives to the Course/Instructor Evaluation Questionnaire (CIEQ) student course evaluation tool as their project. The team polled all community colleges in Maryland to determine which student course evaluation tool was used and then spoke with representatives from the institutions that responded. The team also investigated six online products by consulting vendors and estimated a yearly cost savings of $34,000. As a result, in FY2018 the team concluded and recommended to the Senate Evaluation Committee that CCBC implement SmartEvals for instructor course evaluations, which was ultimately approved by the President. **[III.2d]** (III.2d. PLA Sample Project SmartEvals, III.2d SmartEvals Senate Policy)

Culturally Responsive Teaching and Learning. Culturally Responsive Teaching and Learning (CRTL) is a professional development series that offers workshops to help faculty develop a greater awareness of the social and psychological influences that deter student success and to consciously address these influences within the classroom. The workshops present a teaching approach that values, recognizes, and honors students' unique cultural, social, and interpersonal experiences in their classes. The number of workshops offered has increased from four to eight, with new modules focusing on implicit bias in higher education and how racism has become institutionalized in American society. Workshop modules are as follows:

- The Meanings of Culture and Race
- Implicit Bias and Restorative Justice Practice
- Social Capital and Learning
- Overcoming Stereotype Threat
- Mindset Orientation and Culture
- Facing Whiteness
- What Does CRTL Look Like?
- Using Cognitive Dissonance to Navigate Resistance

Faculty participation in Culturally Responsive Teaching and Learning (CRTL) activities is encouraged. CRTL workshops run on a rotating basis throughout the fall and spring semesters, with two workshops being offered each semester. Faculty receive a stipend of $75 per workshop, with an additional $75 after the completion of a pedagogy project. In addition to the faculty workshop series, the College hosts a CRTL Summer Seminar. Faculty who attend and produce a final pedagogy project receive a $600 stipend. Faculty who receive CRTL certification may receive promotion equivalency of up to 3 credits. The College also hosts an annual Culturally Responsive Teaching Conference. Now in its seventh year, the conference is held at an off-campus site and features keynote speakers, presentations, and workshops for a national audience. **[III.2d]** (III.2d. CRTL 2019 Survey Summary Report, III.2d. CRTL 2022 Annual Conference)

Attendance at faculty workshops dropped in Spring 2020 but increased when a virtual format was provided for the 2020 Summer Seminar. Trainings have been expanded internally to include Enrollment and Student Services and Human Resources staff as well as CCBC leadership. Externally, trainings have been presented at Johns Hopkins University (JHU) in coordination with the Mellon grant CCBC/JHU partnership. **[III.2d]** (III.2d CRTL Year-End Report 2019-2020)

High-Impact Practices. The College offers an incentive to encourage faculty to adopt newly emerging pedagogical practices. The Summer Institute for High-Impact Practices was offered in 2020 and 2021 to support faculty in the infusion of high-impact practices to engage students and promote student success. Faculty receive a $500 stipend to attend this one-week professional development opportunity. In light of the increase in virtual learning due to the pandemic, the 2021 series focused on pedagogies for online/hybrid delivery formats. **[III.2d]** (III.2d. Summer 2021 Online Institute for High Impact Practices)

Assessment. Throughout the academic year, the Assistant Dean for Faculty Training and Development collects data on courses that are offered through the Center for Excellence in Teaching and Learning. This data has informed and improved scheduling for training as well as the registration process. For example, the ongoing strong registration for the Culturally Responsive Teaching and Learning series declined, suggesting a saturation point had been reached in adjunct faculty training and warranting a change in scheduling. Additionally, changes that had been implemented for course registration offering a longer registration period created a wide gap between the number of faculty who registered for a course and the number who actually attended, indicating faculty were registering earlier but not remembering to attend. The CETL team instituted an electronic reminder system to alert registrants to their scheduled training date. **[III.2d]** (III.2d. CETL Assessment Report 2020-2021)

Online Learning

In the 2012 Middle States Review, the evaluation team recommended that CCBC continue to address lower rates of retention, success, and completion for online courses relative to face-to-face courses. The 2017 Periodic Review Report cited examples of changes designed to address this recommendation based, in large part, on the Interregional Guidelines for the Evaluation of Distance Education developed by the Council of Regional Accrediting Commissions and adopted by the Middle States Commission on Higher Education. The creation of the Department of Online Learning has provided leadership to the College's online learning program and is supported by an Assistant Dean and senior level instructional designers. Online Learning Coordinators from the academic schools serve as bridges between the Department of Online Learning and the academic schools. **[III.4]** (III.4 Online Strategic Plan 2020-2022) (Refer to Standard V)

The Department of Online Learning has oversight for all online course development, instruction, and related professional development for faculty. Leadership for these efforts is provided by the Assistant Dean for Online Learning with oversight from the Online Learning Advisory Board. With diverse representation including two Academic Deans; staff from the Office of Instruction, the Registrar's Office, and the Department of Online Learning; and several Online Learning Coordinators, this group meets approximately once a month to recommend policy and procedures to promote quality in online course development and delivery.

Academic schools and Continuing Education develop online and blended course development plans which include a requirement that online courses be recertified every five years. These plans are instrumental in organizing the work of the Department of Online Learning and informing resource allocation decisions, such as the need to hire additional staff. The College plans to have a Dean of Online Learning, a Multimedia/Technical Trainer, and a Quality Assurance and Accessibility Specialist on board by FY2023, with three more unfilled positions remaining on the organizational chart. **[III.4]** (III.4. Online Learning Organizational Chart)

The Department of Online Learning offers a full professional development series to train faculty how to teach an online course. The Online Course Development Institute (OCDI) is a two-semester training program where faculty develop a new online course. New online course development must be approved by the Academic Dean and be included in the academic school course development plan. Faculty new to online teaching can train to teach an existing course by taking the five-week Teaching Online course. **[III.4]** (III.4. Faculty Eligibility Requirements to Teach Online Policy, III.4. Online Learning Course Development Procedures, III.4 Online Course Facilitation Training Prerequisites)

In 2019, the Department of Online Learning offered an Online Learning Symposium with the theme of *Transformational Academics*. Sessions covered topics such as "Building an Online Course Using Open Educational Resources, "Developing Accessible Documents," and "Using SmartEvals: Student Evaluations for Online Courses."

Covid-19 Impact. The Covid-19 pandemic greatly impacted the work of the Department of Online Learning. At the onset of the pandemic, the Department of Online Learning shifted quickly to assist faculty who had either a minimum level of expertise in online teaching or who needed to expand their knowledge of learning management system capabilities. The online learning team developed a "Keep Teaching Guide" and a "Keep Learning Guide" and used these materials to conduct the Summer Remote Teaching Institute to train faculty in the remote synchronous learning environment in preparation for in-person/remote instruction for the Fall 2020 semester. The

Teaching an Online Course training was significantly expanded, offering training for over 160 faculty. To accommodate increased faculty training needs, the online learning internal quality assurance process was placed on hold for 2020. In July 2021, a revised Online Learning Policy was implemented to define the current modes of course delivery. Language was updated to reflect various online formats that were adopted during the pandemic and to provide common terminology to assist students in understanding all course delivery options offered at CCBC. **[III.4]** (III.4 Online Learning Brightspace Remote Training 2021, III.4. Online Learning Remote Training for Pandemic 2019, III.4 Online Learning Remote Training for Pandemic 2020, III.4. Summer 2020 Remote Teaching Institute, III.4. Course Format Definitions Revisions)

In Fall 2021, the President announced an imperative to invest in enrollment and growth stabilization. As part of this vision, Dr. Kurtinitis announced that the College will expand the geographical reach of CCBC Online to six East Coast states and committed resources in the College's Strategic Initiative Fund to support marketing, to hire additional staff, and to increase support services. This initiative will extend through the FY2024 - FY2026 Strategic Plan with the goal of further expansion.

Academic and Co-Curricular Support

Academic Support. CCBC provides students with many options for academic assistance. The Online Writing Lab, Writing and Literacy Center, and Student Success Centers provide students with feedback on writing assignments, subject-specific tutoring services, academic coaching, and workshops. Workshops cover topics such as time management, testing skills, test-taking anxiety, notetaking, procrastination, and critical thinking. Academic coaches also offer one-on-one sessions to help students with a variety of academic concerns.

From Spring 2018 to Fall 2019, the Student Success Centers piloted a 24/7 online tutoring service, Tutor.com. During the initial pilot period, limited tutoring for a few high-demand courses was offered. In Fall 2019, services were expanded to include multiple sections of high-demand courses and were further broadened to provide students access to all available subjects in Spring 2020. During the pandemic, student usage of online tutoring increased from 264 to 639 sessions, representing a 58.7% increase, and was the main source of tutoring support. This academic support service received positive feedback in student surveys, with an average rating of 4.75/5, or 95%. As a result of greatly escalated usage of tutoring services and positive student survey feedback, the College invested $39,000 in FY2022 to fund the annual licensing fee for Tutor.com. This institutional investment represents a college-wide, round-the-clock academic support model for all students but will particularly benefit online students, working adults, military-connected students, and adult literacy students. **[III.4]** (III.4. Student Success Centers Report FY2020)

To ensure broad accessibility to academic support for all students, computer labs are equipped with assistive technology as well as webcams and student printing access. In support of the *Credit/Continuing Education Integration* Strategic Priority, the Student Success Centers have worked closely with Continuing Education staff to make access to tutoring more seamless for Continuing Education students.

Despite the College's many initiatives to impact student success, some students are placed on academic probation or academic suspension. Academic probation results from not meeting a GPA from 1.6 to 2.0, depending on the number of class hours. Once placed on academic probation, students are limited to 7 credit hours of classes. Students with an improved GPA are removed from academic probation. Students may be moved to academic suspension status if the semester GPA is less than the minimum GPA requirement. Students on academic suspension may not take classes for one academic year.

Honors Program. The CCBC Honors Program fosters analytical thinking, encourages independent discovery, and offers students academic and scholarship support. All students in the Honors Program are provided a faculty mentor and are guaranteed admission to 12 Maryland colleges and universities upon earning an Honors certificate. Students who maintain a 3.5 GPA each semester are eligible for a $500 scholarship. Notably, in addition to a wide selection of General Education Honors courses, the College's ACDV 101 Transitioning to College course offers Honors-designated sections. **[III.4]** (III.4 Honors Program Handbook)

The Honors Program creates engagement opportunities among faculty, staff, and students through a variety of community-building activities and provides opportunities for undergraduate research projects. Through a

partnership with the World Wildlife Fund (WWF), students analyzed global climate change data and presented conclusions to WWF in June 2020. In addition, students visited North Carolina Agricultural and Technical State University and North Carolina Central University to participate in admissions visits and cultural experiences. The Honors Program offers select academically rigorous courses designed specifically for minority female and male students that produce connection and build social capital and community among underrepresented students. Between 2016 and 2019, 73 students participated in these courses**. [III.4]** (III.4 Honors Annual Report)

Another initiative connecting learners to a broad range of transformational academic opportunities is the College's association with the Andrew W. Mellon Foundation project to contextualize and infuse courses with Humanities content. In 2017, the Arts, General Studies, and Humanities and Social Sciences Pathways were supported, in part, through Humanities for All, an initiative funded by a three-year $980,000 Andrew W. Mellon Foundation grant award. This initiative encourages students to join the Honors Program, which benefits students through greater graduation and transfer rates. Honors students are eligible for the Mellon Scholar Summer Research Experience, a 10-week paid program in partnership with Johns Hopkins University that introduces students to the techniques of Humanities research while building a learning community around a Humanities project. In 2021, the CCBC Honors Program partnered with the University of Maryland Baltimore County to host a six-week Mellon Summer Research Experience. This project, entitled "Invisible History," placed America's antebellum past into historical context through various experiential learning activities focusing on local Maryland and Baltimore County regions. Honors Program students researched related topics from the antebellum era to early 20th century and presented their research as well as reflections on the Summer Research Experience at the end of the experience. **[III.4]** (III.4. Humanities for All Flyer, III.4 Mellon 2021 Summer Research Experience Summary, III.4. Mellon Summer Research Project PPT Presentation)

Following the success of the 2017 Humanities for All initiative, in Fall 2019, the Andrew W. Mellon Foundation renewed its commitment and awarded CCBC a $2 million renewal grant to expand high-impact enrichment activities and to continue integrating a variety of academic, experiential, and practical Humanities activities into the lives of students. Evidence from Humanities for All reveals that enriched, contextualized educational practices are resulting in increased student learning, persistence, and completion. The Humanities for All Contextualization Report for Fall 2016 – Spring 2019 compares success data for six semesters of English 101 and English 102 courses that were contextualized with sections of courses outside of Humanities that were not contextualized. For English 102, success rates for contextualized courses were higher than those for non-contextualized for all six semesters. For English 101, the contextualized success rate was slightly lower for three of the six semesters. **[III.4]** (III.4. Humanities for All Contextualization Report Fall 2016 – Spring 2019; III.4. Humanities for All Course Infusion Faculty Proposal, III.4. Four Humanities for All Student Infusion Project Samples MATH 293)

Community Book Connection. The Community Book Connection (CBC), one of CCBC's longest standing common learning experiences, is delivered through a democratically chosen book that faculty may adopt to complement course materials. CBC offers support for curriculum development in a wide range of disciplines and suggests multidisciplinary event activities, speakers, and classroom presentations. Students are invited to attend events to explore ideas in the chosen text through an interdisciplinary lens. For over 15 years, CBC has organized over 400 events and programs. CBC supports *Transformational Academics* by drawing students into new areas of intellectual experience and expanding their cultural sensitivity and global awareness. CBC offers students an opportunity to examine issues from a range of disciplinary vantage points, preparing them to make well-reasoned judgments. **[III.4]** (III.4. CBC List of Books and Faculty Events, III.4. CBC Spring 2022 Calendar of Events)

Global Education. The Global Education program at CCBC incorporates a range of opportunities across disciplines for faculty, staff, and community members to access resources and training for internationalizing teaching and learning. Partnerships connect local, regional, and international opportunities for global learning. Both curricular and co-curricular initiatives are available and include globalized courses, partnerships with universities abroad, certificate programs in Global Studies and Teaching English to Speakers of Other Languages, international guest speakers, experiential learning programs, United Nations and U.S. Department of State partnership activities, and programs for both study abroad and study away in the USA. The Global Education

Office partners with other offices to support international student recruitment and retention through international school partnerships, a mentor program, and student fairs.

Faculty may pursue professional development training in Global Education through CCBC's Center for Excellence in Teaching and Learning via three professional development certificate programs: Certificate of Global Learning, Seminar on Off-Campus and Experiential Learning, and Education Abroad Seminar. Each program requires participation in a series of workshops followed by completion of a curricular or co-curricular project. The College supports the Global Education program initiatives and offers a $200 stipend and one hour of graduate school equivalency by completing the Certificate of Global Learning and implementing a project that internationalizes a workplace area. **[III.4]** (III.4. Global Ed. Prof. Dev. Workshops, III.4. Global Ed. Education Abroad Seminar, III.4. Global Ed. Off-Site and Experiential Learning Seminar).

Service Learning. CCBC has offered a Service Learning program for over 20 years, providing a wide variety of high-impact, co-curricular experiences for students. The program is guided by two faculty coordinators whose efforts the College supports with reassigned time. In addition, one of the coordinators was granted sabbatical leave to advance the work of this program. The mission of the Service Learning program states, in part:

> The CCBC Service Learning program, in partnership with local and global communities, advances student learning, leadership, and citizenship to prepare students for lives of active community engagement within a complex and changing world. **[III.4]** (III.4. Service Learning Faculty Handbook)

As a member of the Mid-Atlantic Campus Compact, to remain on the cutting edge of community and civic engagement curricular models, the College has access to resources such as grants, professional development events, a wealth of reports and publications, and guided conversations on community and civic engagement with Middle States representatives and academic leaders in the Mid-Atlantic region. As part of the College's High-Impact Practices initiative, faculty are able to assign a service learning project to students as a high-impact engagement.

CCBC's Service Learning program boasts a robust list of 60 sites in and around the Baltimore metropolitan area, with the following six sites serving as a representative sample:

- Ronald McDonald House Charities
- Police Athletic League
- Our Daily Bread
- Mosaic Community Services
- Head Start
- Johns Hopkins Believe in Tomorrow House

Table 3.7: *Service Learning Student Data 2017-2021*

Spring Semesters			Fall Semesters		
Year	**No. of Students**	**Hrs. Served**	**Year**	**No. of Students**	**Hrs. Served**
2017	546	2944	2017	951	5758
2018	635	3759	2018	358	3702
2019	250	4726	2019	660	3625
2020	134	1125	2020	54	270
2021	45	1524			

To accommodate online courses, the program has added an 'E-Service Learning' component and maintains a compendium of virtual learning sites. These sites provide students opportunities to engage electronically and satisfy the requirements of a service learning project. Having these resources enabled the program to continue throughout the pandemic. In alignment with the Service Learning mission, the College is examining partnerships

that can assist in funding global and domestic travel to expose students to communities that are dealing with vastly different societal issues and to expand students' social capital networks beyond the greater Baltimore area.

Findings and Conclusions:

The College has demonstrated in substantial measure that it meets the Criteria for Standard III and associated Requirements of Affiliation 8, 9, 10, and 15. CCBC's approach to supporting the design and delivery of the student learning experience supports the College's Mission and advances the Strategic Priorities of *Enrollment Stabilization*, *Credit/Continuing Education Integration*, and *Transformational Academics*.

CCBC has strong programming with comprehensive curriculum development procedures and assessment processes in place, the results of which are communicated regularly to senior leadership both for input and to contribute to institutional planning and effectiveness. The FY2020 - FY2023 Strategic Plan includes an innovative *Credit/Continuing Education Integration* Strategic Priority to promote the President's vision that "a student is a student is a student," with all students entering through one door to access services. The College is diligently attending to the tasks required to realize the President's vision for establishing seamless processes and operational efficiencies to maximize the strengths of both credit and continuing education programming.

CCBC faculty are dedicated, well-credentialed academics, with one-third of full-time faculty holding a doctoral degree. The College provides extensive professional development opportunities and encourages faculty to seek promotion through the ranks.

The College made a recommendation in the 2012 Self-Study Report, to which the visiting team concurred, to:

"*. . . develop policies designed to improve distance education outcomes for consideration by the College's governance structure. As new policies are approved, the unit operational plan for Instruction will be modified to reflect these improvements so they can be monitored and assessed.*"

In response, the College created a Distance Learning Advisory Board, now known as the Online Learning Advisory Board. Over the last 10 years, the College has made significant advances in developing online learning policies related to online course development planning, pedagogical needs of faculty with associated professional development programs, quality assurance measures, and assessment of online learning.

Standard III Criteria 6 and 7 do not apply at CCBC.

Opportunities for Improvement and Innovation (OFI)

CCBC will expand the size and scope of CCBC Online to become a premier provider of distance education in the United States and select international market segments. To advance these efforts and promote degree acceleration and the Strategic Priority of *Credit/Continuing Education Integration*, CCBC will incorporate alternative learning models in select programs.

Supports Strategic Priorities: *Enrollment Stabilization*, *Credit/Continuing Education Integration*, and *Transformational Academics*

Standard IV: Support of the Student Experience

Overview

As a mission-driven institution and in support of Strategic Priorities *Enrollment Stabilization* and *Transformational Academics*, the College is committed to providing a comprehensive menu of curricular and co-curricular activities informed by best practices to improve persistence, retention, and completion. The College validates the effectiveness of programs supporting the student experience through ongoing assessment of the infrastructure in place that links curricular and co-curricular activities. The results of these assessments inform planning and resource allocation decisions.

Since the 2012 Self-Study, the CCBC Accelerated Learning Program for Developmental Education has grown immensely and benefited countless students in Reading, English, and Mathematics. The College is currently exploring multiple measures as a means of academic placement, replacing singular reliance on the AccuPlacer placement test. Students who do not typically qualify for need-based financial aid now have options for tuition assistance through the Maryland State and Baltimore County College Promise scholarships, which increase the household income threshold to qualify for assistance. Students have received full or partial scholarships for each of the past two years. Academic coaches work with students who need support in obtaining skills that positively impact their ability to succeed in their academic journey. Success Navigators connect students to programs that assist with food, housing, and other insecurities through a Supplemental Nutrition Assistance Program (SNAP) Outreach Grant. In every way, CCBC demonstrates that students are at the heart of its Mission.

In conjunction with the Guided Pathways project to increase retention rates, Student Life redesigned and expanded its First-Year Experience, New Student Orientation, and Summer Bridge activities in creative ways to reach students, such as online orientations and visits to Academic Development classes. Further, the CCBC Pathways model was restructured to create smaller, more focused academic alignments to increase direct interactions between staff and students and between students and other students, moving from six Pathways to nine Pathways. These improvements target retention and *Enrollment Stabilization*.

FY2017 - FY2019 spawned a vision – a mission-centric vision the President has advanced with a palpable sense of urgency to confront student success challenges and to narrow achievement gaps. In support of CCBC's Strategic Plan and Strategic Priorities, the President has aligned every major student achievement initiative with the goals of the College's five-year Title III grant and has effectively led these efforts to enhance the learning environment to meet these goals.

Analysis of Evidence

Financial and Placement Support

Enrollment Management. The Registrar's Office serves as a linchpin to facilitate cross-institutional functions including, but not limited to, admissions and registration, transcription of prior learning credit, catalog maintenance, evaluation of incoming transcripts, graduation, reverse transfer, student appeals, and student record keeping in compliance with the Family Educational Rights and Privacy Act (FERPA). These functions support the *Transformational Academics* and *Enrollment Stabilization* Strategic Priorities.

The College identifies target markets to promote enrollment and to deliver comprehensive information about expenses and financial aid that align with students' needs. In collaboration with Student Finance, billing reminders and incentives are aimed at retaining students who have registered. Graduation status emails alert students of their impending completion. To build momentum and increase retention, academic notifications are sent to students earning these designations. Intrusive, strategic communications like these are designed to be more proactive and less reactive.

CCBC leverages technology to provide reports and audits to ensure customized communication along the student continuum. Technology like Banner, the College's student information system, and Argos, a reporting software that works in tandem with Banner, enable the Registrar's Office not only to respond to data requests but also to develop reports for quality assurance in support of data integrity.

Financial Aid. The Financial Aid Office undergoes several audits by an Independent Auditor to assess the appropriations and disbursement of both Title IV and State funding. The A-133 audit is a Fiscal Title IV audit and is required in any year that the College spends in excess of $500,000 of grant money that originated from federal funding sources. This audit is an extensive audit with a high level of scrutiny of the College's financial statements. (Refer to Standard VI) The Financial Aid Office also undergoes a Maryland Higher Education Commission Independent Audit on awards granted to students who participate in the Howard P. Rawlings Educational Excellence Awards Program. The College is required to certify eligibility of state grant recipients prior to making awards. The Registrar's Office also undergoes external audits each year. The College shares reports related to academic records, billing, statewide and health manpower programs, and FTE from assessment of prior learning. An Independent Auditor reviews the reports, assesses legitimacy and accuracy, and provides feedback. **[IV.1a]** (IV.1a. College Catalog URL Costs and Paying for College Section)

Tuition Payment Assistance. The College recognizes the financial and personal obstacles that students encounter while continuing their education. Multiple payment methods are available to assist students who are not eligible for financial aid or who receive only partial aid. Payment reminder notices are sent to students periodically prior to the due date using multiple communication modalities. For the past 20 years, CCBC has partnered with Nelnet Payment Solutions to deliver integrated payment options that allow for low down payments and monthly payments and that also accommodate late start sections. If students are unable to enroll in a plan, they are referred to the Bursar's Office for guidance. In compliance with the College Affordability Act, Maryland House Bill 1014, the Bursar's Office works with students to provide additional payment time in ways that do not impact registration from term to term.

In FY2017, CCBC created the Bursar Impact Opportunity Grant, which helps students pay off balances so they may re-enroll. Eligibility is based on in-state residency, having at least one successful term at the College, and not being on financial aid suspension. Since its inception, this grant has awarded more than $195,000 to 457 students. In 2017, CCBC partnered with Educational Computer Systems, Inc. (ECSI) to assist with collection efforts. Students who fail to pay their bill in full prior to the end of the term are referred to ECSI if their balance is $250 or greater. ECSI has assisted in recovering nearly $2.3 million in past due accounts from 3,571 students between January 2018 and May 2021.

In addition to student assistance with tuition and fees, the College launched a printing initiative linked to a student's enrolled credits. Print credit is loaded to students' CCBC OneCard based on their billable hours for credit courses and contact hours for Continuing Education courses, allowing students to use printing stations on campus. Since the inception of this program in Spring 2018, students have used approximately $115,000 of the $1.7 million CCBC has provided in print credit.

Scholarships and Grants. The College is fortunate to be able to offer numerous academic and need-based grants and scholarships made available through generous business, alumni, private, and community donors. In support of *Enrollment Stabilization*, CCBC staff work closely with students to maximize financial assistance by combining funding opportunities for which they qualify. In addition to scholarships and grants, the College was able to assist students financially by directing stimulus funds toward paying off student debt.

As part of the comprehensive Tuition-Free scholarship campaign to increase enrollment and enhance retention and completion, CCBC facilitates the Baltimore County College Promise Program and the Maryland Community College Promise program. Promise scholarships cover tuition and mandatory fees for eligible students after applying all other financial awards – Pell grants, state aid, and scholarships. Eligibility and placement criteria for the Baltimore County Promise program include residency in Baltimore County, high school graduation from 2015 to current, and an adjusted gross family income of $150,000 or less. Eligibility and placement criteria for the Baltimore County and Maryland Promise programs include students who reside in Baltimore County with a high school cumulative GPA of 2.3 or better and an adjusted gross family income of $150,000 or less. As a result, in FY2021, CCBC awarded 848 students College Promise Scholarships for a total of $1,466,641. **[IV.1a]** (IV.1a. Fall 2020-Spring 2022 Scholarship and Grant Student Awards, IV.1a *Baltimore Sunpaper* Tuition-Free Article)

Table 4.1: *Baltimore County College Promise Program: Student Return Rates*

Term	# of BCCPP Students	Returned Spring 2020		Returned Fall 2020	
		#	%	#	%
Fall 2019	404	351	87%	255	63%
Spring 2020	413			296	72%

Prepared by: Office of Planning, Research, and Evaluation; March 2021;
(Data Source: BCCPP recipient lists from Financial Aid and SD files)

Table 4.2: *Baltimore County College Promise Program: Student Cumulative College GPAs*

Cumulative GPA	Fall 2020 BCCPP Students		Spring 2021 BCCPP Students	
	#	%	#	%
0.0	17	3%	8	2%
0.1 - 1.9	68	13%	12	3%
2.0 - 2.9	157	30%	128	32%
3.0 - 3.9	243	47%	221	55%
4.0	31	6%	31	8%
Total	**516**	**100%**	**400**	**100%**

Prepared by: Office of Planning, Research, and Evaluation; March 2021
(Data Source: BCCPP recipient lists from Financial Aid)

One Step Away Grant. The One Step Away (OSA) grant addresses equity and inclusion while also increasing completion by inviting students to return and finish their education. The grant targets students who have earned 45 or more credits, have a minimum 2.0 GPA, and have stopped out for one year or more. As part of the grant, the Registrar's Office completes a degree audit for General Studies students with more than 60 credits and a minimum 2.0 GPA and offers to waive the graduation fee for students meeting the graduation requirements for this degree. For those students who return to complete, the grant also includes textbook and scholarship funds to assist them in paying for their remaining semesters. Since 2016, 157 OSA scholarships were offered, ranging from $400-$2000 per student, with 80 students taking advantage of the scholarship. To date, 182 students have graduated under OSA grant efforts. This grant aligns with CCBC's Mission to provide accessible, affordable education. **[IV.1d]** (IV.1d. One Step Away Grant Data F2016-Sp2021)

The success of OSA is attributed to changes made over the course of the grant cycle as grant managers evaluated strategies utilized for outreach, scholarship award size, and additional incentives. Based on these evaluations, changes were implemented including the development of a vanity e-mail address to streamline communication to interested students, a decision to decrease the number of scholarships and instead increase the scholarship amount, and the addition of book vouchers as an incentive. Based on these changes, the number of scholarships used of those awarded increased 56% from the 2016/2017 grant cycle to the 2019/2020 grant cycle.

In 2019/2020, the number of One Step Away grants awarded declined due to funding reductions. However, the grant utilization rate increased to 89% for that cycle but then dropped to 50% in 2020/2021. According to a grant satisfaction survey given to recipients at the end of each grant cycle, recipients were grateful for the opportunity to return to college and to work towards finishing their degree. One scholarship recipient shared the following remark on the satisfaction survey: "Because of finances and personal reasons, I wasn't able to take courses

towards my degree. I thank OSA for providing me with the necessary finances in order to continue my courses and soon reach my goals."

Accelerated Developmental Education. The College continues as a national leader in accelerated developmental education. Since 2012, the College has refined its co-requisite programs to ensure that the 66% of its incoming students who require basic skills in reading, writing, and/or mathematics receives a comprehensive instructional program to support the achievement of their expected learning goals and outcomes. On the curricular and structural level, accelerated options within Developmental Education—the Accelerated Learning Program (ALP), which combines English 101 and Academic Literacy 053, and the Accelerated Mathematics Program (AMP), which combines MATH 081 Pre-Algebra and MATH 082 Introductory Algebra **OR** MATH 083 Intermediate Algebra and MATH 163 Pre-Calculus—allow students with developmental placements to attain college credit at the beginning of their academic career, connect with their Pathway, and engage in the broader scope of instructional life with exposure to initiatives such as Culturally Response Teaching and Learning and high-impact practices. Early access to credit-level coursework supports *Enrollment Stabilization* through retention and connects to programs across the College. In turn, these connections foster greater equity outcomes. For both ALP and AMP, while there is an equity gap between White and African-American students for developmental courses, African-Americans succeed at higher rates in both ALP and AMP than those in a non-accelerated sequence. **[IV.1b] (R.A. 8)** (IV.1b. ALP Analysis ENGL 052-101 FY07-FY19, IV.1b. AMP Analysis MATH 081-082 FY11-FY20, IV.1b. AMP Analysis MATH 083-163 FY11-FY20)

Data analyses in the last decade of program implementation indicate higher success rates in ENGL 101 College Composition I, MATH 111 Ideas in Mathematics, MATH 135 Applied Algebra and Trigonometry, and MATH 163 Pre-Calculus I for developmental students completing the accelerated sequence. Data analysis has also shown that all students, particularly students of color, continue to benefit from CCBC's accelerated developmental education programs in English, Reading, and Mathematics, enabling students to become college ready and move into college-level courses.

Student success indicators for accelerated courses as displayed by the 2020 Performance Accountability Report (PAR) data in Table 4.3 show that fall-to-fall retention for the Fall 2014 cohort of developmental students decreased by 2.5 percentage points from the previous cohort, and the developmental completers fall-to-fall retention increased by 5.2 percentage points from the Fall 2011 cohort (Indicator 13a and Indicator 15). While these results are mixed, the figures ultimately fall short of the established five-year benchmarks that ended with the 2020 PAR cycle. The College is over two years into its Title III grant, and the energetic menu of holistic student supports being implemented is targeted to improve student persistence, retention, and equity outcomes. **[IV.1b**] (IV.1b. 2020 PAR Report).

Table 4.3: *Student Characteristics (not Benchmarked)*

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-Fall retention						
	a. Developmental students	47.3%	47.2%	41.9%	44.1%	44.8%	55.0%
	b. College-ready students	46.0%	46.3%	46.5%	40.3%	41.1%	50.0%
		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	36.0%	40.8%	39.9%	41.4%	41.2%	45.0**%**

Data Source: 2020 Performance Accountability Report

To improve success rates in college-level English and Mathematics courses, CCBC emphasizes innovative pedagogy and concomitant curricular refinement and supports scaling up ALP, AMP, and the Academic Literacy (ACLT) program. These programs deliver developmental coursework as either a co-requisite or a direct path into credit, college-level coursework.

Assessment and Placement. Over the last five years, CCBC has engaged in assessment and placement reform to reflect equity, inclusion, and organizational excellence. The College's Placement and Assessment Taskforce engaged colleagues in three organizational units – Instruction; Enrollment and Student Services; and Planning, Research, and Evaluation – to develop procedures for the acceptance of the Maryland Association of Community Colleges/Public School Superintendents Memorandum of Understanding measures and for the implementation of the Fall 2017 pilot of multiple measures. In addition, the Taskforce explored integrated reading and writing placement instruments to align with the College's new developmental education model of Academic Literacy. The decision to use a high school 2.5 GPA as one of the multiple measures for all entering 2017/2018 high school graduates was affirmed based on the results of a pilot study and the subsequent recommendation of the Placement and Assessment Taskforce. Data analysis reveals that notable rates of students successfully completed English 101 and Academic Literacy classes after being placed in those sections by GPA (3.0) rather than AccuPlacer scores. In English 101, students who had a high school GPA of at least 3.0 had a success rate of at least 90% (English 101 typically has a success rate between 60% and 70%.) **[IV.1b]** (IV.1b. Multiple Measures Memorandum of Understanding)

Table 4.4: *English 101 Outcomes for Students Deemed College Ready based on HS GPA 3.0*

GPA	Student Count	Success Rate
4.00 - 3.75	12	100%
3.74 - 3.50	27	100%
3.49 - 3.25	55	96%
3.24 - 3.00	101	90%

In Summer 2017, CCBC piloted ALEKS Placement, Preparation, and Learning (PPL) program for students typically referred to a continuing education mathematics course before being deemed eligible to enroll in the lowest level developmental mathematics course. Students took the diagnostic test, discovered areas to review and practice, and were required to complete eight hours practicing within the ALEKS PPL software before retest to determine their new placement. Of the 120 students who took the placement test, after review:

- greater than 90% increased placement level;
- 9.2% retained placement in the continuing education course;
- 65% increased placement to Pre-Algebra;
- students had a 59.4% pre-Algebra success rate (Pre-Algebra typically has a 55% success rate.);
- 31 students (25.8%) increased placement two levels into Introductory Algebra;
- students had a 76% Introductory Algebra success rate (Introductory Algebra typically has a 55%–60% success rate.).

After two promising placement reform pilots employing high school GPA and ALEKS PPL and two years of research and design, the College implemented a pilot of self-directed placement, demonstrating early evidence of increasing equity outcomes and students achieving their goals. Self-directed placement is tied directly to the *Enrollment Stabilization* priority of the Strategic Plan stating "CCBC will employ a continuum of recruitment, retention and completion strategies to enhance the overall student experience."

When the pandemic forced many services to a remote mode, placement options that were equitable and accessible for students were desperately needed. By Fall 2020, 1,750 students placed using self-directed placement (SDP), and approximately 60% of students who placed into ENGL 101 took additional classes they would not have been eligible to enroll in had they placed into ALP. Most strikingly, the percentage of African-American students placing into standalone credit English courses increased from 18% (98 students) to 58% (435 students). Through close monitoring and tracking the enrollments of all students who place through SDP, faculty and staff are

identifying support structures needed for students self-placing into ENGL 101. Moving forward, ongoing data collection, analysis, and utilization of information gained from these early pilots will support efforts to reform placement. [**IV.6**] (IV.6. Placement and Student Success Assessment Overview 2021)

Early College Access Program. In the wake of Maryland's College and Career Readiness Act and College Completion Act of 2013, CCBC allocated fiscal and human resources to ensure support of Early College Access Programs (ECAP) as a strategic *Enrollment Stabilization* initiative. For example, the Tuition-Free Program provided qualified Baltimore County Public School (BCPS) students the opportunity to take four credit-bearing college courses tuition free. ECAP participation has steadily increased since 2013, growing from 685 students in Fall 2013 to 1,737 students in Fall 2020. For the 2020-2021 school year, ECAP students enrolled in 4,495 courses, securing 14,500 credits and garnering a total of 485 FTE. In like manner, participation in the 'on-location' courses has increased by over 600% since 2013.

CCBC offers college courses at 14 area high schools and has implemented three Early College Programs including two Pathways in Technology Early College High Schools (P-TECH) programs in conjunction with Baltimore County Public Schools (BCPS). Academic advisors and admissions staff at the College partner with BCPS to provide case management academic advisement to support students enrolled in these programs. Additionally, CCBC's Upward Bound programs partner with target schools to promote college enrollment while in high school. Altogether, ECAP has provided much-needed college access opportunity to local high school students while supporting the CCBC Strategic Priority *Transformational Academics*.

Early College Access Program outcomes data suggest ECAP students can be successful college students, as the GPA for ECAP students over the 2018-2021 academic period averaged 2.81. During this same time frame, an average of 178 ECAP students graduated from high school with nine or more college credits and an average GPA of 3.0. These students are designated as Presidential Scholars and receive a financial package that will cover tuition and fees until they earn their associate degree.

Veterans Services. Growing the College's pool of veteran students is a significant goal of CCBC's Office of Veterans Services. CCBC takes pride in serving those who have served and offers a variety of resources to all military-connected students. The College staffs a Veterans Center on each campus with a private workspace for veterans to study and collaborate. In addition, CCBC awards credits for prior learning using military training and experience and has developed training for advisors and faculty to interpret military transcripts through the Office of Transfer and Degree Acceleration professional development series. [**IV.2**] (IV.2. Prior Learning Assessment Workshop 101) The Office of Veterans Services participates in the Veterans Integration to Academic Leadership (VITAL) Program. The VITAL program is a partnership between the VA Maryland Health Care System and CCBC to help veterans and military-connected students address their overall mental health needs and concerns.

Accelerating Connections to Employment. Facilitated through the College's Continuing Education division**,** the Accelerating Connections to Employment (ACE) program aligns workforce partnerships with comprehensive wraparound services and integrates vocational and basic skills training to improve employment outcomes for lower skilled individuals. ACE is a U.S. Department of Labor funded initiative that partners community colleges with Workforce Investment Boards to improve the employment and career outcomes of low-skilled individuals. This support service alternative learning approach has significantly improved employment outcomes, illustrating the College's Mission to prepare students for transfer and career success and strengthen the regional workforce. Through ACE, CCBC offered 17 cohorts across 8 program areas with documented overall success rates of 84% completion and 75% employment. [**IV.2**] (IV.2. ACE Data Sheet April 2017)

Since the successful completion of the ACE program in 2016, the College has secured partnerships and agreements with many organizations, to include Maryland State Highway Administration, Baltimore County Department of Economic and Workforce Development, Abell Foundation, All Within My Hands Foundation, and Baltimore's Promise. Through these relationships, the College averages nearly 25 cohorts of activity a year – around 250 students – specifically working with out-of-school youth and the region's underemployed and unemployed populations. Similar to ACE, the support service model drives a completion rate of approximately 80% with an employment rate of approximately 70%. This successful, data-driven approach continues to grow and expand, with regional organizations continuing to approach CCBC for support and assistance in this arena.

Support of the Student Experience

Student Life's First-Year Experience (FYE) employs four main orientation initiatives that support engagement, retention, completion, and *Enrollment Stabilization*. Students engage through the College's Summer Bridge Program, online and in-person New Student Orientations (NSO), Pathways events, and co-curricular experiences. Students have opportunities to engage with the College and with other students through student leadership cohorts, a leadership development series, student organizations, and civic engagement opportunities. The College is reshaping FYE to embed certain objectives of NSO and the Academic Development 101 course into the programming and responsibilities of all departments as ongoing learning experiences. First-Year Experience reform will also increase emphasis and focus on engaging students with advisors, Pathways, and career development, all of which align with the objectives of the Title III grant.

New Student Orientation. The College has been actively involved in formalizing a New Student Orientation (NSO) program since it joined the Pathways initiative. While NSO is not mandatory, data suggest that participation in orientation is an important activity to improve retention. Student Life staff assess NSO on an ongoing basis to find ways to better engage students in the process. To increase and broaden student engagement opportunities during orientations, NSO has expanded over time the participation of faculty, Student Life staff, and student support service staff and has increased Pathways activities. These descriptive data suggest participation in NSO and Pathway activities are critical to student retention efforts.

To expand access to New Student Orientations, the College's Assistant Director of Student Life developed and implemented an online version of NSO. In addition, for students unable to attend a face-to-face session, NSO components were embedded within Academic Development 101 (ACDV 101) Transitioning to College classes. In Fall 2018, Student Life representatives visited over 100 ACDV 101 sections to provide an abbreviated NSO. Since all new degree-seeking students are required to register for ACDV 101 in their first semester, this strategy greatly expands student exposure to crucial orientation information and improves the student onboarding process. Based on orientation evaluations, student leader presenters were rated highly and are now trained to present the majority of the NSO information.

Summer Bridge Program. As part of the First-Year Experience, CCBC offers new students an opportunity to apply for the Summer Bridge program. This program familiarizes students with the campus and provides both in-classroom and out-of-classroom activities to promote engagement. Students must enroll in ACDV 101 and must participate in various co-curricular activities over the summer. In addition to a tuition waiver for the ACDV 101 course, as an incentive to participate in all activities offered in the program, students become eligible for additional scholarship funds. Based on feedback surveys, students are highly satisfied with the Summer Bridge Program.

Since the 2017 Periodic Review Report, the College has created Summer Bridge Retention Specialist positions. Retention Specialists offer ongoing support throughout students' first academic year. Retention Specialists are appointed for a one-year period from June through May and work on tasks associated with the Summer Bridge Program, First-Year Experience, or Student Life in general. Specialists are assigned a student caseload and meet with them individually on a monthly basis, tracking their progress on attendance at orientations, workshops, team building exercises, and Pathways events. Retention Specialists also attend at least one ACDV 101 class session with their assigned students. **[IV.1c.]** (IV.1c. Summer Bridge Program Evaluation, IV.1c. Summer Bridge Retention Specialist Position)

Academic Advisement. Advising is at the heart of the CCBC student experience with a commitment to promoting and delivering consistent high-quality service. In 2014, advisors began using DegreeWorks software to monitor students' program progression. The College has piloted a variety of advisement case management programs. To improve retention and completion in ACLT 052 Academic Literacy, in 2017 the College piloted the Advising Promoting Proactive Learning Experiences (APPLE) program. That same year, academic advisement and College Athletics formalized a partnership to assign an academic advisor to each of the athletic teams. These pilot programs contributed to the development of an expansive case management advising model with strategic touch points throughout the semester. In addition, academic advisement collaborates with Pathways, College

Life, and the Office of Instruction to provide transfer events and scholarship information. **[IV.1c]** (IV.1c. APPLE Pilot General Information Handout, IV.1c. APPLE Pilot Service Provision Chart)

The 2019-2024 Title III Grant Proposal identifies the lack of a "prolonged engagement" advising model as a logistical weakness that renders ongoing student interaction opportunities almost impossible given the large student body that CCBC serves. The Community College Survey of Student Engagement (CCSSE) scores in the Support for Learners benchmark have been declining over the last 10 years and are the lowest scores for CCBC students of all CCSSE benchmarks. Scores in this category declined 6 points between 2014 and 2021. One objective in Title III Key Institutional Goal 2 is to increase the CCSSE Support for Learners score two points, from 46.1 to 48. With the 2021 CCSSE score dropping to 43.8 in 2021, the College is challenged to accelerate academic support initiatives to a wide population of students. As the College continues to transform its organizational structure, a holistic advising model is being advanced to envision new mentoring and coaching roles to better support students, to improve academic outcomes, and to address the variety of factors that undermine student retention, completion, and achievement. **[IV.1c]** (IV.1c. CCSSE Benchmark Report 2006-2021, IV.1c. Title III Grant Proposal 2019-2024, IV.1c. Holistic Student Supports Redesign Vision)

CCBC offers academic support programs through federal TRIO Student Support Services and Upward Bound grants. Eligible students benefit from academic coaching and workshops to assist with notetaking, study skills, test preparation, and financial literacy. These intervention activities support both the College's Title III retention initiatives and the *Enrollment Stabilization* Strategic Priority and are a collaborative effort among many areas from within the College community, some of which include advisement, career services, enrollment management, and faculty.

Disability Support Services. The College is committed to the philosophy of non-discrimination for individuals with disabilities. Through an ongoing educational process and support services, Disability Support Services (DSS) assists students in achieving academic success at CCBC while preparing them for success in work and further education. DSS provides reasonable accommodations for students with documented disabilities so they have an equal opportunity to participate in all programs, events, activities, and services. Post-pandemic, DSS will continue providing virtual student services, practicing a case management model for outreach and retention. The College is in the early stages of planning to increase the use of the Learning Management System as a learning support to students with disabilities. A Digital Accessibility Taskforce has been convened to examine a process and timeline for all coursework and accompanying documents to be converted to accessible format, with a goal of enhancing the online learning experience for students with disabilities.

Textbook Affordability. High textbook costs are a success barrier for many students, particularly community college students. At CCBC, textbook costs are decreasing for students because of two equity enhancement and *Enrollment Stabilization* initiatives: Open Educational Resources (OER) and Barnes and Noble's First Day Textbooks. The number of faculty participating in these programs is growing, providing low-cost or no-cost course materials to students. The College provides grant programs and encourages faculty to adopt textbook affordability strategies for their courses by offering frequent professional development opportunities. **[IV.1d.]** (IV.1d. Textbook Affordability Savings F16-Sp21)

As CCBC's bookstore provider, Barnes and Noble's First Day program allows students to access digital versions of textbooks at a greatly reduced cost for any courses that have opted in to the First Day program. According to Barnes and Noble data, the average cost of a textbook decreased from $90.00 in 2016 to $47.00 in 2021. The First Day program was piloted in Fall 2018 and has grown steadily over the span of seven semesters, providing a savings to students of $916,177. Currently, 130 courses participate in First Day, with an additional 13 courses anticipated for Spring 2022. Table 4.4 displays student savings over seven semesters from Fall 2018-2021.

Table 4.5: *Barnes and Noble First Day Program Student Savings*

Semester	Course Participation	Student Savings	Continuing Course
Fall 2018	2	$25,302	2
Spring 2019	2 + 6 = 8	$153,337	2 + 6 = 8
Fall 2019	8 + 5 = 13	$304,608	8 + 5 = 13
Spring 2020	13 + 20 = 33	$404,204	13 + 20 = 33
Fall 2020	33 + 15 = 48	$709,639	33 + 21 = 54
Spring 2021	48 + 63 = 111	$796,513	54 + 54 = 108
Fall 2021	111 + 19 = 130	$916,177	108 + 11 = 19
	Total Savings	**$3,309,780**	

Data Source: Barnes and Noble

A growing number of faculty are participating in the College's Open Educational Resources initiative to make course materials more affordable for students and to improve student success. Since the Summer 2020 semester, faculty have adopted OERs for 413 courses, representing 1,594 sections and providing a cost savings to students of $1,825,146. Table 4.5 displays student savings over six semesters from Summer 2020 through Fall 2021.

Table 4.6: *Open Educational Resources Student Savings*

Semester	Number of OER Courses	OER Sections	Estimated OER Student Savings
Summer 2020	40	88	$109,595
Fall 2020	45	274	$440,461
Winter 2021	17	31	$46,594
Spring 2021	68	218	$249,071
Summer 2021	77	152	$209,550
Fall 2021	166	831	$769,875
Total Courses	**413**	**Total Savings**	**$1,825,146**

Data Source: Barnes and Noble

To advance the College's diversity, equity, and inclusion commitment, the OER and First Day programs will continue to assure that every student has course materials on or before the first day of class. As the OER program expands, data will be evaluated to assess the impact of early textbook access and low-cost or no-cost materials on student achievement and success.

Guided Pathways. In Fall 2015, led by the Student Success 102 Steering Committee, faculty Pathway coordinators, and Pathway advisors, CCBC began using a Guided Pathways model featuring five meta-majors to better engage and support students. While these groupings appeared to work well on the surface, after reflection and two years of implementation, it became increasingly important to restructure and include a dedicated Pathway for General Studies students, as students pursuing an associate degree in General Studies compose more than 50% of the College's enrollment. In 2017, to facilitate support for General Studies students, a specific General Studies Pathway was created. Other meta-majors were realigned to include groupings that were important to build cohorts with similar goals. Consequently, in Fall 2017, CCBC implemented six Pathways. The Title III grant awarded in 2019 created a meticulous plan for CCBC to build on a strong foundation and move forward to fully implement a Guided Pathways model.

In Spring 2020, CCBC determined that a new Pathway structure would best serve students by more closely aligning pathways with academic schools as well as creating smaller, more focused pathways to encourage increased direct interactions. The new Pathways structure, implemented in Fall 2021, comprises nine different

pathways as follows: Law, Health Careers, Social Sciences, Education, Humanities, Technology, Arts, Science and Mathematics, and Business. Continuing Education and General Studies programs are embedded in all Pathways. General Studies students who may be undecided or who have particular transfer needs may select the Pathway(s) that aligns with their goals. **[IV.6]**

<u>Acceleration to Degree Completion</u>

Transfer Collaborations/Efforts. The College creates and maintains a variety of articulation agreements with four-year institutions to ensure that students maximize transfer of credits. In 2019, CCBC updated articulation procedures to ensure equitable adherence to all Maryland Higher Education Commission (MHEC) requirements and currently uses the MHEC articulation template. Agreements are reviewed frequently in order to make certain they remain current and accurate. The institutions for which CCBC has an articulation agreement are posted on the CCBC website.

When the College elevated transfer to a strategic initiative in 2019, it was critical to establish a culture of transfer that emphasized retention and completion. That year, the Office of Instruction created the Office of Transfer and Degree Acceleration and appointed a director to lead transfer, articulation, and prior learning initiatives. Together, the director and a coordinator systematically update articulation agreements and develop new agreements in key growth areas. As an example, the University of Baltimore launched two new major transfer incentives: 1) the Bee Line, a dual admission program, and 2) the Bob Parsons Scholarship Fund, which provides major financial support for full-time transfer students who earned their degree before transferring. **[IV.1d]**

In support of *Enrollment Stabilization*, CCBC is engaging with four-year partner institutions to build a dual admission retention and completion vision, Degrees to Succeed. This model offers prospective students the opportunity to be dually admitted at CCBC and the four-year institution, with four-year partners requiring completion of an associate degree at CCBC. Highlights of these agreements include transfer institutions will 1) require no further general education courses and 2) agree to accept up to 45 credits in transfer through CCBC's documented prior learning and high school articulation agreements applied to the associate degree. Additionally, the transfer institution will support CCBC students as jointly admitted students, with full access to all academic and student support services to which all other students have access. The College will launch a pilot dual admission agreement with the University of Maryland Global Campus in Spring 2022 and is actively working with five additional institutions developing agreements to begin in Fall 2022. The College is also exploring grants to further enhance transfer agreements with all Maryland independent colleges and universities.

Transfer Credit Evaluation. Transfer credit is evaluated through the Registrar's Office with consideration of all the different pathways students enter CCBC. In accordance with the College Catalog, to earn transfer credit, courses must fit the applicant's proposed curriculum. Through a combination of transfer and prior learning assessment, CCBC accepts a maximum of 75% of the credits required for a degree or credit certificate. To receive an associate degree from CCBC, the transfer applicant must fulfill the credit and curriculum requirements of the major. Students must complete a minimum of 25% of their credits through CCBC coursework to satisfy residency requirements. **[IV.2]** (IV.2. College Catalog URL Admissions Section)

Assessment of Prior Learning. Assessment of prior learning is an important strategy that aligns with CCBC's Mission to provide an accessible, affordable, and high-quality education by helping students persist and complete while supporting their continuous enrollment and progress toward earning a credential. The evaluation of prior learning provides students with opportunities to earn college credit through the assessment of the knowledge acquired outside of the College. CCBC offers a robust menu of options for prior learning through credit by Portfolio Assessment, Advanced Placement, Departmental Exams, Articulated Credit by Industry or Apprenticeship, College Level Examination Program, Dantes Subject Standardized Tests, International Baccalaureate, and Military Experience. **[IV.2]** (IV.2. College Catalog URL Admissions Section, IV.2. Prior Learning Grade Code Data)

Awarded in 2016-2017, the Lumina Right Signals grant laid the groundwork for creating a culture around prior learning, encouraging faculty to become involved in the process, and creating a framework for CCBC to work with various partners. As part of the grant, CCBC explored prior learning assessment credit for industry work and

military experience. To help faculty and advisors maintain currency in these areas, the Student Success 102 Transfer workgroup developed a module-based professional development series. **[IV.2]** (IV.2. Lumina Right Signals Final Report, IV.2. Five Prior Learning Assessment Workshop documents). In just a year and a half and amidst a college-wide drop in enrollment, CCBC increased the number of overall prior learning assessment credits awarded by 1,380 credits, a number that continues to increase. Between Fall 2017 and Summer 2020, the Registrar's Office awarded prior learning credit for 11,685 students, thereby accelerating time to degree.

Sustaining Security of Information and Records

Student Information and Records. The College ensures the safe and secure maintenance and appropriate release of student information and records through various measures. College-wide compliance with the Family Educational Rights and Privacy Act (FERPA) protects student educational records. Centralized storage and access to completed FERPA forms allow faculty and staff at any CCBC location a means to ensure a form is on file for a student prior to releasing information. The College utilizes Extender Software, a document imaging system, to safely store information related to a student's records. Examples of documents scanned and indexed to a student's record include grade change forms, course registration forms, change of address forms with supporting documentation, and FERPA forms. CCBC provides students and the public an explanation of FERPA as it pertains to students' rights to privacy on the College website and in the College Catalog. The FERPA form is available on the CCBC website, enabling students to submit requests to inspect their educational records to the Registrar's Office. Institutional policies have been established to be both effective and equitable in serving students within the confines of the law. Additionally, Section 1.2 in the CCBC Institutional Federal Compliance Report elaborates on the processes that protect student privacy for both distance education and face-to-face students. **[IV.3]** (IV.3. College Catalog URL Academic Standards and Policies Section, IV.3. Compliance Report Sec. 1.2 FERPA)

Given the rise of cybersecurity concerns, CCBC has allocated resources to prioritize the adoption of data loss prevention efforts to secure employee, student, and shared information. All employees are required to complete the College's cybersecurity training annually.

Student Engagement in Support of the Student Experience

CCBC Athletics and Student Life operate within a comprehensive College Life Unit. The College Life Unit consists of five fully integrated departments: College and Community Outreach, Intercollegiate Athletics, Intercultural Engagement, Student Conduct, and Student Life. Extracurricular and co-curricular activities, including service learning, art exhibits, performing arts, and clubs utilize the college-wide service delivery model. A director for each activity category oversees goal and policy development, and assistant directors implement programming at the campus level.

Student Life professionals who plan co-curricular experiences and athletic programming recognize that these endeavors are key engagement, retention, completion, and enrollment stabilization opportunities. Careful deliberation occurs before and during each academic year cycle to ensure that Student Life and Athletics act as not only a venue for student engagement but also a conduit of retention, completion, and enrollment stabilization. Student Life provides necessary support for students through First-Year Experience (FYE) mentors, online learning peer mentors, and food pantries. As part of CCBC's work with the Title III grant and to demonstrate that mentoring exists in a variety of capacities, the Student Life Office continues to stress the importance of FYE Mentors, who are nationally certified peer educators and are trained to facilitate New Student Orientation experiences. **[IV.4] (**IV.4. Student Life Master SGA Budget FY21)

Recruitment and retention of student athletes is the starting point for a successful community college intercollegiate athletics program as well as a key enrollment management strategy. The success of these efforts at CCBC are measured by roster size, teams fielded, institutional scholarship commitment, performance achievement, components of the academic advisement program, coaching staff experience and commitment, and website reach and content. The student athlete academic advisement model at CCBC includes advisors dedicated to teams, academic progress reports tracked electronically three times per semester, and comprehensive student

hall and tutoring availability. Also, to meet the need of students seeking recreational sports while at CCBC, the Athletics Department developed an intramural program in FY2018 to supply such engagement opportunities.

The national governing bodies for CCBC are the National Junior College Athletic Association, NJCAA Region XX, and the Maryland Junior College Athletic Conference. Currently, these organizations do not produce comprehensive data on the community college student-athlete experience and leave student welfare and recruitment best practices to individual member colleges. Notably, the College has funded an artificial turf field at each of its three campuses in direct support of over 25% of participating student-athlete teams.

<u>Success Navigators in Support of Enrollment Stabilization</u>

College and Community Outreach Services: To meet growing food and housing insufficiencies of CCBC students, the College has been participating in a three-year Supplemental Nutrition Assistance Program (SNAP) Outreach Grant since 2018. Yearly grant goals extending over a three-year period consist of submitting 200 SNAP applications, completing 50 pre-screens for SNAP benefits, and participating in 90 outreach activities concerning SNAP assistance. This work involves proactive outreach by Success Navigators to currently enrolled students based on self-disclosed data indicated on their Free Application for Federal Student Aid (FASFA) forms. Success Navigators assess student needs and secure needed human services assistance referrals or access to direct assistance through internal student assistance events. Success Navigators serve as the primary contact for students, and Benefit Eligibility Specialists operate as primary contacts for Baltimore County community members/outreach. A direct link to student services such as Academic Advising, College and Community Outreach/Success Navigators, and Disability Support Services is included in the College's syllabus template. Tracking data regarding rates of student access justified the creation of a new full-time position, Director of College and Community Outreach, to support this student success initiative.

While the numerical goals for the SNAP Outreach Grant application submissions have not historically been met, CCBC has exceeded its objectives for outreach events. For process refinement, the State of Maryland will explore the adoption of an eligibility and enrollment system to allow for better tracking of application submissions and approvals coupled with improved accessibility of data for Success Navigators and Benefit Eligibility Specialists. To continue serving student needs, the College has received a second SNAP Outreach Grant, which extends from Federal FY2022 through Federal FY2024. **[IV.4]** (IV.4. Hope Center Basic Needs Insecurity Report for CCBC 2020, IV.4. SNAP Outreach 2021 Annual Report, IV.4. SNAP Outreach Grant Proposal FFY2022-FFY2024)

<u>Continuing Education</u>

Students enrolled in continuing education programs have access to the same academic and wraparound support services as students taking credit courses, including academic advising, tutoring, and disability services. In addition, students are served by retention specialists and embedded tutoring in some programs. Continuing education programs such as Learn, Earn, Achieve, Progress (LEAP) and Job Network as well as specialized training programs designed for specific populations have built-in contextualized academic support classes to assist students with academic rigor, study strategies, and assignment completion. The LEAP program supports 150 Baltimore County out-of-school youth ages 18–24 to complete training programs and helps them gain employment at a success rate of 70%. The Center for Alternative and Supportive Education is specifically designed to assist students with learning, developmental, emotional, and/or physical disabilities. **[IV.1b]** (IV.1b. LEAP Program-Dept. of Employment and Workforce Development FY21 Renewal)

<u>Periodic Assessment of Effectiveness of Programs Supporting the Student Experience</u>

After an extensive assessment of the College's executive structure, the Community College of Baltimore County entered Phase 1 of a three-phase interim organizational restructuring in July 2021, with a decision point and final Board of Trustees affirmation scheduled for Spring 2022 and full implementation July 1, 2022. (Refer to Standard VI). Among other realignments, the executive restructuring redistributes areas of the former Enrollment and Student Services (ESS) Division, with enrollment management functions shifting to the Vice President of Enrollment and External Outreach and with Student Services functions, including Student Development and College Life, moving under the leadership of the Provost/Vice President of Instruction. As a result of the ESS

redistribution and in support of *Transformational Academics* and *Credit/Continuing Education Integration* Strategic Priorities, two new organizational units were announced: Academic and Student Affairs (formerly Instruction) and Continuing Education, Outreach, and Enrollment Management (formerly Continuing Education and Online Learning). As this new structure continues to emerge and programs and staff supporting the student experience are realigned, institutional and operational planning at the executive level, while ongoing, is transitioning as it is reenvisioned within a new framework.

Over the span of the 2012 reaffirmation through the current period of restructuring, the (former) Enrollment and Student Services Division (ESS) was guided by overarching operational plans that included all department and unit initiatives and associated goals. Departments set their own goals and objectives for each year and conducted reviews to determine outcomes, completion analysis, and measurements. As a result, to meet evolving student retention and completion needs, human capital and related resources are allocated as needed. **[IV.6]** (IV.6. Four ESS Operational Plan Summaries: FY18, FY19, FY20, FY21).

A stellar example of these planning efforts is the development of the College and Community Outreach Office in response to critical and growing needs students face in the areas of nutrition, housing, mental health, domestic violence, and financial subsistence. A director-level position was created to oversee this office. In the Registrar's Office, human resources were directed toward providing additional staff to help students proactively address course selections and potential challenges in navigating the technical components of the degree completion process. Grants and other special funding sources are targeted to enhance service delivery and to meet developing student needs. Through a grant to purchase DegreeWorks, the academic advising program now uses an advanced technology tool to support a systematic approach to educational planning.

As Enrollment and Student Services areas are resettled, directors are continuing to participate in a highly developed annual budgeting process where directors establish department goals consistent with the Strategic Plan and have direct control in allocating budgetary resources toward those goals. Using Banner, budgets are submitted eight months in advance and include opportunities for enhancement through incremental budget requests. The process also includes educational workshops designed to help budget unit heads maximize the efficiency of budget allocations.

The Office of Planning, Research, and Evaluation (PRE) assists with assessment reports related to the Equity in Athletics Disclosure Act, the Student Right-to-Know Act, and data quality reviews that ensure compliance with state and federal agencies. Required federal reports such as numerous Title IX filings and the A-133 Federal Financial Aid Audit validate existing services and target areas for improved service delivery and compliance. (Refer to Standard II) Other examples of assessments include the review of academic placement processes, the analysis of retention data for first-year students who attended a New Student Orientation, the review of Pathways collaboration initiatives, an assessment of the APPLE (Advising Promoting Proactive Learning Experiences) initiative, and an analysis of students on probation. **[IV.6] (R.A. 10)** (IV.6. Pathways Analysis November 2018, IV.6. Pathways Analysis May 2019, IV.6. ACLT 052: Outcomes for APPLE and Regular Sections, IV.6. APPLE Student Assessment Form, IV.6. Equity in Athletics Disclosure Act Report FY2021, IV.6. Student Right-To-Know Act Disclosure June 2021, IV.6. Placement and Student Success Assessment Overview)

Findings and Conclusions

The College has demonstrated in substantial measure that it meets the Criteria for Standard IV and associated Requirements of Affiliation 8 and 10. CCBC's approach to supporting the student experience embraces the College's Mission and advances the Strategic Priorities of *Enrollment Stabilization* and *Transformational Academics*.

As a majority minority College, CCBC recognizes the many barriers its students face that contribute to enrollment decisions. Successful practices that have been deployed to remove barriers to student success include Open Educational Resources, Barnes and Noble First Day textbook adoptions, and connecting students to Supplemental Nutrition Assistance Program assistance services. A wide range of co-curricular activities including international and multicultural events, athletics, and student clubs and organizations provides ample opportunities for students to engage with the College. These initiatives align with retention and *Enrollment Stabilization* priorities.

The College continuously directs human and fiscal resources through institutional budget support or grant awards to initiatives that enhance student engagement and student support. Resources have been allocated to strengthening technology and other internal systems to improve the learning environment and the student experience. Investments in systems such as DegreeWorks and Banner and a Customer Relationship Management System anticipated in 2024 reap improved capacity for data analytics and for tracking of vital student information that is readily available to advisors and faculty. The College also created two full-time director positions to support new areas of College and Community Outreach and Transfer and Degree Acceleration.

An important element of the President's completion vision is degree acceleration. Over the past four years, CCBC has challenged creativity to provide students with many alternatives to assist in accelerating completion. Increased attention has been devoted to enhancing credit for prior learning and dual admission solutions. With the support of a Lumina Right Signals grant, the College has been able to energize credit for prior learning and train faculty and advisors to become active participants in creating paths to credit accumulation. The School of Health Professions created the Allied Health A.A.S. degree to provide students who have achieved national certifications in health fields such as sleep technology, pharmacy technician, and medical assisting a pathway to receive both credit for prior learning and an associate degree, with no duplication of prior learning content. This degree provides an internal articulation path for students to build stackable credentials in their pursuit of higher education mobility.

In the spirit of continuous improvement, the College works closely with the Office of Planning, Research, and Evaluation to deploy student satisfaction surveys, to complete data quality reviews for state and federal compliance, and to analyze the effectiveness of various student initiatives. As the College moves into the final phase of executive restructuring, both enrollment and student services staff, nonetheless under separate leadership, will continue to conduct assessment to evaluate the effectiveness of the new model in support of the student experience. Currently, a Strategic Enrollment Management plan is being developed and operational plans are being fine-tuned to prepare for the official launch of the executive restructure in July 2022.

Clearly the pandemic has changed CCBC and the higher education landscape in profound and unprecedented ways, driving conversations around enrollment stabilization strategies. An important line of inquiry for this Standard centered on the long-term institutional implications of and lessons learned associated with the short-term solutions implemented due to the Covid-19 pandemic. This line of inquiry considered how a potential sharp increase in distance learning over front-facing learning might impact current enrollment models, policies, procedures, and students in need of disability services. To gain a better understanding of accessibility needs for students with disabilities, closer exploration of the demands of online learning for this population needs to occur. Implementation of Covid-19 protocols promoted an exhaustive range of instructional modality options including online, blended, onsite, remote online-scheduled time, simulcast with some onsite, remote lecture with onsite lab, and lab course onsite. These options would be difficult at best for students with accommodations to navigate. As long-range institutional planning moves forward with respect to sustaining select modalities, the College is compelled to consider how to best serve all students.

The pandemic challenged the College to find ways to enable staff to adapt work environments and comply with Covid-19 restrictions while continuing to meet the needs of students. Some challenges rose to extraordinary levels. For example, the Registrar's Office processed 1,500 graduation applications in an emergency setting by mid-March 2020 and quickly pivoted to plan and implement a virtual commencement. Notably, acknowledgements were made during the American Association of Collegiate Registrars and Admission Officers "Virtual Graduation in a Pandemic" Coffee Break and at the Chesapeake and Potomac Association of Collegiate Registrars and Admission Officers Summer Leadership Series on Virtual Graduation that commended CCBC's exceptional efforts to re-engineer graduation processes, particularly the efforts to keep the virtual commencement as close to an in-person commencement with all the well-deserved pomp and circumstance for CCBC graduates.

Standard IV Criteria 5 does not apply at CCBC.

Opportunities for Improvement and Innovation

In alignment with the 2023 Year 4 goals of the Title III grant, CCBC will fully implement comprehensive, proactive student advising within the Guided Pathways model to meet student persistence, retention, and completion goals.

CCBC will explore wider accessibility solutions to improve the online learning experience for students in need of disability services.

Supports Strategic Priorities: *Enrollment Stabilization* and *Transformational Academics*

Standard V: Educational Effectiveness Assessment

Overview

Since the creation of its assessment model in 2001, the College has continued to evolve in its assessment practices and has a long-standing reputation as a national leader in educational effectiveness assessment, demonstrating a strong commitment to student success through continuous improvement. As an early assessment champion, CCBC won the prestigious Met Life Community College Excellence Award and the Community College Futures Assembly Bellwether Award in 2008 and again in 2014, recognizing the totality of the College's outstanding work in learning outcomes assessment. Continuing to build an exemplary framework of best practices in assessment, CCBC received the 2016 Sustained Excellence Award as an Excellence in Assessment designee from the National Institute for Learning Outcomes Assessment.

CCBC's Mission and Goals guide institutional assessment. The College systematically addresses educational effectiveness through general education, program-level and course-level assessment as well as institutional initiatives that work in concert to ensure student mastery of learning outcomes, regardless of learning modality. Qualitative and quantitative data are analyzed; and results inform intervention strategies in the classroom, guide programmatic improvement, and frame professional development opportunities for faculty and staff. Validation of assessment instruments, both internal and external, ensures the use of high-quality assessment tools and procedures. Assessment results are shared publicly and are used to build intervention strategies that propel continuous improvement.

Assessment efforts, embedded in CCBC's Strategic Priorities, contribute to institutional planning and resource allocation and include substantial support for faculty leaders in assessment. Faculty are integral in developing and implementing assessment projects at the course and program levels. The Office of Planning, Research, and Evaluation (PRE) provides the infrastructure to analyze data that is then deployed to design and develop intervention strategies to address student learning deficits. A coordinated effort between PRE and the Office of Instruction has advanced an assessment culture that is embedded in students' CCBC experience.

The goals of assessment at CCBC are to ensure optimal conditions for learning, encourage best practices, and inspire creativity and innovation in support of student success and institutional effectiveness. These targets represent a gold standard approach to advancing the College's Strategic Priorities to significantly increase student achievement while preserving equitable access and a state-of-the-art paradigm of educational excellence throughout the student trajectory.

Analysis of Evidence

A Culture of Assessment

CCBC is characterized by a robust culture of evidence-based educational effectiveness assessment that has grown exponentially since 2001. Serving as CCBC's assessment advocacy and support resource since that time, the Learning Outcomes Assessment Advisory Board (LOAAB) provides ongoing oversight of and guidance for all academic assessment activities and continually engages its members in researching best practices based on current literature in the field. The main functions of LOAAB are to coordinate academic assessment projects across the College, to identify and plan professional development activities, and to disseminate and communicate assessment results. **[V.2c]** (V.2c. Learning Outcomes Assessment Advisory Board Handbook)

In its foundational years, LOAAB membership primarily consisted of faculty and Dean representation from the academic schools and staff from the Office of Planning, Research, and Evaluation. Over time, membership has been expanded to include a college-wide, cross-disciplinary representation from areas such as Continuing Education, Online Learning, Library Services, Student Services, and CCBC's Middle States accreditation leadership. This expanded representation has extended support for Continuing Education to pursue learning outcomes assessment projects for continuing education courses and programs. In the past three years, LOAAB activities have grown to include researching and identifying metrics and measures for assessment of student engagement through the lens of the high-impact practices initiative.

The Learning Outcomes Assessment Advisory Board regularly interfaces with the College community by offering sessions on distinctive assessment accomplishments at the College's annual internal professional development conferences. Faculty present pedagogical and curricular innovations and showcase assessment projects and interventions. These annual college-wide events are well attended and include the Teaching Learning Fair and the Adjunct Winter Conference in January, the Professional Development Conference in May, the General Education/Developmental. Education Symposium in August, and the fall semester kickoff event, Fall Focus. Additionally, LOAAB organizes an annual Assessment Appreciation Day event to highlight innovative assessment projects and interventions that have promising results in improving learning outcomes. **[V.3d]** (V.3d. Five Prof. Dev. Samples) The historical impact of the Learning Outcomes Assessment Advisory Board on educational effectiveness is a testament to the College's commitment to excellence and innovation in assessment.

Because of its strong commitment to excellence in assessment, CCBC prioritizes investment in supporting and sustaining assessment efforts and maintains a dedicated Curriculum and Assessment budget. The assessment budget, managed by the Office of Instruction, supports faculty reassigned time, faculty stipends for assessment project participation, funding for prescribed interventions, and funding for artifact scoring participants. **[V.3e]** (V.3e. Curriculum and Assessment Budget) The Planning, Research, and Evaluation budget supports eight staff members who oversee institutional and educational effectiveness assessment. (Refer to Standard VI) The College also provides ongoing assessment-related professional development offered in a wide array of venues throughout the year.

CCBC has policies, procedures, and processes for organized and systematic assessment of student achievement. These efforts are overseen by full-time faculty in assessment roles and by appropriate professionals in the Office of Instruction, the School of Continuing Education, and the Office of Planning, Research and Evaluation (PRE). College policies for assessment in credit programs are overseen by the Office of Instruction's Dean of Curriculum and Assessment. Assessment policies relate to program review, general education assessment, and course-level assessment. For continuing education programs, the Director of Continuing Education Operations, Instruction, and Compliance oversees outcomes assessment and safeguards an organized and systematic approach. Both credit and continuing education programs maintain oversight to ensure policies regarding faculty participation in assessment are implemented and to verify that faculty administer valid and applicable learning outcomes assessment instruments. PRE oversees assessment at the institutional level and maintains staff to support analysis of general education, program-level, and course-level assessment

In support of *Transformational Academics*, the Program Review Committee and the General Education Review Board as well as College assessment leaders such as the General Education Assessment Outcomes Coordinator, the Learning Outcomes Assessment Associate, and the Director of Continuing Education Operations, Instruction, and Compliance monitor evolving best practices and assist in the development and implementation of assessment tools, processes, and procedures**.** Under the leadership of these groups and individuals, faculty trained in assessment processes and procedures guide teams of faculty in the design and implementation of assessments that are integrated into courses and programs.

Communicating Results

The College is committed to communicating assessment results to both internal and external stakeholders through the College's intranet, the Learning Outcomes Assessment webpage on the College's website, the Learning Outcomes Assessment Advisory Board, the comprehensive Learning Outcomes Assessment Annual Report, and the Student Learning Outcome Assessment Report (SLOAR) submitted to the Maryland Higher Education Commission every five years. **[V2.c] (R.A. 8)** (V2.c. 2020-2021 Learning Outcomes Assessment Annual Report URL, V2.c. SLOAR Report 2021)

The Learning Outcomes Assessment Annual Report presents extensive data from general education, course, program, and institutional assessment projects and highlights evidence of data-driven decision making. The numerous reports produced by Planning, Research, and Evaluation on a semester and an annual basis are accessible to all College employees and are shared directly with the President, Senior Staff, and unit leadership for discussion and distribution within their areas. In addition to professional development presentations, to

enhance college-wide assessment messaging, LOAAB published its first assessment newsletter in 2021 to be distributed biannually. **[V.2c]** (V.2c. LOAAB Newsletter Spring 2021, V.2c. LOAAB Newsletter Fall 2021).

<u>Continuous Improvement: Tracking Student Achievement with Internal and External Benchmarks</u>

The College's culture of assessment illustrates an emphasis on continuous improvement through institutional student success initiatives, systematic assessment processes at both the course and program levels, and interventions at all levels, all of which validate educational effectiveness. CCBC has three primary groups of student learning outcomes that guide internal learning outcomes assessment: course-level objectives, program-level outcomes, and General Education program goals. Institutional outcomes, or external measures, are benchmarked and are tracked in the Performance Accountability Report. These outcomes include student achievement of institutional goals such as course success, retention, completion, transfer performance, and certification/licensure pass rates. To further support student success, the College remains an Achieving the Dream College and is participating in a Title III Guided Pathways grant with aggressive objectives, metrics, and benchmarks and with numerous college-wide interventions in place designed to increase persistence, retention, and graduation rates.

Guided by its Mission and Strategic Priorities of *Transformational Academics* and *Enrollment Stabilization*, CCBC engages in a vigorous assessment cycle to produce trend data that allow for consistent monitoring of student learning outcomes and student achievement and success. Despite decreasing enrollment trends, the President and Senior Staff remain committed to providing the necessary resources for assessment and for the interventions implemented for renewal and continuous improvement. The College's FY2016 - FY2022 budgets illustrate this commitment, with significant increases in funds targeted for instruction (+23.5%), academic support (+10.6%), student services (+17.1%), and institutional support (+30.9%). (Refer to Standard VI) **[V.3e]** (V.3e. FY2016 – FY2022 Budget Assessment Extract) All internal and external student achievement and success initiatives hold CCBC accountable to a data-driven assessment imperative that enables the College to fulfill its Mission to provide a high-quality education that prepares students for transfer and career success. **[V2.b]**

<u>Course-Level Assessment</u>

With courses as the building blocks of programs, CCBC continues to conduct course-level, multi-section assessment to measure student learning to improve educational goals by assessing one or more course objectives on the Common Course Outline. All course-level assessment projects use externally validated instruments and flow through the CCBC five-stage research model: 1) Design and propose a learning outcomes assessment project; 2) Implement the design and collect and analyze the data; 3) Redesign the course/program to improve student learning; 4) Implement course/program revisions and reassess student learning; 5) Analyze and report final results. Based on findings, faculty implement pedagogical and curricular interventions designed to improve targeted learning objectives and outcomes in the course.

From FY2016 - FY2020, eight course-level projects completed Stage 5. When a project has moved through Stage 5, a data analysis report and executive summary are completed by Planning, Research, and Evaluation and faculty project coordinators. These reports are published in the Learning Outcomes Assessment Annual Report. Table 5.1 provides a brief description of three projects. Course-level LOA projects are effective in informing faculty discipline teams and guiding interventions to improve student outcomes and course success rates. **[V.3a] (R.A. 8)** (V.3a. 2020-2021 Learning Outcomes Assessment Annual Report URL Course-Level Assessment Section).

Table 5.1**:** *FY2016 - FY2018 Completed Learning Outcomes Assessment Projects*

Year	Course	Project
FY2016	BIOL 100 Exploring Biology *	Project used an externally validated exam to measure success on 9 course objectives on a final exam. African-Americans scored significantly lower at Stages 2 and 4. **Interventions at Stage 4**: Added practice exam, study guide, in-class assignments,

		consistent use of Blackboard shell by faculty. Faculty were strongly encouraged to take Culturally Responsive Teaching training. **Results:** Overall, students' scores were significantly higher than administration at Stage 2. However, African-American students' scores were statistically significantly lower than students of other races.
FY2017	LGST 101 Introduction to Law *	Project used a critical thinking writing prompt to examine and improve core skills of written communication, critical analysis, information literacy, logical reasoning, and personal and professional ethics. **Interventions at Stage 4**: All full-time and part-time faculty must assign multiple shorter and more critical thinking writing assignments. At least one assignment must use a four-part process of outline, draft, final, and rewrite. **Results**: All core skills areas showed marked improvement from pre- to post-test scores and included improvement percentages that greatly exceeded two prior iterations of this assessment.
FY2018	CSIT 120 Diversity in a Technological Society *	Project used an externally validated, 50-question exam that measured 10 of 15 objectives on the common course outline. Item analysis was performed at Stage 2. Performance was significantly lower than other objectives on items related to 3 objectives. **Interventions at Stage 4**: Reworded select exam questions for clarity, greater review of and discussion for select terms and concepts, videos added. **Results:** No significant difference in performance between Stages 2 and 4. Will continue to administer standardized exam with regular updates and periodic faculty review of exam scores.

General Education Course

Program-Level Assessment

All credit degree and certificate programs are assessed on a five-year cycle to verify continued high quality and relevance in the workforce and to maximize resource allocation to benefit students. The FY2020 - FY2023 Strategic Plan embeds educational effectiveness assessment objectives, most notably in the *Transformational Academics* and *Enrollment Stabilization* Strategic Priorities. As stated in the Strategic Plan, CCBC will "apply outcome-driven assessments to instructional initiatives, with the quality of instruction remaining paramount."

All programs have clearly defined program outcomes that are published in the College Catalog. **[V.1]** (V.1. General Education Requirements College Catalog, V.1. College Catalog URL Programs of Study Section) Program coordinators and department chairs are convened by the Dean of Curriculum and Assessment and the Office of Planning, Research, and Evaluation for an orientation one year in advance of the review date to prepare for program review. The review process consists of a deep dive into the curriculum, enrollment and student performance data, and employment opportunities in the region. Program Coordinators are required to work with the Learning Outcomes Assessment Associate to prepare a Program Outcomes Assessment Plan (POAP) proposal. **[V3.c]** (V3.c. Program Outcomes Assessment Plan RFP) As part of the program review process, three-year administrative goals are presented to determine future needs for the program and to align those needs with resources that can be identified to support the goals. These goals might include updated equipment or technology,

as are often required for programs in the School of Health Professions, or additional positions to support the program. Program coordinators convene a Program Review Advisory Board to review their reports at various intervals during the process.

Four years ago, after a lengthy assessment process, the program review procedure template was reviewed and revised to include curriculum mapping and a Strength/Weakness/Opportunity/Threat analysis to examine support for and threats to the future success of the program. These additions have greatly strengthened the review process and provide a wider lens of discovery. For example, the curriculum map documents the relationship of the program outcomes to the courses in the program by coding how a program outcome is assessed in the curriculum, considering both the method of assessment and the level of instruction. Table 5.2 displays options and codes for the mapping process. During the 2018-2019 program review cycle, the revised template was piloted by the Dental Hygiene coordinator for feedback prior to full implementation of the new template in the 2019-2020 cycle. All other programs during the 2018-2019 cycle followed the former template. **[V.5]** (V.5. Program Review Report Template Pre-Assessment 2018-2019, V.5. Program Review Report Template Post-Assessment 2019-2020, V.5. Dental Hygiene Program Review Revised Template Format 2018-2019, V.5. Aviation Program Review Former Template 2018-2019)

Table 5.2**:** *Curriculum Mapping Documentation*

Method of Assessment	Level of Instruction
P=Paper E=Exam PO=Portfolio O=Oral Presentation OT=Other (briefly explain)	Introduced D = Developed & Practiced with Feedback M = Demonstrated at the Mastery Level Appropriate for Graduation ^ = Denotes where the signature assignment is given Outcome is introduced in a prerequisite course

This type of curriculum analysis can alert a program coordinator if, for example, an assessment method is being introduced in a course at an inappropriate level of instruction or is not aligned appropriately with the course or program outcome, both of which might impact student achievement and success. **[V3.c]** (V3.c. Program Review Procedures 2020-2021)

Prior to 2018, only Associate of Applied Science and certificate programs were required to perform a comprehensive program review. The College had been studying the efficacy of bringing other degree types into a review process for several years. In the 2019-2020 academic year, the General Studies Associate of Arts degree entered the review cycle followed by the Associate of Science degree in the 2020-2021 academic year, with both programs designed primarily for transfer. The Associate of Science degree review was a monumental task in that it included six Areas of Concentration.

Program Outcomes Assessment Plans assess mastery of program outcomes for near completers. The use of POAPs in conjunction with detailed course mapping validate a program's consistent rigor, coherence, and assessment. Funding for external validation for both course-level and program-level assessment is built into the Curriculum and Assessment budget. **[V3.c] (R.A. 9)** (V3.c. 2020-2021 Learning Outcomes Assessment Annual Report URL Program-Level Assessment Section) Table 5.3 displays examples of POAPs.

Table 5.3**:** *Sample Program Outcomes Assessment Projects, 2016-2021*

<u>2016-2017</u> Automotive Technology, A.A.S. Degree	The Automotive Technology program will implement the use of Automotive Service Excellence (ASE) Student and Professional Series of exams as a preparatory and formative assessment tool for increasing the overall pass rate and the attainment of the A, G, and L series professional credentials.

2017-2018 Respiratory Care Therapist, A.A.S. Degree	The Respiratory Care Therapist program will address meeting the threshold for success in passing the Therapist Multiple Choice Exam (TMC) at the high cut score, which allows graduates to take the second exam to earn the Registered Respiratory Therapist credential. Anonymous exam results are provided that will be reviewed by key program staff to identify deficiencies that will lead to curricular changes.
2018-2019 Dental Hygiene, A.A.S. Degree	The Dental Hygiene program will track two Dental Hygiene cohorts (Fall 19 and Fall 20) to identify the degree of success or needed improvement in students' performance in implementing the process of care in clinical courses.
2019-2020 Digital Media, A.A.S. Degree	The Digital Media program will design a 30-minute final capstone project to demonstrate all three phases of production. Students will submit a comprehensive program script, show efficient use of equipment through camera work and shot selection, and document postproduction procedures with an edited project ready for distribution.
2020-2021 Legal Studies, A.A.S. Degree	The Legal Studies program will institute an e-portfolio for students as part of the LGST 273 Legal Studies Internship course. Items collected will reflect documents completed during specific courses within the program requirements. The project will measure all six program outcomes. External evaluators will include members of the advisory board, legal community in Baltimore County, colleagues from four-year partners, and program graduates.

The college-wide Program Review Committee evaluates the program review report using a rubric and meets with program coordinators to review strengths and weaknesses **[V3.c]** (V3.c. Program Review Report Rubric 2020-2021). A final recommendation by the Program Review Committee is presented to the President and Senior Staff and the Academic Deans. Based on the findings of the Program Review Committee, one of the following five recommendations is made: 1) program continuation with no mandatory changes to the existing program; 2) program continuation with implementation of any proposed changes within three years; 3) program transition from credit to non-credit; 4) program suspension whereby the program is to be suspended with the option that it might be resumed in the next two years; and 5) permanent discontinuation status following Maryland Higher Education Commission (MHEC) procedures. All final program review actions are presented to the Board of Trustees for approval. **[V.3f]** (V.3f. Four Board Exhibits Portfolios 2018-2021) If a program is flagged as needing improvement, a three-year Program Improvement Plan will be designed by the program coordinator in collaboration with the department chair and Academic Dean. **[V.3c] (R.A. 9)** (V.3c. Sample Redacted Program Improvement Plan)

At the end of the review period, one program is presented the Program of the Year Award based on a set of six criteria. Two of the six criteria focus on 1) evidence of ongoing assessment and overall quality and depth of the report and 2) how information will be used for continuous improvement. For the last three program review cycles, Program of the Year Awards were received by the following programs: Legal Studies 2020-2021, Teacher Education 2019-2020, and Dental Hygiene 2018-2019. Notably, the Dental Hygiene program, in addition to being awarded Program of the Year, completed a detailed assessment Case Study Report that was included with the 2021 Student Learning Outcomes Report presented to the Maryland Higher Education Commission. Award winning programs form a compendium of program review exemplars. **[V3.c]** (V.3c. Program of the Year Award Criteria, V3.c. Dental Hygiene Case Study Report)

General Education Assessment

The General Education (GE) program at CCBC complies with the requirements set forth by the Maryland Higher Education Commission and embraces the essence of the College's Mission to provide a high-quality education that prepares students for transfer and career success. **[V.1]** (V.1. General Education Requirements College

Catalog) Guiding the research, scholarship, and professional development for assessment of the GE program are the General Education Review Board (GERB) and the Learning Outcomes Assessment Advisory Board (LOAAB). Over the past 20 years, the collaborative relationship that exists between LOAAB and GERB has provided a solid structure and a strong foundation for upholding excellence as the bar for continuous improvement.

In support of Strategic Priority *Transformational Academics*, the College has undergone two reforms to its General Education program in the last 20 years, both of which were informed by a wide range of national scholarship. For many years, the work of the Association of American Colleges and Universities (AAC&U) has been a scholarship pillar for CCBC in shaping and reshaping its GE program and assessment initiatives, from its work in essential outcomes to the national Valid Assessment of Learning in Undergraduate Education (VALUE) rubric project in 2008, a project in which two College leaders participated for two years. **[V.2a]**

The College evaluates its GE program using an assessment process known as GrEATs (General Education Assessment Teams). Developed internally in 2001 with the first cycle of assessment culminating in 2004, the GrEATs model utilizes a common graded assignment (CGA), a rubric, and teams of trained faculty scorers. (Refer to Standard III) GE courses are assessed every three years based on a rotation schedule by discipline:

2019 – 2022 GrEATS Assessment Schedule		2022-2025 GrEATs Assessment Schedule		2025-2028 GrEATs Assessment Schedule	
Social and Behavioral Sciences	Fall 2019	Social and Behavioral Sciences	Fall 2022	Social and Behavioral Sciences	Fall 2025
Mathematics	Spring 2020	Mathematics	Spring 2023	Mathematics	Spring 2026
Biology and Physical Sciences	Fall 2020	Biology and Physical Sciences	Fall 2023	Biology and Physical Sciences	Fall 2026
Arts and Humanities	Spring 2021	Arts and Humanities	Spring 2024	Arts and Humanities	Spring 2027
English Composition	Fall 2021	English Composition	Fall 2024	English Composition	Fall 2027
Information Technology and Wellness	Spring 2022	Information Technology and Wellness	Spring 2025	Information Technology and Wellness	Spring 2028

Content-expert faculty teams within each discipline area create a common graded assignment (CGA), which is approved by GERB, for use by faculty in all sections of participating courses. Each faculty team, in consultation with Academic Deans, selects five of the seven following GE program goals to be assessed in the CGA: Written and Oral Communication; Critical Analysis and Reasoning; Technological Competence; Information Literacy; Scientific, Quantitative, or Logical Reasoning; Local and Global Diversity; and Personal and Professional Ethics. After participating in a norming session, assignments are evaluated and scored by teams of full-time and part-time faculty. In keeping with the CCBC assessment philosophy of a risk-free environment, data is not associated with a specific course section or instructor. (Refer to Standard III for sample CGAs and Rubrics)

In recent years, a significant improvement was made to the implementation of the GrEATs assessment model. A GrEATs Data Review Retreat was created for faculty to receive the data and discuss intervention plans. Intervention plans often focus on improving the common graded assignment or expanding teaching practices. **[V.3b]** (V.3b. Five GrEATs Intervention Plan Reports, V.3b. Best Practices for GrEATs Interventions). The retreat is attended by course and discipline stakeholders and is led by Planning, Research, and Evaluation; the Dean of Curriculum and Assessment; and the GrEATs Coordinator. Participants have an opportunity to review the data and to identify GE goals for assessment moving forward. Substantial time is allotted for faculty to discuss intervention strategies and to review past Intervention Plans. The Intervention Plan template was updated

in 2021 to include Specific, Measurable, Achievable, Realistic, and Timely (SMART) goals and a specific timeline for intervention stages. **[V.5]** (V.5. Gen. Ed. 2014 Intervention Plan Report Template, V.5. Gen. Ed. 2021 Intervention Plan Report Template)

In the 2014-2015 academic year, the College's General Education program was assessed and revised to reflect AAC&U Liberal Education and America's Promise (LEAP) essential learning outcomes and other 21st century skills. This revision culminated after a three-year process involving an extensive literature review, a comparative analysis of all GE outcomes and assessment plans in Maryland's two- and four-year institutions, meetings with transfer partners, and open campus fora. All GE disciplines submitted revised common course outlines and common graded assignments to the General Education Review Board for approval. A new GE goal was introduced in the revised GE program – Personal and Professional Ethics. LOAAB and GERB were proactive in collaborating to create professional development opportunities to provide both full-time and part-time faculty with resources for incorporating appropriate activities in their courses to assist students in meeting this new goal. **[V.5]** (V.5. Six Revised Gen. Ed. Senate Policies)

Continuing Education Assessment

Over the course of the last decade, Continuing Education (CE) has moved from a focus solely on offering individual courses to building short-term, continuing education career training programs based on regional workforce needs. Many programs prepare students for occupational licensing or certification. CE has been moving toward implementing a formal learning outcomes assessment model for courses and programs. In 2019, a two-year pilot began, and three courses participated in assessment projects to improve student achievement and success. Project proposals are reviewed and approved by the CE program dean and assessment staff. Final summary reports are published in the Learning Outcomes Assessment Annual Report. Table 5.4 describes the three piloted projects.

Table 5.4: *Continuing Education Assessment Projects*

CE Course/Program	Project
Certified Apartment Maintenance Technician	Increase pass rate of certification course EPA 608.
	Increase pass rate of National Apartment Association Exam.
Childcare I – Growth and Development	Improve connections between concepts and theories of growth and development and classroom observations of children.
Mathematics for Success	Measure the extent to which Mathematics for Success prepares students to pass credit gatekeeper course MATH 081

Eight more courses are in the queue for assessment. Beginning in FY2022, CE programs will be reviewed on a one-year to three-year cycle based on the frequency of change within the occupation. CCBC provides extensive contract training in the Baltimore region. As an institutional success measure, CE surveys employers each year to gauge client satisfaction, including curriculum and post-course student achievement and success. Survey results are included in the Performance Accountability Report, Indicator 34. FY2016 - FY2020 data are impressive, ranging from 97% to 100% satisfaction.

CCBC Core Competencies

CCBC, through the work of the Learning Outcomes Assessment Advisory Board, has identified the following core competencies to help students develop the knowledge, skills, and behaviors to be successful as intentional learners; to be productive as workers; and to be thoughtful, engaged citizens:

Communication: The ability to use reading, writing, oral, or signed communication skills to organize, express, and absorb ideas and information in interpersonal, group, organizational, and presentational settings.

Problem Solving: The ability to think critically and to solve problems using data, analysis, interpretation, and reasoning skills.

Global Perspective and Social Responsibility: The ability to understand and interpret events and issues within a global perspective; ability to demonstrate ethical and cultural awareness and to foster an appreciation of diversity through appropriate and effective modes of social interaction.

Independent Learning and Personal Management: The ability to set individual goals and devise strategies for educational, personal, and professional development in a changing world.

The Core Competencies were designed to guide the development of courses outside of the General Education program with the intention that faculty would be able to demonstrate one or more of the associated abilities is evident in the learning outcomes and/or achievable through the course requirements. While Core Competencies have been defined and in force for some time, they have never been formally operationalized during the course approval process by requiring course developers to identify direct connections to specific competencies and an accompanying assessment plan. Due to the rigorous scrutiny new course proposals receive by the Curriculum and Instruction Committee (CIC), it would be difficult for a course not to connect to one or more of the Core Competencies. However, the course development process would be improved by adding a Core Competency mapping activity to the CIC New Course Proposal template.

Institution-Level Assessment

The Office of Planning, Research, and Evaluation (PRE) provides oversight for external institutional assessment and conducts data analysis to assess the College's achievement in support of its Mission and Goals. PRE collects key metrics and effectiveness data annually through the Performance Accountability Report (PAR) and the Voluntary Framework of Accountability (VFA) and utilizes resources such as the National Student Clearinghouse and the Maryland Longitudinal Data System for comparative state and national data. The College also collects data from student satisfaction surveys, graduate follow-up surveys, and non-returning student surveys as well as key findings from the Community College Survey of Student Engagement. Both the PAR and VFA report summaries are highlighted in the Learning Outcomes Assessment Annual Report **[V.2a.]** (V.2a. 2020-2021 Learning Outcomes Assessment Annual Report URL Institutional Outcomes Assessment Section). The College compiles course completion and return rate reports which are instrumental in shaping institutional direction and student support services to improve educational effectiveness. These reports provide vital data for informing ongoing, long-term College initiatives such as Achieving the Dream and the Title III grant. **[V.3g]** (V.3g. 2020 PAR Report, V.3g. Course Completion Report Fall 2019, V.3g. Course Completion Report Spring 2020, V.3g. Return Rates Fall and Spring Cohorts 2011-2021)

CCBC has an impressive list of 27 credit programs and 5 continuing education programs that are currently accredited by specialized accreditors and meet rigorous standards for program quality. The PAR report presents licensure and certification exam pass rates for 14 specialized accredited credit programs in the School of Health Professions that require external licensing and/or certification upon completion of the program, with two programs requiring graduates to pass two separate exams to obtain licensure or certification. **[V.2a]** (V.2a. 2020 PAR Report Indicator 25) Table 5.5 displays licensure/certification pass rates from FY2016 - FY2020.

Table 5.5: *School of Health Professions Licensure and Certification Exam Pass Rates*

Program:	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2020
Dental Hygiene Combined NDHE and NRBE *, *	100.0%	100.0%	100.0%	100.0%	100.0%	95.0%
Emergency Medical Tech – EMT-Basic *	76.5%	76.7%	66.1%	81.3%	87.9%	90.0%
Emergency Medical Tech – EMT-Paramedic	82.4%	85.7%	88.9%	80.5%	73.3%	90.0%

Massage Therapy ***	100.0%	100.0%	100.0%	100.0%	100.0%	95.0%
Medical Laboratory Tech ***	100.0%	100.0%	76.9%	90.9%	100.0%	90.0%
Mortuary Science Combined Arts and Science**, ***	93.8%	100.0%	75.0%	82.4%	94.4%	95.0%
Nursing – Practical, ***	93.8%	100.0%	97.1%	97.1%	100.0%	95.0%
Nursing – RN, ***	80.8%	88.9%	89.7%	90.0%	92.3%	90.0%
Occupational Therapy Assistant	**100.0%**	**85.3%**	**86.7%**	**92.6%**	**89.3%**	**90.0%**
Physician Assistant, ***	90.0%	95.1%	95.3%	78.8%	100.0%	95.0%
Radiography	92.3%	88.9%	94.4%	97.0%	95.5%	95.0%
Radiation Therapy	90.9%	86.7%	100.0%	83.3%	72.7%	90.0%
Respiratory Care Therapist	100.0%	93.8%	93.8%	93.8%	75.0%	90.0%
Veterinary Technology	50.0%	82.6%	84.2%	89.5%	83.3%	90.0%

*   Combined National Dental Hygiene Exam and Northeast Regional Board Exam scores

**   Combined Arts Exam and Science Exam scores

*** Pass rate remained the same or increased during pandemic year.

In addition to the 14 allied health programs highlighted in Table 5.5, noteworthy accomplishments are accreditations in all of the Fine Arts areas of study, to include Art and Design, Dance, Music, and Theatre. Additionally, CCBC's Automotive Technology program has maintained full Master Certification from the ASE Education Foundation in all eight specialty areas since 1992.

CCBC students experience success in furthering their education after completing their associate degree, transferring most often to Towson University. The 2020 PAR report Indicator 26, which reports performance after transfer, reveals that 81.3% of CCBC graduates had a mean GPA after the first year of 2.71 in AY2018 - AY2019 against a benchmark of 2.75. This number is slightly down from 2015-2016, with 2016-2017 reporting the highest data, reflecting a mean GPA of 2.79%. Transfer data disaggregated by race reveals that African-American and Hispanic/Latino students transfer and earn a four-year degree at a lower rate than other demographic populations. The 2020 PAR report Indicator 24 reveals both 2016 and 2018 cohorts of graduates report 84% satisfaction with preparation for transfer. **[V.2b]** (V.2b. 2020 PAR Report Indicators 24 and 26).

Graduate follow-up and student satisfaction data are key measures of how effective an institution is in meeting its commitment to its Mission, Strategic Priorities, and educational goals. Recognized by the *Daily Record* as a 2019-2021 Best Community College, CCBC consistently fulfills its role in preparing students for transfer and career success and in serving the community by supporting regional employers with a highly skilled workforce. In 2021, as recognition for the College's excellence in the field of maritime education and training, CCBC was designated a Center of Excellence for Domestic Maritime Workforce Training and Education by the U.S. Department of Transportation. This designation opens opportunities for CCBC to collaborate with the federal Maritime Administration to advance student recruitment for maritime careers and to form pathways to jobs in the maritime industry. **[V.2b]** (V.2b. U.S. Dept. of Transportation Award Letter)

CCBC disseminates a Graduate Follow-Up Survey to all degree and certificate graduates every two years. Two survey questions that graduates are asked to rate are 1) how well the College prepared them for employment and 2) how satisfied they were with the overall college experience. Table 5.6 presents data for the three most recent Graduate Follow-Up Survey cycles for graduates in the years 2015, 2017, and 2019. The data is aggregated on the Very Good to Good continuum. **[V.2b]** (V.2b. 2015, 2018, 2019 Graduate Follow-Up Survey Reports)

Table 5.6: *CCBC Graduate Follow-Up Survey Data*

Survey Question	Graduate Cohort		
	2015	2017	2019
How satisfied were you with the overall college experience?	91%	89%	91%
How well did college prepare you for employment?	70%	72%	79%

Data Source: Office of Planning, Research, and Evaluation

While other survey questions mine deeper into the graduate experience, the questions displayed in Table 5.6 are at the center of the College's Mission and provide insight into the rich instructional programs and positive student experience that CCBC maintains.

Closing the Assessment Loop: Institutional Interventions

Online Learning and Quality Assurance. CCBC's Department of Online Learning operates within a comprehensive strategic plan that includes multi-level online course development training for faculty, continual assessment of courses and programs grounded in internal and external data tracking, ongoing administration of student course evaluations, and a clear set of goals and action steps to support *Enrollment Stabilization.* With online course enrollments steadily increasing in both credit and continuing education courses and student achievement and success at the heart of the Department of Online Learning's mission, CCBC is steadfast in maintaining and growing quality assurance standards for online learning. **[V.3h]** (V.3h. 2020 PAR Report Indicator 6, V.3h. Online Strategic Plan 2020-2022, V.3h. Online Learning Quality Assurance Protocols)

Over the past 15 years, CCBC has dedicated increasingly significant resources to improving educational effectiveness in online learning. In 2013, CCBC adopted the Quality Matters (QM) framework for online course design as a strategy to assure quality, increase student engagement, improve student achievement and success, and ultimately to enhance educational effectiveness. Since that time, over 100 online courses meet QM standards, with additional courses moving through a five-year schedule for quality assurance review. To achieve QM Certification, online courses are held to rigorous design, development, and review standards using the Quality Matters rubric, with faculty developing online classes required to attend "Applying the Quality Matters Rubric" training. (Refer to Standard III) **[V.3h] (R.A. 10)**

When QM was first adopted, the College invested heavily in faculty development and reassigned time to support a faculty-centered, train-the-trainer QM peer review process. CCBC has allotted substantial resources since 2017 to growing from relying solely on faculty-certified trainers to fully staffing an online learning and instructional design organizational structure to include an Assistant Dean of Online Learning, a Director of Instructional Design and Online Learning, four instructional designers, a learning management system administrator, and a technical trainer. In addition, three positions vacated due to retirements will be repurposed to hire an Online Quality Assurance and Accessibility Specialist, an Instructional Technologist/Multimedia Developer, and an Online Student Experience Director. As this organizational structure has evolved and to further improve online course quality, faculty subject-matter experts have been trained to develop institutional online courses. These institutional courses serve as "master" courses and are shared among faculty – sometimes even adopted throughout an entire discipline – to maintain consistency of course design and quality for highly enrolled courses with multiple sections. Currently, 244 institutional online courses, including 85% of general education courses, have been developed.

Student achievement and success is at the core of CCBC's Mission, Vision, and Values. Technology planning for 2020-2025 has been crafted around many of the College's student success and retention initiatives and aligns with the Guided Pathways model of an innovative, integrated 21st century technology framework that meets the needs

of the 21st century student. In preparation for the expiration of the Blackboard Learning Management System (LMS) in June 2021, a Request for Proposal was published. Three vendors made presentations to the College community with a final recommendation, approved by the Board of Trustees, to adopt the D2L Brightspace system. After one year of intensive faculty professional development, Brightspace was implemented fully for Summer 2021 courses. The Brightspace LMS was selected not only for its ease of use for both faculty and students but also for features that support student engagement and student achievement and success, such as early alert messaging, progress tracking, student success analytics, and mobile capabilities. Training was provided to all faculty and staff, with a total of 873 faculty and staff completing. **[V.3c,e]**

In April 2020, the Department of Online Learning worked with Planning, Research, and Evaluation to determine if courses designed following Quality Matters (QM) standards were associated with improved student grades (ABC) and/or resulted in fewer students receiving a grade of W. The analysis included the top 10 highest enrolled courses for Fall and Spring semesters from Fall 2011 – Fall 2019. This timespan includes semesters prior to and including when courses implemented QM. The analysis did not support either hypothesis and determined no statistically significant results. Goal 7 in the CCBC Online Strategic Plan 2020-2022 expresses the need to focus on maximizing quality courses and in that vein plans to reassess and narrow the scope of analysis by disaggregating course data by length of course, percent of full-time/adjunct faculty, and level of faculty training. In this way, targeted interventions can be designed to improve student learning. **[V.3a]** (V.3a. Analysis of Quality Matters in Online Courses April 2020).

Despite many years of implementing myriad quality assurance practices, improving student achievement and success in online courses remains a challenge at CCBC, with online course success rates (ABCD) from Spring 2013 to Spring 2020 remaining somewhat stagnant at 65% to 73%. The College remains undeterred in its focus on improving online course success and continues to innovate, assess, and allocate resources to advance success initiatives targeting not just the online learner but all students.

Student Achievement and Success. Achieving the Dream and Title III: To support the integration and implementation of the College's student success activities, a widely representative group of over 100 College staff has been assembled to form an executive structure – the Student Achievement and Success Committee. Under the leadership of the Provost/Vice President of Instruction and guided by a Student and Achievement Success Steering Committee, the structure includes six Student Achievement and Success Integration Workgroups. These workgroups are arranged into key strategic areas – Digital Engagement, Holistic Student Supports, Intake, Integration, Pathways, and Transfer and Articulation – themes that have dominated CCBC student success and Guided Pathways conversations over the past several years and that support the institutional goals and objectives identified in the Title III grant.

Since 2008, the College's student success, strategies have been guided by academic planning – four Comprehensive Academic Plans (COMAP) and the Office of Instruction Strategic Priorities Plan FY2020 - FY2022 – which have methodically immersed the College in activities such as learning outcomes assessment, pedagogical improvements, online learning, accelerated learning, Achieving the Dream, expanded student support services, comprehensive advising, Guided Pathways, and high-impact practices. **[V.3e] (R.A. 10)** (V.3e. Four Comprehensive Academic Plans 2008-2017, V.3e. Office of Instruction Strategic Priorities Plan FY2020 – FY2022). For the last ten years, CCBC has demonstrated sustained leadership and commitment to Achieving the Dream (AtD) priorities to improve student success through early implementation of novel, large-scale interventions to include Guided Pathways, Academic Development and Academic Literacy courses, the Accelerated Learning Program, achievement the gap initiatives such as Culturally Responsive Teaching and Learning, and comprehensive advisement. In recognition of outstanding progress in designing a student-focused culture and a cohesive strategy of whole-college solutions to meet the needs of underrepresented students, CCBC was awarded the prestigious Achieving the Dream Leah Meyer Austin Award in 2015. **[V.3g]** (V.3g. Leah Meyer Austin Award press release)

Over the last three years, CCBC has deepened its Achieving the Dream vision and focused its student success priorities on both Equity and Data and Technology. While these two goals do not preclude the College's strong commitment to the many comprehensive enrollment stabilization initiatives – to include reforming student entry

and placement via multiple measures and self-placement assessment, advising, and Guided Pathways – they represent overarching themes to which the College is dedicated as interventions are imagined, developed, and scaled. **[V.3g]** (V.3g. 2018 AtD Annual Reflection Worksheet, V.3g. 2019 AtD Annual Reflection Worksheet, V.3g. 2020 AtD Annual Reflection Worksheet)

CCBC received a five-year Title III grant in 2011. This grant was instrumental in supporting the College's Achieving the Dream initiatives and its goal to institutionalize success practices. Despite early sustained improvement on success measures such as completion, advancement from developmental to college-level courses, and term-to-term retention, by 2017, CCBC was experiencing student attrition due to weak retention rates. Community College Survey of Student Engagement scores in the Support for Learners category were declining, and graduation rates were falling. In 2019, CCBC was awarded a second five-year Title III grant to accelerate large-scale structural change in Guided Pathways and advising models, equity and inclusiveness, and technological support systems, with the imperative to create and institutionalize "new norms" to increase achievement, persistence, and retention to graduation. The overarching vision of the grant is to improve educational effectiveness practices and increase students' forward progress toward meeting their educational goals. **[V.3g]** (V.3g. Title III Grant Proposal 2019-2024)

From FY2016 - FY2022, CCBC's Information Technology budget increased $1.73 million, which represents a 13% increase and demonstrates continued support for technology solutions. The 2016-2021 technology plan expanded structural and system capacity, including improved cybersecurity risk assessment measures and a major upgrade to the College's Banner system, an upgrade that was essential to envision 2020-2025 technology planning for a 21st century student experience. The College has prioritized the development of a student achievement and success technology framework that aligns with Title III goals and timeline. To improve learner support, the College built a new student portal which includes a mobile application and increased 24/7 accessibility to technical support. The framework also advances data analytics capacity through dashboard development that features demographic data disaggregation capability critical to isolating and analyzing equity gap data and incorporates the addition of a Customer Relationship Management (CRM) system to fully scale Title III initiatives. With its considerable integrative capability, the CRM will provide early alerts and retention actions to guide interventions for at-risk students and will build insights into students' challenges. CRM student onboarding is slated to begin in 2024. Allocating resources for leading-edge technology advantages the College by deploying greater momentum toward strengthening student achievement and success outcomes. **[V.3h]** (V.3h. IT Council Minutes 2.13.20)

The Year One Title III Evaluation Annual Report was prepared in October 2020 with findings based on a site visit by external evaluators, interviews with the Title III leadership team, a nationally recognized Guided Pathways Essential Practices Scale of Adoption Self-Assessment, and a wide range of internal College surveys. The College is evaluated on the Four Pillars of Guided Pathways – Pillar 1 *Mapping Pathways to Student Success*, Pillar 2 *Helping Students Choose and Enter a Pathway*, Pillar 3 *Keeping Students on the Path*, and Pillar 4 *Ensuring that Students are Learning* – using a variety of evaluation activities including a site visit, focus group activities, and student and staff surveys. Associated with each of the four pillars are equity considerations to ensure that implementation strategies for Guided Pathways improve outcomes for historically underserved students. Lastly, retention and success cohort data are presented.

The Year One report commended CCBC for expanding active learning opportunities for students through its implementation of high-impact practices (HIPs) and advanced the College's rating in Guided Pathways Pillar 4 from Stage 4 *Implementing* to Stage 5 *Operationalizing*. These pedagogical strategies embody the FY2020 - FY2023 *Transformational Academics* Strategic Priority to "boost successful completion." In anticipation of transitioning to a case management advising model, the report recommends that the College explore a coaching rather than a mentoring approach to advising. **[V.3b]** (V.3b. Year One Title III Evaluation Annual Report October 2020)

In October 2021, the Year Two Title III Evaluation Annual Report was completed and cites significant improvements in curriculum and pathways mapping, course scheduling, and advising, with advising reform expected to accelerate in Year 3 as Customer Relationship Management technology is implemented. Several

components in Guided Pathways Pillar 4 advanced from Stage 5 *Operationalizing* to Stage 6 *Full Implementation*. Pillars 1, 2, and 3 components were assessed from Stage 2 *Exploring and Planning* to Stage 4 *Refining*. The report recognizes the strong and sustained equity work of the College through both its Culturally Responsive Teaching and Learning professional development series and the creation of the President's Diversity, Equity, and Inclusion Advisory Council and cites specific equity challenges for which these groups could be instrumental in providing oversight for improvement. The report also acknowledges the College's strong foundation prior to the grant with building a Pathways structure and leading accelerated learning and placement reform as an advantage to reaching and sustaining the goals and outcomes of the grant. **[V.3b,c,g]** (V.3b,c,g. Year Two Title III Evaluation Annual Report October 2021)

High-Impact Practices. CCBC initiated the high-impact practices (HIPs) pedagogical strategy in 2016 to strengthen the equity and success goals of Achieving the Dream, particularly those goals related to closing achievement gaps, by infusing projects that promote deep learning and enhance student engagement. A High-Impact Practices Leadership Committee was convened to guide this initiative, and a preliminary HIPs infusion intervention model was implemented to include high-impact practices in the College's First-Year Experience Academic Development course (ACDV 101) and in two highly enrolled General Education courses. To maximize student exposure, by Fall 2019 seven of nine of CCBC's most highly enrolled General Education courses were infused with high-impact practices. As high-impact practices are scaled, student exposure will be maximized, with a majority of credit students across academic pathways participating in at least one HIPs intervention. Table 5.7 presents a sampling of infusion projects and the essence of the assignment.

Table 5.7: *Sample High-Impact Infusion Projects (HIPs)*

Course	HIPs Category	Pedagogy
ENGL 101 College Composition	Diversity/Global Learning	Intentionally and transparently include diverse voices in writing and explore diversity related issues in discussion.
CSIT 101 Technology and Information Systems	Collaborative Assignments	Students collaborate in small groups with activities related to career development.
PSYC 101 Introduction to Psychology	Common Intellectual Experience	Students complete a faculty-assigned project in their psychology class and then create a poster presentation to participate in a conference with other psychology students.
SOCL 101 Introduction to Sociology	Service Learning	Students participate in and reflect on a service learning project throughout the semester.

CCBC's high-impact practices initiative, while fully operational, is still in a fledgling stage of data accumulation and assessment. The Learning Outcomes Assessment Advisory Board and the High-Impact Practices Leadership Committee are collaborating to examine how best assessment practices for student engagement can be adapted in order to assess HIPs outcomes. Data disaggregated by race has shown progress toward closing achievement gaps. To date, early institutional data is promising with respect to increasing semester-to-semester retention and closing achievement gaps between White and African-American students, as presented in Table 5.8. Additionally, as Table 5.9 displays, student exposure to high-impact practices has grown significantly and will grow exponentially as this project is expanded. **(R.A. 10)**

Table 5.8: *Retention and Success Rate Gap Comparisons for White and African-American Students*

| Course	Retention Gap (Spring 2019)	Success Gap (Fall 2018)
Biology: Molecules and Cells	Closed significantly for HIPs (-24)	Closed significantly for HIPs (-20)
Fundamentals of Communication	No significant difference (+4 vs. +6)	Closed significantly for HIPs (-7)
College Composition	Widened significantly for HIPs (+21)	Widened significantly for HIPs (+8)
Introduction to Psychology	No significant difference (+6 vs +6)	Closed significantly for HIPs (-11)
Introduction to Sociology	Widened significantly for HIPs (+10)	N/A

Data Source: Office of Planning, Research, and Evaluation

Table 5.9: *High-Impact Practices Student Exposure Rate in Highly Enrolled Courses*

Semester	HIPs %	Non-HIPs %
Fall 2016	4%	96%
Spring 2017	14%	86%
Fall 2017	15%	85%
Spring 2018	32%	68%
Fall 2018	44%	56%
Spring 2019	52%	48%
Fall 2019	63%	37%

Data Source: Office of Planning, Research, and Evaluation

With noteworthy retention and success data toward closing the achievement gap for minority students, the Office of Instruction Strategic Priorities Plan for FY2020 - FY2022 expanded the support strategy of high-impact practices to benefit students at scale. **[V.3.a,b,g,h]** (V.3.a,b,g,h. Office of Instruction Strategic Priorities Plan FY2020 - FY2022) In recognition of its work organizing and implementing High-Impact Academic Practices in support of student success and equity, the High-Impact Practices Leadership Committee was awarded the CCBC Mark McColloch Academic Excellence Prize of $10,000 in FY2020 - FY2021. These funds will help expand HIPs infusion projects and the College's equity agenda in support of *Transformational Academics* and *Enrollment Stabilization* Strategic Priorities. This award celebrates models of teaching and learning excellence in practices that coalesce around a clear definition of student success and honors the late Vice President McColloch's commitment to student success and equity through his dedication to transformational initiatives such as High-Impact Practices, Accelerated Learning, Guided Pathways, and Culturally Responsive Teaching.

Male Student Success Initiative. The CCBC FY2022 Diversity, Equity, and Inclusion Plan supports the persistence, retention, and equity goals of Achieving the Dream and the Title III grant to assure that comprehensive academic and student support activities are initiated in support of student success goals. Data displayed in Figure 5.1, Retention by Race and Gender, reveal a discouraging flat line of retention rates for African-American male students for Fall semesters 2010-2019. The four-year return rate drops to 10%, a statistic even more bleak. The President has declared these statistics to be unacceptable. **[V.3h]** (V.3h. Diversity, Equity, and Inclusion Plan FY2022)
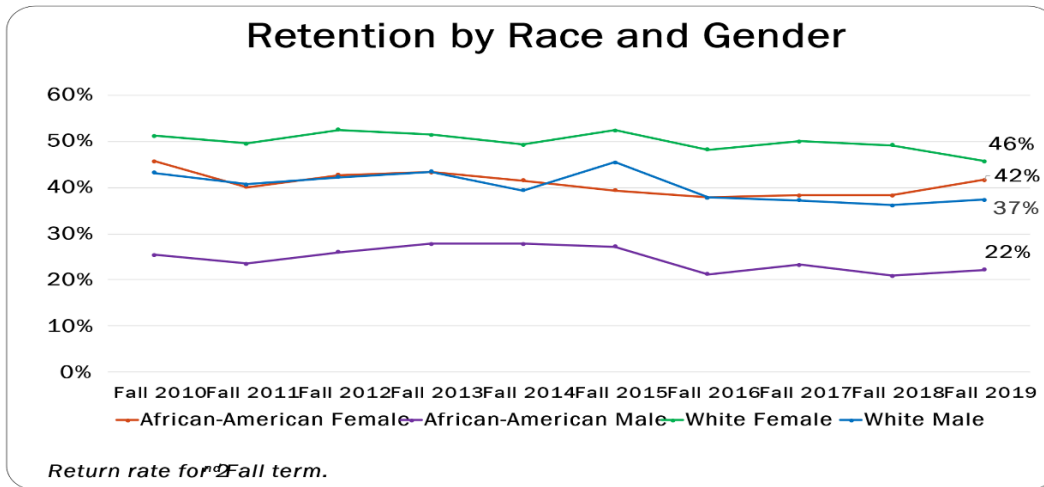
Figure 5.1
Data Source: Office of Planning, Research, and Evaluation

The Male Student Success Initiative (MSSI) is a high-impact practice in support of CCBC's equity priority. Over 20 years ago, CCBC recognized through gap data analysis that African-American male students were a revolving door demographic. These students were struggling not only with academics but also with life skills inadequate to enable them to sustain a forward path in higher education. Based on this data, the College created a contextualized orientation for male students of color. In 2010, as part of the College's entrance in the Achieving the Dream project, the student orientation initiative was transformed to a contextualized version of the College's Academic Development course, ACDV 101 for Men of Color.

In 2013, CCBC was one of 10 colleges to be invited by the Association of American Colleges and Universities (AAC&U) to participate in its *Developing a Community College Student Roadmap* project, an initiative based on AAC&U's Liberal Education and America's Promise initiative to build learning and academic success best practices for all students but particularly underserved students. The CCBC project extended the contextualized ACDV 101 course to high school students at a Baltimore County High School where enrollment was 85% African-American and with free and reduced meals at 82%. This project engaged 21 African-American male students, all of whom identified as college bound. **[V.3h.]** (V.3h. MSSI AAC&U Invitation Roadmap Project)

By 2014, the Male Student Success Initiative was meeting with sporadic success; however, low visibility and absence of leadership and financial support at the institutional level impeded discernable growth. Nonetheless, MSSI remained an institutional priority. In 2014, the College was awarded an $80,000 grant by the Maryland Higher Education Commission to establish a cohort of 50-75 African-American males to compare semester-to-semester persistence, academic performance, and success rates based on completing the contextualized format of ACDV 101 against other cohorts who completed a non-contextualized ACDV 101 course. This one-year grant was a significant just-in-time achievement and provided a catalyst for CCBC to identify funding sources to fully develop the Male Student Success Initiative. While falling short of targets, the 2014-2015 Final Grant Evaluation Report revealed higher academic standing and retention data for the MSSI Cohort. These students benefited from support interventions that are built into the contextualized ACDV 101 course. **[V.3g]** (V.3g. MSSI MHEC 2015 Grant Award Letter, V.3g. MSSI MHEC 2015 Grant Final Report)

The President has elevated leadership responsibility of the Male Student Success Initiative (MSSI) to the Vice President of Institutional Advancement and charged him with implementing MSSI 2.0, with a goal of 500 active participants. While MSSI 2.0 retains basic tenets around support services, contextualization, and leadership development, greater emphasis is placed on educational effectiveness with Early Momentum Metrics for gateway course entrance, college-level credits achieved, and persistence. To reinforce this ambitious model, a broader community of faculty will be invited to engage in MSSI by training to become MSSI certified. As such, faculty are expected to attend ongoing training activities, participate in MSSI activities, provide early alerts to students, and communicate with MSSI mentors. **[V.3d]** (V.3d. MSSI Message from VP Westary)

To demonstrate institutional support for the Male Student Success Initiative 2.0, the President provided a generous operating budget for program support and student engagement activities. A robust organization chart has been constructed to include a full-time Director, an Assistant Director responsible for student engagement and retention, and a professional support team of eight paid leadership positions and four student volunteer success leaders. The revitalized Male Student Success Initiative paradigm and associated funding commitment demonstrates the President's staunch determination to propel male students of color to reach their full potential. **[V.3g,h]** (V.3g,h. MSSI VP Westary BOT Presentation)

Restructuring for Institutional Effectiveness. After an assessment of the College's 15-year executive structure by senior leadership, in January 2021 the President proposed to the College community an 18-month interim, forward-leaning executive restructuring plan organized to realign academic and student affairs in support of a heightened equity agenda and Strategic Priorities *Enrollment Stabilization* and *Transformational Academics*. Pending Board of Trustees approval in Spring 2022, full implementation is slated for July 1, 2022. (Refer to Standard VI) This organizational vision is a culmination of the many student success projects to which the College has devoted its work and planning since 2009 – Achieving the Dream, two Title III grants, Guided Pathways, and four Strategic Plans – and reconfigures CCBC to serve the 21st century student as represented in the FY2020 - FY2023 Strategic Plan.

This broad-sweeping restructuring plan exemplifies an institutional effectiveness intervention that is bold, decisive, and abandons business as usual in building a framework capable of leveraging all organizational systems to accomplish the College's student success and equity goals.

Findings and Conclusions

The College has demonstrated in substantial measure that it meets the Criteria for Standard V and associated Requirements of Affiliation 8, 9, and 10. CCBC's approach to educational effectiveness assessment supports its Mission and Strategic Plan and advances the Strategic Priorities of *Enrollment Stabilization* and *Transformational Academics*.

CCBC has built an impressive compendium of established, systematic, and ongoing assessment processes, sustained since 2001, at the course, program, and institutional levels. Curricular and program interventions, institutional decision-making, resource allocation, and professional development are informed by assessment results. Students attain educational goals consistent with their program of study and degree level, with the institution's Mission, and in accordance with appropriate federal and state expectations for institutions of higher education.

General education assessment, course-level learning outcomes assessment, and program-level assessment are specific strengths and serve as a model of how CCBC can further develop its institutional assessment processes to enhance outcomes in retention, completion, and transfer. The College has begun the process of improving these outcomes by analyzing assessment data to design updated infrastructure interfaces as well as curricular and co-curricular supports that promote achievement of the institutional goals and objectives as identified within the Title III grant. With the infusion of high-impact practices, the expansion of CCBC's Guided Pathways model, and the advent of a restructured organizational model, CCBC anticipates an increase in student achievement, persistence, retention, and completion metrics while advancing the College's diversity, equity, and inclusion initiatives.

Community College Survey of Student Engagement (CCSSE) data has both informed and guided many of the high-impact initiatives the College has adopted and scaled to improve persistence, retention, and completion outcomes. Over the last 10 years, CCSSE scores in the Support for Learners benchmark have declined significantly, validating the College's resolve in implementing processes and procedures to support the goals of the Title III grant. As organizational changes move forward and planning for the FY2024 - FY2026 Strategic Plan launches, it is imperative that the College assess the effectiveness of success strategies to ensure that structures and resources remain aligned with the completion vision.

Strategically inspired planning and budgeting enable the College to allocate resources and funds to faculty reassigned time to support a full range of assessment and professional development activities. This measured planning facilitates continuous improvement in both assessment methodologies and institutional outcomes. As

the College's proposed executive restructuring plan continues to emerge, new organizational structures will form a network of reenvisioned processes, practices, and procedures to accelerate CCBC's attainment of targeted persistence, retention, and completion metrics and will lay the groundwork for the FY2024 - FY2026 strategic planning process.

CCBC established an early culture of evidence and continues to build on its assessment successes; the original five-stage continuous improvement model remains the cornerstone. Results from meaningfully acquired data, whether encouraging or disappointing, draw more and more faculty and staff each year toward the inquiry that assessment affords. In recognition of successfully maintaining integrated institution-level student learning outcomes assessment for five or more years, the Community College of Baltimore County was awarded the National Institute for Learning Outcomes Assessment (NILOA) 2021 Sustained Excellence in Assessment designation. Highlights of this accomplishment from NILOA reviewers include the assessment and infusion of high-impact practices into highly enrolled general education courses as well as faculty leadership in the development, implementation, and revision of assessment tools.

Standard V Criteria 4 does not apply at CCBC.

Opportunities for Improvement and Innovation

An institutional assessment plan will be developed to determine the impact of the College's Student Achievement and Success agenda on educational effectiveness, retention, and completion. (Linked to Standard VI OFI)

Supports Strategic Priorities: *Enrollment Stabilization* and *Transformational Academics*

Standard VI Planning, Resources, and Institutional Improvement

Overview

CCBC's Mission Statement is the focal point from which the Strategic Plan and related institutional plans emanate. Strategic alignment with the College's Mission ensures that institutional planning and related resource allocation decisions are focused on fulfilling the Mission and serving the College's constituents continuously. These processes have been institutionalized and assessed periodically in the spirit of continuous improvement.

While strategic planning was addressed in Standard I, this report focuses on the College's integrated operational planning efforts to support achievement of the Mission and Strategic Priorities with sufficient resources. Special emphasis is placed on the College's financial planning and resource allocation components, human resources, information technology, and facilities management.

Analysis of Evidence

Institutional Planning and Assessment

In order to promote achievement of the Mission and Strategic Priorities, each Vice President creates a high-level operational plan for their area of responsibility, covering the entire strategic planning cycle. These operational plans set forth the priorities for the departments within the Vice President's scope of responsibility. The operational plans identify actions which individual departments will perform in order to fulfill designated Strategic Priorities. Operational plans are shared widely with Deans, Directors, and Managers reporting to the Vice President. **[VI.1]** (VI.1. Vice President Hopp Planning Documents, Provost and Vice President Martinez Planning Documents, Vice President Netzer Planning Documents, Vice President Westary Planning Documents, Former Vice President Lilley Planning Documents)

Unit operational plans are created for individual initiatives undertaken by a department. When staff create unit operational plans to cover their scope of responsibility, they are intentionally aligned with the assigned Vice President's operational plan. Unit plans identify the objective of the initiative, what actions will be taken, who is responsible, and the metrics to be used for determining success. In each unit operational plan, the Strategic Priority and the strategic goal being addressed are identified, ensuring alignment with the College's Strategic Plan.

Program and department leaders create unit operational plans in consultation with their Dean/Director. In a typical year, there are approximately 250 unit operational plans. Vice Presidents approve unit operational plans at the beginning of each fiscal year. At the end of each academic year, the unit operational plans are assessed. Unit goals are reevaluated and resource allocation needs reprioritized, if necessary. The Director of Planning provides summaries of the results of each unit plan. **[VI.1]** (VI.1. Operational Plan Template FY2022 and Selected Operational Plan Summary Results)

From the 2012 through the 2017 reaffirmation of accreditation, the College's institutional assessment plans and procedures were coordinated and connected to the College's Mission and Goals by the Institutional Planning and Assessment Review Committee (INPARC). With broad constituent representation, INPARC's membership included the four College Vice Presidents, one Campus Director, representatives from Planning, Research, and Evaluation, the Dean of Instruction for Curriculum and Assessment, the Dean of Enrollment Management, and the Executive Dean of Continuing Education, among other College staff. The INPARC members met several times a year to review timelines and procedures and to discuss planning for the next year. As the leaders of the institutional planning and assessment efforts, they conveyed to their colleagues the importance of incorporating the College's Strategic Plan with the plans of the Vice Presidents and how those plans must inform the planning and goal setting of individual departments. The Vice President of Instruction had primary responsibility for coordinating the work of INPARC and ensuring that institutional assessment efforts were ongoing with a focus on continuous improvement.

With the changes in executive leadership described in the next section, the primary responsibility for coordinating the work of INPARC now resides with the Provost/Vice President of Instruction. Under his leadership, the

composition of INPARC has been streamlined to include the four Vice Presidents; two representatives from Planning, Research, and Evaluation; the Assistant Vice President for Finance; the Dean of Curriculum and Assessment; and the Accreditation Liaison Officer. This select group monitors ongoing achievement of the Mission and Strategic Priorities and can recommend adjustments in resource allocation to facilitate these efforts. Ultimately, their work will inform the development of the next strategic plan.

<u>Reconfiguration of the Executive Structure to Support Achievement of the Strategic Priorities</u>

In the previous executive structure, there were four major units led by a Vice President including Instruction, Enrollment and Student Services, Administrative Services, and Institutional Advancement. Each Vice President prepared an operational plan aligned with the Strategic Plan for their scope of responsibility. This lean and agile organizational structure was instituted shortly after President Kurtinitis's arrival at CCBC in 2005, and this arrangement was complemented by continuity in the Senior Staff until 2018. This stellar combination of agility and continuity facilitated the achievement of many significant goals and objectives at CCBC during this period coupled with national recognition for many of these efforts such as the Accelerated Learning Program, better known as ALP, and Culturally Responsive Teaching and Learning.

With the untimely passing of the Vice President of Instruction in 2018 and the retirement of the Vice President of Enrollment and Student Services in 2021, an opportunity arose organically to assess the current executive structure and to consider other options. In the current executive structure effective July 1, 2021, there are four major units: Academic and Student Affairs; Continuing Education, External Outreach, and Enrollment Management (both Credit and Continuing Education); Administrative Services; and Institutional Advancement and Marketing.

Recruitment of a Provost/Vice President of Instruction with the professional expertise to lead a more integrated organization began in 2019, and ultimately Dr. Joaquin Martinez was hired as of July 1, 2020 to fulfill this important role. Several key executive restructuring themes were identified, including the development of a single point of entry for students to facilitate credit and continuing education integration, support student retention and completion, and promote workforce development. The proposed executive reconfiguration complements the related executive restructuring themes. **[VI.1]** (VI.1. Executive Restructuring Themes)

The revised organizational structure is being implemented in three phases, with Phase I as of July 1, 2021; Phase II as of January 2022; and Phase III will commence in March 2022. The Board of Trustees approved the interim executive structure in Winter 2021. **[VI.1]** (VI.1. BOT Meeting Minutes February 2021) Feedback from employees has been encouraged during the process through monthly Expanded Leadership Team meetings and Campus Fora. Full implementation is anticipated in July 2022 pending approval by the Board of Trustees. The efficacy of the current organizational structure displayed in Table 6.1 will continue to be assessed and reviewed through multiple measures as part of the operational planning process.

Table 6.1: *CCBC Proposed Executive Reconfiguration*

Administrative Services	Academic & Student Affairs	Continuing Education External Outreach	Institutional Advancement Marketing
Current Structure: • Finance • Campus Directors • Facilities • Human Resources • Information Technology • Planning, Research, & Evaluation • Public Safety	**Current Structure:** • All Credit Instruction • All Academic Policies & Procedures • Accreditation/Compliance • Special Academic Programs • Title III: Student Achievement & Success	**Current Structure:** • All Non-Credit Instruction • Workforce Training • Online Education/Expansion • Outreach to Business & Industry • Veterans Affairs	**Current Structure:** • Community Relations • Corporate & Foundation Relations • Development/Alumni Relations • Marketing/Communications • Public Grants/Compliance
Proposed Additions: • Print Shop (July 1) **Credit/Non-Credit Integration** – Finance – Research/Data – Human Resources – Payroll	**Proposed Additions:** • **Student Development** – Advising, Career, Disability Services, Student Success Centers (Tutoring), Student Services & Retention, Testing • **College Life** – Athletics, Student Conduct, Student Life, Title IX, College & Community Outreach Services, Intercultural Engagement	**Proposed Additions:** **Credit/Non-Credit Integration of Enrollment Management Functions** • Recruitment/Outreach to All Populations • **Enrollment Management** – Admissions, Centralized Call Center, Early College Access Programs, Financial Aid, Registrar/Enrollment Services/ Shared Services Center	**Proposed Additions:** **Credit/Non-Credit Integration** – All Credit/Non-Credit Marketing • Male Student Success Initiative (MSSI)

Data Source: President's Office

Enrollment Planning and Assessment

CCBC's credit enrollment has declined approximately 35% since FY2011. This decline is consistent with trends at community colleges across the country. **[VI.2]** (VI.2. *The Condition of Education 2021,* Chapter 3 Postsecondary Education, Section- Postsecondary Students) Prior to the Covid-19 pandemic, a significant contributing factor to CCBC's enrollment decline was an overall improving economy and the College's target population returning to work. The pandemic creates additional unpredictability in forecasting the College's enrollment.

As part of CCBC's *Enrollment Stabilization* Strategic Priority, the College has pursued mission-centric enrollment strategies to retain current students and attract new student populations. Since 2012, a number of innovations have been implemented. Assessments for a sample of these enrollment initiatives are provided in Standard IV.

- Academic pathways which were recently reassessed as part of the College's Title III grant;
- Pathways for transfer to local four-year institutions, including 3 + 1 pathways for in-demand programs like Nursing and the new Dual Admissions Transfer model;
- Baltimore County College Promise Program and Maryland College Promise Program to encourage County residents to pursue a degree or workforce licensure/certification;
- Early College options in Baltimore County, including the Pathways and Technology Early College High Schools at Dundalk High School and Owings Mills High School and the Early College High School at Woodlawn High School;
- High school concurrent enrollment incentives for new students and special populations;
- *Getting Started Program* to support expanded first-semester advising access for all students;
- Grant funding through the *One Step Away* program designed to address the equity gap by encouraging students to return and complete their degree or workforce certification;
- Targeted outreach to military-connected students for in-demand programs;
- Expanded Winter term course options and enhanced Spring registration assistance earlier in the Fall semester;
- Targeted outreach to visiting students from four-year schools during the Winter and Summer terms;
- Completion scholarships to encourage students to finish their degrees prior to transferring; and
- Discounted tuition for students in border counties (York County, Pennsylvania) and for online students. (VI.2)

The multi-faceted enrollment stabilization efforts at CCBC enabled the College to surpass the other community colleges in Maryland with a year-to-year decline in Fall 2020 enrollment of just 0.8%. **[VI.2]** (VI.2. MD_CC_Census Date Enrollment - Fall 2020) The College's revised executive structure will support future enrollment stabilization efforts, including the development of a Strategic Enrollment Management Plan.

With a focus on the future, CCBC's enrollment initiatives can be summarized into 14 institutional objectives and have been communicated during Board of Trustees meetings, Expanded Leadership Team meetings, and Campus Fora with ample opportunity for constituent feedback and input. **[VI.2]** (VI.2. Enrollment Stabilization Strategies) The institutional objectives are grounded in assessment results and will guide strategic enrollment planning and resource allocation decisions to support the Strategic Priority of Enrollment Stabilization.

- Fully maximize the marketing, recruitment, and retention potential of the Baltimore County College Promise and Maryland College Promise Programs for both credit and continuing education offerings.
- Fully implement the recruitment/registration/orientation and academic components of CCBC's Guided Pathways.
- Grow CCBC Online.
- Aggressively market CCBC's credit and continuing education instructional programming menu equally to all internal and external constituency groups through all print, media, and cyber formats.
- Build internal recruitment pathways between credit and continuing education programs.

- Identify credit and continuing education programs with capacity for expansion with additional marketing, staffing, equipment, and/or facilities.
- Implement the Multiple Measures initiative for admission. Promote "Come Back" degrees; institute the Academic Renewal Policy.
- Enhance relationships with K-12 partners (public and private) as well as relationships with four-year partners.
- Increase the full-time student base.
- Increase both need and merit-based scholarships and financial support as a recruitment incentive to attract students to CCBC.
- Actively promote completion of degrees/certificates and workplace certifications through daily work with students, both in and out of the classroom.
- Explore ways to reduce the number of entering students needing College readiness work, and increase the number of students completing these courses.
- Actively promote degree completion before transfer.
- Improve registration and customer service to alleviate registration barriers and discourage policies/procedures that inhibit registration ease and/or access. (VI.1, 2)

Covid-19 Response to Support Enrollment Stabilization. CCBC has focused its mission-centric pandemic response efforts on continuing to provide students with an accessible, affordable, and high-quality education. A Covid-19 Advisory Committee was formed with participation from the Provost/Vice President of Instruction and faculty and staff across the College. The findings of this group have informed CCBC's global response to the pandemic and support enrollment stabilization efforts. Minutes of the meetings of the Covid-19 Advisory Council are posted prominently on the Covid-19 Staff Resources link in SharePoint. **[VI.2]** (VI.2 Selected Minutes of Covid-19 Advisory Committee meetings)

Resources were prioritized to promote educational effectiveness and student wellbeing. For instance, the College distributed 437 laptops to needy students and offered eight instructional modalities to provide an expanded menu of online and hybrid learning options. Instructional modalities were included in class schedules to ensure students were apprised of the delivery methods for individual sections. This strategy enabled students to match each course with the learning modality that best suited their needs. In-person instruction continued, following Covid-19 safety protocols.

To provide financial support for returning students and allow new students to start their college careers, CCBC used funding from sources such as the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Governor's Emergency Education Relief Act, and CCBC Opportunity Grants to help cover students' educational expenses during the pandemic. Student Life and the Success Navigators (College and Community Outreach staff) focused on addressing and mitigating students' life barrier needs by increasing access and referrals to the food pantry and providing housing support and childcare resources.

As evidence of the College's significant efforts to promote educational effectiveness and to support students during the pandemic, CCBC submitted a grant to the Ellucian Impact Award competition and was selected as a 2021 winner in the Student Well-Being category. Per the criteria, CCBC's application demonstrated the College's mission-centric support for its most vulnerable students during the pandemic. **[VI.4]** (VI.4. Ellucian Grant Application)

As reinforced by the Bold Stroke *Reenvisioning a Post-Pandemic CCBC*, the College will employ the lessons learned to offer improved and expanded learning opportunities for students. Using a data-driven approach, the academic leadership is beginning to identify which newly developed course modalities are sustainable given student learning styles and preferences coupled with success metrics. During the pandemic, many student services were offered in both in-person and remote formats; and this dual approach will continue beyond the pandemic. Lastly, the pandemic has refocused the College's commitment to meet the financial, technological, and convenience needs of students to augment their academic success and retention.

<u>Alignment of Financial Planning and Budgeting with the Mission and Strategic Plan</u>

Financial Planning. The Finance Department produces a Financial Plan, in alignment with the Strategic Plan, under the purview of the Vice President of Administrative Services. The Financial Plan, developed using a balanced approach of prior fiscal experience coupled with anticipated future trends in enrollment, tuition and fees, and expenses, presents a high-level analysis of expected revenue and costs over a four-year period. Revenue from tuition, state and federal aid, and other sources are estimated. Expenses are projected at a College-wide level with a strong concentration on salaries. The Financial Plan includes strategies to ensure CCBC will have the financial resources needed to carry out its Mission and achieve the goals defined in the Strategic Plan. CCBC's culture of planning is demonstrated throughout the Financial Plan. **[VI.3]** (VI.3. CCBC Financial Plan FY2020 – FY2023) **(R.A. 11)**

The Financial Plan addresses the impact of the pandemic on the College's revenue and expenses. The Plan details CCBC's approach to setting strategic enrollment targets, tuition, and fees assumptions, while taking into account initial state and local funding challenges. As stimulus funding from federal, state, and local sources related to economic recovery efforts became available, CCBC marketed its Tuition Free Program designed to provide students with either full or partial course funding. In total, 81% of credit and 52% of continuing education students were able to take advantage of these resources in Fall 2020. In a similar fashion, 84% of credit and 87% of continuing education students benefited in spring 2021. In addition to helping students directly with tuition and fee assistance, stimulus funds were targeted to cover costs associated with the purchase of personal protective equipment, screening stations at campus entrances, and implementation of appropriate protocols and procedures to allow CCBC to reopen quickly for a select population of students, faculty, and staff. As a result, CCBC's credit enrollment exceeded initial estimates for Fall 2020 compared to the national average decline for two-year colleges of 9.5% in Fall 2020. **[VI.3]** (VI.3. National Student Clearinghouse article) While Fall 2021 credit enrollment reached 93% of budgeted projections, part of the explanation for the shortfall is due to raising the enrollment estimates for Fall 2021 based on the enrollment success in Fall 2020.

CCBC pursues a variety of funding sources to achieve its Mission. Those sources include state and county aid, student tuition and fees, grants, revenue from services and rental space provided by the College, and donations solicited by CCBC's Office of Institutional Advancement. State aid is dependent on the Cade formula instituted by the state legislature.

Per the *Maryland Higher Education Commission's State Aid to Community Colleges Manual*:

The Maryland Higher Education Commission is responsible for administering state aid to the 16 community colleges. The current formula is the Senator John A. Cade Funding Formula developed during the 1996 legislative session, promulgated in the Maryland Annotated Code in Section 16-305. The formula distributes unrestricted aid to supplement community college's operating costs. The formula and the distribution of funds are driven by eligible, full-time equivalent students (FTEs) and is also influenced by State aid per full-time equivalent student at select four-year public colleges. [The public four-year institutions included in the Cade formula calculation are: University of Maryland College Park, Bowie State University, Towson University, University of Maryland Eastern Shore, Frostburg State University, Coppin State University, Salisbury University, University of Maryland Baltimore County, Saint Mary's College, and Morgan State University.] This component is derived from total State aid of the select four-year institutions divided by the number of budgeted full time equivalent students (FTEs) as reported in the community college budget requests. A percentage of this aid per FTEs is then multiplied by the number of audited, eligible FTEs of the community colleges from two years prior. This figure is considered the direct grant of community college State aid. The direct grant is then divided among the following three components: a fixed cost component, a marginal cost component and a size factor component.

The Cade formula provides a plan of annual increases in state support for the community college system based on a percent of state support for selected four-year public institutions. The goal of the Cade formula is to provide Maryland community colleges with 29% of the available higher education support budget based on the audited full-time equivalent students from the final enrollment of the prior two years; however, this plan has yet to be funded at 29%. CCBC's State Aid, along with the allocations for the other Maryland Community Colleges, is shown in the FY2022 Cade Calculation document. **[VI.3]** (VI.3. FY2022 Cade Calculation).

Budget Planning and Development. The College's Strategic Plan and the related unit plans guide the management of resource allocation, project planning, and all critical decisions made at the College. The budget is developed with these departmental goals and objectives in mind, with an overlying focus on the five Bold Strokes. Organization managers are asked to submit budget requests based on normal operational needs within the parameters of strategic and departmental goals.

CCBC is required by the State of Maryland to prepare annually an operating budget and capital budget in accordance with procedures prescribed by the Maryland Higher Education Commission (Title 13B Subtitle 07). **[VI.3]** (VI.3. Code of Maryland Regulations Title 13B, Subtitle 07, Community College Finance) The College's Board of Trustees submits an annual operating budget and a biennial capital budget to Baltimore County for inclusion as a component unit of the County budget. As required by Article VII of the Baltimore County Charter, an annual operating budget and capital budget are prepared by the County Executive and submitted to the County Council for adoption.

The College follows these Operating Budget Policies:

- CCBC will submit a balanced budget in which estimated expenditures equal estimated revenues.
- CCBC will reallocate funding for College-wide priorities as identified within the Strategic Plan. During the budget development process, Senior Staff reviews proposed new budget initiatives to ensure alignment with the Strategic Priorities and ranks projects based on funding.
- CCBC will review tuition and fee charges to include provisions for adjusting these charges to support appropriately the respective services while maintaining a balance of affordability to its students and remaining competitive with the costs of other community colleges in the State.
- CCBC will develop maintenance of effort budgets at the organizational level, with new initiatives and/or redirection of funding being submitted to and decided by Senior Staff.

The formulation of the College's operating budget is a process that begins with the setting of budget parameters by Senior Staff. The approved parameters are incorporated into an operating budget development instruction letter and provided to all organization managers. Operating budgets are developed by organization managers based on these parameters, and the budget requests with detailed line-item justifications are forwarded to the CCBC Budget Office. These detailed requests include new initiatives that are made in concert with direction from the respective Vice Presidents. The combined budgets are submitted for Senior Staff review, prioritization, and transition from a working operating budget into the administration's proposed operating budget.

Given prior feedback from budget managers about the need for greater transparency coupled with more opportunity to provide input in the budgeting process, the December Expanded Leadership Team (ELT) meeting is devoted to a complete budget review prior to the proposed operating budget being presented to the Board of Trustees. During the December ELT meeting, an unbalanced budget is shared with stakeholders to provide ample opportunity for the attendees to offer suggestions for budget balancing and prioritization and related concerns. New programs and initiatives are discussed, reviewed, and prioritized for resource allocation to provide initial funding in collaboration with community partners or County appropriations. **[VI.3]** (VI.3. Select Budget Presentations at December Expanded Leadership Team meetings)

In January, the proposed operating budget is presented to the Board of Trustees for review; Board approval of the budget is requested in February. The Board of Trustees' operating budget is then presented to Baltimore County (Executive Branch). In April, the County Executive's recommended operating budget, of which the College is a component unit, is submitted with a budget message to the County Council (Legislative Branch). Baltimore County government is required by law to provide a minimum funding amount, known as maintenance of effort. The County must keep funding levels equal to or increasing year after year; failure to do so can result in the loss of state funds. The College has seen modest increases in state aid in recent years.

During the month of May, the County Council reviews the budget and may decrease or delete any items in the budget except the following: 1) those required by the public general laws of the State of Maryland and any provision for debt service in obligations then outstanding or 2) estimated cash deficits. The County Council has no power to change the form of the budget as submitted by the County Executive, to alter the revenue estimates,

or to increase any expenditures recommended by the County Executive; they may only discuss appropriations. The budget is adopted into law by the affirmative vote of the County Council in May.

Once the operating budget is adopted by the County Council, the Board of Trustees has the authority to transfer funds among expense categories within a program. However, the Board of Trustees needs prior approval of the County Council to transfer funds among programs in excess of 10%. College expenditures may not exceed the appropriation by program unless a Budget Appropriation Transfer is approved by the County Council.

The Budget Development Hierarchy illustrates the hierarchy of policy decisions in the development of the budget. The Board of Trustees has focused historically on the top two levels of policy assumptions depicted in the blue boxes. These two levels comprise 90% of the budget. The bright green boxes on the lowest level reflect expenses that are set in consultation with funding agencies or are market-driven auxiliary enterprises. The remaining dark green box on the lowest level completes the total budgeted expenditures and flows from the upper level decisions. **[VI.3]** (VI.3 Budget Development Hierarchy)

The College strives for innovation in its budget process. For example, business intelligence and forecasting are incorporated to project/anticipate the budget for the next fiscal year for both revenues and expenses. Organization managers are responsible for meeting budget targets. They are provided with training and access to SIMON, a self-service software application that provides tools for managing their specific budgets. **(R.A. 11)**

Assessments. To support the Economic Stabilization strategic priority, the College uses both formal and informal assessment tools and measures to monitor available financial resources and their dissemination. These measures are designed to promote the alignment of financial resources with the Mission and Strategic Priorities. For instance, the College submits accountability reports to the State and County, including but not limited to the Comprehensive Annual Financial Report (CAFR), the operating and capital budgets, and the institutional Performance Accountability Report to the Maryland Higher Education Commission. A formal audit of the College's operations is submitted to the State of Maryland and its agencies. Also included are reports related to the operating budgets, cash flow reports, annual financial report, and facilities-related reporting. **[VI.3]** (VI.3. MHEC Annual Financial Reports 2017 – 2021; IPEDS Finance Data 2017 - 2021)

Budget managers have daily access to reports of their expenditures and encumbrances to promote integrity and transparency in the resource allocation process. The College monitors its adherence to the annual budget plan on a regular basis through multiple measures. For instance, quarterly financial reports are provided to the College's Board of Trustees. These reports allow the governing board to review the year-to-date revenues and expenditures and to fulfill its role in ensuring the financial integrity of the institution. In addition, the Board of Trustees' meetings contain updates of financial information. Portions of these meetings were well attended by College faculty and staff and were open to the public prior to the pandemic.

On a monthly basis, the Finance Office reviews expenses and revenues against budget and shares any anomalies with the Vice President for Administrative Services. Since salaries and benefits are the College's largest expense, a review is also completed monthly of positions that are filled, vacant, and under search. These reports, along with adherence to an approved hiring plan (i.e., how many positions each Vice President is authorized to fill in a specified time period), are often discussed at Senior Staff meetings. Minutes of these meetings are published on SharePoint.

Every quarter, grant reports are provided to Senior Staff, Deans, and grant personnel to keep them informed of their specific budgets to date. Additionally, the Assistant Vice President of Finance and the Director of Budget and Finance for Continuing Education, Veterans, and CCBC Online meet quarterly to discuss areas of common interest including detailed revenue and expense projections. **(R.A. 11)**

Currently, there are separate processes for creating and monitoring program and department level budgets in Credit and Continuing Education cost centers. To facilitate the Strategic Priority of *Credit/Continuing Education Integration*, CCBC has started development of a single, integrated budgeting process. Under the purview of Administrative Services, the new system will create efficiencies by removing duplicative systems and merging best practices from both areas of operation. The advantages of a single budgeting process will extend beyond the Budget Office. As the College moves to integrate units, Deans, Directors, and Managers will only need to be

trained on one system to monitor their budgets. In addition, an integrated system will facilitate programming comparisons from a budget and resource allocation perspective.

Combining the Budget and Finance areas for Credit/Continuing Education departments system wide is a prime example of CCBC's culture of innovation in its operations. Most importantly, educational effectiveness assessment, as evidenced by the Strategic Priority of *Credit/Continuing Education Integration*, is the impetus for these planning and resource allocation modifications. The revised executive structure will complement this transition.

Fiscal Resources. The College's fiscal resources are sufficient to support its business operations. Funding is primarily derived from three sources: state aid, Baltimore County government appropriations, and revenue from tuition and fees. **[VI.3] (**VI.3. FY2022 Final Operating Budget) Additional revenue is generated through auxiliary operations (bookstore and vending commissions), facility rentals, grant recovery, fund balances, and investment interest. The College maintains a high status with its suppliers coupled with strong vendor relationships and has good credit.

The College strives to maintain a budget surplus between $500,000 and $700,000 annually, and historically that goal has been met. Since FY2008, CCBC budgets the excess funds as a revenue source for the budget year two years subsequent to the surplus year. State or county funding can and has been reduced with little warning. When this occurs, Senior Staff focuses on reducing expenses as issues arise, such as possible budget rescissions. Expense reductions are discussed and justified with the College community.
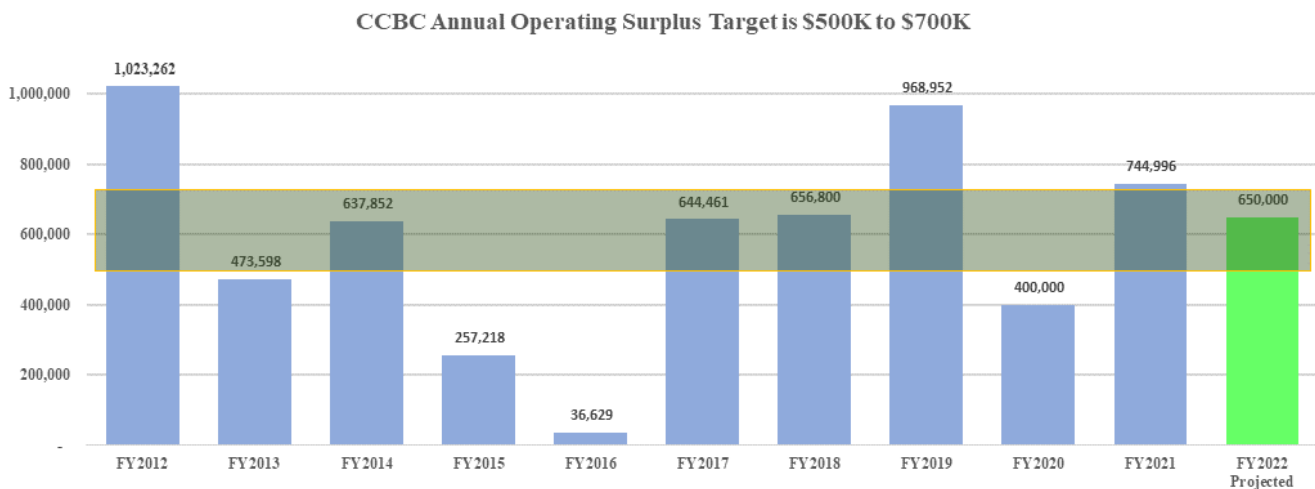
Figure 6.1
Data Source: CCBC Finance Office

The Baltimore County Executive has supported CCBC's recent efforts to establish a "Rainy Day" fund to provide some level of insurance against unexpected rescissions. The Rainy Day fund was conceived to address long-term funding challenges that could compromise the College's ability to continually accomplish its Mission and provide a high quality and affordable education for students. The College is targeting a 1 to 5 percent reserve and plans to incrementally fund the reserve with a portion of unexpended budget each year.

The Board Policy 4.17 Fund Balance was approved at the November 2021 meeting. **[VI.3]** (VI.3. BOT Meeting Minutes November 2021, **R.A. 11**) CCBC's fund balance is a measurement of available financial resources and represents the difference between total assets and total liabilities at the end of the fiscal year. The College's fund balance will be allocated among a Rainy Day Fund, Strategic Reserve Fund, and Unassigned Fund Balance.

The use of the Rainy Day Fund may help to avoid an increase in student tuition and fees, reduction in program offerings and student services, implementation of a hiring freeze, or employee furloughs. The Rainy Day Fund is currently $1.8 million, which represents 1% of CCBC's annual operating revenue. As of September 30, 2021, the Strategic Reserve Fund had $16,196,381 in available funds, which represents an increase of $15.5 million. The

increase is largely due to the recovery of lost revenue from CARES funding. The use of these funds is subject to Board approval and will be used to fund strategic projects that cannot be supported within regular funding streams. The College's annual budgetary surplus or deficit is recorded in the Unassigned Fund Balance.

Covid-19 Impact. During the pandemic, the existing budget processes and systems enabled the College to remain financially stable and true to its Mission. Several negative impacts to its financial resources were mitigated, including a $6.3 million reduction in state funding. Through effective fiscal planning, many long hours from multiple CCBC departments, and effective use of systems, staffing reductions were avoided. The College was also able to leverage, track, and distribute the large influx of Covid-related stimulus funds for the benefit of faculty, staff and students. The resulting fiscal stability for faculty and staff had a positive impact on the College's ability to serve students in a time of crisis.

At the start of FY2021, the potential existed for an additional $2 million state aid rescission. CCBC took proactive steps to set aside funds by significantly reducing catering, travel, and part-time hourly budgets. These budget reductions, although relatively aggressive, did not negatively impact operations due to the pandemic guidelines prohibiting large gatherings and out-of-state travel. Fewer part-time employees were needed due to the reduction in students, faculty, and staff reporting to campuses. Fortunately, the mid-year rescission was not imposed by the state. In accordance with the Bold Stroke of *Supporting our People* and to recognize the valiant efforts of many College employees during the pandemic to support student success, the Board of Trustees approved a 3% bonus for employees that was paid with these funds. **(R.A. 11)**

Resource Development Planning and Additional Revenue Sources. Under the leadership of the Vice President for Institutional Advancement, this office has generated significant resources to promote the achievement of the Strategic Priorities beyond what the operating budget provides. For instance, in 2010 the first capital campaign was launched, New Beginnings: *The Campaign for CCBC*, with a goal of $46 million. At the conclusion of the campaign on June 30, 2017, New Beginnings far exceeded its fundraising goal by 124%, raising $57.3 million over the seven-year period from 10,364 donors.

Funds received directly supported CCBC's mission to change lives, inspire innovation, advance technology, improve infrastructure, and make education affordable. Most notably, $4.7 million was appropriated in scholarship support for CCBC students to begin or continue their education, more than 400 low-income and first-generation students received support services—resulting in a 75% persistence rate, and over 1,500 faculty and staff, particularly in Science, Technology, Engineering, and Math (STEM) disciplines, benefited from professional development training.

At its conclusion, the campaign created 37 new endowments; and 3,780 new donors supported CCBC for the first-time with contributions in excess of $4.1 million. Alumni and friends contributed an unprecedented $3.1 million through 2,835 gifts (5%), and the College's corporate and foundation partners demonstrated their support through gifts of $12.4 million (18%). Public grants generated $27.8 million or 77% of contributions. A compendium of signature private and public grants awarded is included in the Evidence Inventory. **[VI.3]** (VI.3. Private Grants Abstracts, Public Grants Abstracts)

Since the conclusion of New Beginnings in 2017, CCBC's Office of Institutional Advancement launched its second comprehensive fundraising campaign in 2020, Bridges to Success: Building Our Future Together. Over a six-year period, Bridges to Success is a $51 million public/private campaign designed to generate new income streams. The campaign priorities include funding to expand programs and initiatives to improve student retention and persistence, focusing on strategies designed to close the achievement gap for African-American students – especially black males. Resources will also seek to strengthen and grow CCBC's STEM programming and scholarship initiatives and develop internships and workforce training opportunities. The public phase of the campaign will commence in April of 2023. **(R.A. 11)**

Suitable Fiscal and Human Resources and Related Technology and Physical Infrastructure to Support Academic Programs

Educational Effectiveness Assessment and Alignment with Resource Allocation. In the credit academic schools, multiple levels of assessment are employed to ensure sufficient resources are allocated to promote educational effectiveness. For instance, all credit programs are reviewed on a five-year rotating cycle to promote alignment with regional workforce needs. Program reviews assess the effectiveness of multiple modalities of instruction by tracking student enrollment, retention, and outcomes, disaggregated by race and gender, to promote student success. As noted in the Program Review Procedures, one of the purposes of Program Review is to identify needs for institutional support which could include fiscal, human, and physical resources and technology infrastructure. **[VI.4]** (VI.4. Program Review Procedures) (Refer to Standard V) Administrative goals are established to guide future program planning and budgeting and ensure informed, prudent resource allocation decisions.

For instance, during the 2020-2021 program review cycle, decisions were made and approved by the Board of Trustees to transition the credit Massage Therapy and Medical Assisting Programs to Continuing Education. In January 2021, the Maryland Board of Massage Therapy approved changes to the licensure policy that eliminated the need for an associate's degree. For Medical Assisting, an associate's degree is not required to gain employment in this field. Continuing Education's value proposition enables CCBC to offer these programs in an accelerated format to align with similar programs offered by proprietary schools. Both of these decisions support the Mission to promote workforce development and the Strategic Priority of *Credit/Continuing Education Integration*. In addition, these decisions are evidence of the alignment between educational effectiveness assessment and resource allocation guided by Mission and Strategic Priorities.

Beyond the Program Review process, Academic Deans also use enrollment trends within each discipline to determine where a need exists for additional full-time faculty and reallocate vacant positions to understaffed departments. In this manner, fiscal and human resources are applied to the areas with the greatest need and/or highest potential for programmatic growth.

Course assessment is focused on instructional effectiveness, student engagement, faculty resources, and instructional technology. Instructional effectiveness for credit courses is measured continuously through the SmartEval student course evaluation tool. Students are surveyed about their satisfaction with the course, teaching methods used, availability of faculty, and their use of supplemental support services and resources. These assessments enable faculty to revise instructional methods, improve student engagement, and identify technology and other resource needs. (Refer to Standard III) (**R.A. 8, 10**)

Additional Resources. The College has a wide array of federal and state funding available to support academic programs and student achievement and success initiatives. While restricted, the breadth and depth of funding is a tremendous asset beyond the operating budget toward ensuring the development and sustainability of academic programs at the institution. **[VI.4]** (VI.4. Summary of Restricted Expense FY2017 – FY2022)

Technology Infrastructure Assessments and Improvements to Promote Educational Effectiveness. The College conducted an extensive and participatory assessment of learning management systems (LMS), resulting in a decision to move to an improved LMS solution. With input from multiple stakeholders, D2L Brightspace was chosen as the new LMS and implemented College-wide as of Summer 2021. Complementary faculty training for both Credit and Continuing Education full-time and adjunct faculty was provided in the new LMS. (Refer to Standard V)

Classroom audio visual equipment is projected on a six-year life cycle. Given budget constraints, a tiered classroom structure was instituted to identify the type of replacement that each classroom will receive. This process improves alignment between technology needs in the classroom and related resource allocation decisions. **[VI.6]** (VI.6. IT Classroom Lifecycle)

In addition, representatives from Achieving the Dream (AtD) performed a Pathways audit in November 2018. CCBC requested AtD to review current pathways activities, assess their effectiveness, and make recommendations for ongoing evolution and improvement. This audit helped to inform the implementation of a College-wide Student Portal to handle all student communications, and a Customer Relationship Management

system that will monitor student engagement and identify at-risk students so that timely intervention services can be administered. These technology investments will also provide the systems support necessary to improve the intake, registration, and advisement processes in order to simplify and automate the student experience. **[VI. 6]** (VI.6. CCBC Pathways Audit Final Report 12 02 18) **(R.A. 8, 10)** (Refer to Standard V)

Decision-making Processes and Assignment of Responsibility and Accountability

The Board of Trustees Policy Manual clearly defines the duties of the Board on behalf of the College such as approving the budget and major purchases, periodically reviewing the Mission and approving long range plans, approving the organizational structure, and approving new academic programs and substantial modifications to academic programs. **[VI.5]** (VI.5 Duties of the Board of Trustees) The Policy Manual guides the development of College policies and related procedures and assigns accountability. For instance, the Board directs the President or designees to develop an Employee Handbook that incorporates the policies, procedures, rights, and responsibilities of all College employees. The Board has established an official Code of Professional Ethics that is incorporated in the Policy Manual to promote a culture of accountability, honor, and integrity in employee conduct.

The duties of the President are also defined within the Board Policy Manual, including the capacity to delegate authority and responsibility for College operations to the Vice Presidents and other staff of the College, as appropriate. [VI.5] (VI.5. Duties of the President) Policy guidance concerning fiscal, academic, and human resources functions is incorporated in the Policy Manual to guide the development of related operational procedures at the College.

The College's organizational chart **[VI.5]** (VI.5. FY2022 Organizational Chart) identifies major positions and units within the College, and delineates reporting structures, accountability, and authority for decision-making. The Strategic Plan provides a clear focus and direction for allocating fiscal, infrastructure, information technology, and human resources. The President and Senior Staff have the responsibility to operationalize the Strategic Plan to achieve the goals and objectives within the Plan and keep the College aligned with its Mission. **[VI.5.]** (VI.5. CCBC Strategic Plan FY2020 – FY2023) **(R.A. 10, 11)**

Planning for Facilities, Infrastructure and Technology

Facilities and Capital Budget Planning. Many of the buildings on the Catonsville, Dundalk, and Essex Campuses of CCBC were constructed during the 1970s, making capital renewal an important priority. The College strives to identify one major project on each campus to progressively improve its capital holdings. CCBC's capital budget request for new facilities and infrastructure renewal is directly tied to the College's 10-Year Facilities Master Plan. The development of this document is based upon the existing and anticipated enrollment over the period in concert with the Mission, Vision, Values, and Strategic Priorities of the College. To garner important stakeholder feedback, College-wide fora are conducted.

The Facilities Master Plan is focused on the renewal and sustainability of existing infrastructure. It addresses the College's projected facilities needs and supports both strategic and operational direction, program planning, and IT planning processes of the College through an annual review. Since the Master Plan relies heavily on available fiscal resources, it is closely tied to the College's Financial Plan. The current CCBC Facilities Master Plan and Executive Summary were issued March 1, 2016. **[VI.6]** (VI.6. CCBC Facilities Master Plan Catonsville, Dundalk, Essex and Facilities Master Plan Executive Summary) State and County capital funding appropriations are a direct result of the expansion and renewal projects identified in this Plan.

There are two basic areas addressed in the Master Plan and the subsequent capital budget request: expansion/new construction and renovation/renewal. Factors such as aging/outdated infrastructure, space deficits, enrollment increases, and pedagogical changes drive the need for these capital requests. Projects currently under construction include the CCBC Essex Wellness & Athletics Center Renovation/Addition and the CCBC Dundalk Facilities Operations Building.

Beginning in 2018, the Community College Facilities Renewal Grant Program was established and administered by MHEC to provide grants for eligible facility renewal projects at Maryland's community colleges on a biennial

basis. The College's $100 million Deferred Maintenance Plan incorporates a variety of projects such as HVAC, building system, and infrastructure projects. CCBC was one of the first recipients of the renewal grant program and received $475,000 towards the replacement of natural gas lines at the CCBC Catonsville Campus. Due to the grant funding, these repairs did not negatively impact the College's annual capital or operating budgets. This nearly $1 million project was completed in the spring of 2020 with funding supplemented from County allocations.

County funds are appropriated by bulk category. For example, the CCBC Essex Carol Diane Eustis Center for Health Professions and the CCBC Essex Wellness & Athletics Center Renovation/Addition are funded as sub-projects from the bulk category project "Essex Renovations & Addition." However, both remain a line item project in the State capital budget.

Smaller capital maintenance/renovation projects that typically are not eligible for State support are funded by the County under Project 100. Examples of Project 100 activities include minor classroom/office upgrades; heating, ventilation, and air conditioning needs; bituminous/concrete paving; and programmatic changes. Project 100 is the most flexible spending area in the capital budget and includes projects involving unforeseen expense. The average biennial appropriation for Project 100 is $4 million.

The County and State capital budget request is prepared annually, but new County funding is appropriated on a biennial schedule, e.g., FY2020/2021, FY2022/2023, and so on. Beginning in FY2022/2023, the amount of bonds was capped at $17.5 million, growing to $18.5 million in FY2024/2025. Typically, new funds are appropriated the first year of the biennium. The second year is used to reallocate County funds from projects that have been closed and have a surplus and to appropriate funds from other funding sources such as the State or student capital fees.

The College's County Capital Budget and Capital Improvement Plan (CIP) is submitted to the Baltimore County Budget Office and the Baltimore County Planning Office in January. Also in January, CCBC formally presents its annual request to the Baltimore County Planning Board. In April, the County Executive announces his recommended capital budget. In May, the County Council announces the adopted capital budget, and funds become available in July.

For a capital project to be listed in the State capital budget, CCBC must submit a program statement to the Department of Budget and Management, Department of General Services, Maryland Higher Education Commission (MHEC), and Maryland Department of Planning by May 1 of the preceding year. The program statement consists of a Part I/project justification and scope and a Part II/detailed project description and requirements. Such factors as the timing of the project, its relevance to the Mission of the College and the Facilities Master Plan, enrollment demand, space needs, local funding availability, and project costs are considered in determining eligibility for State support. The State capital budget request is submitted July 1; in September, CCBC defends its request at a State hearing. The Governor's recommended capital budget is announced in January. The adopted capital budget is announced in April, and funds become available June 1.
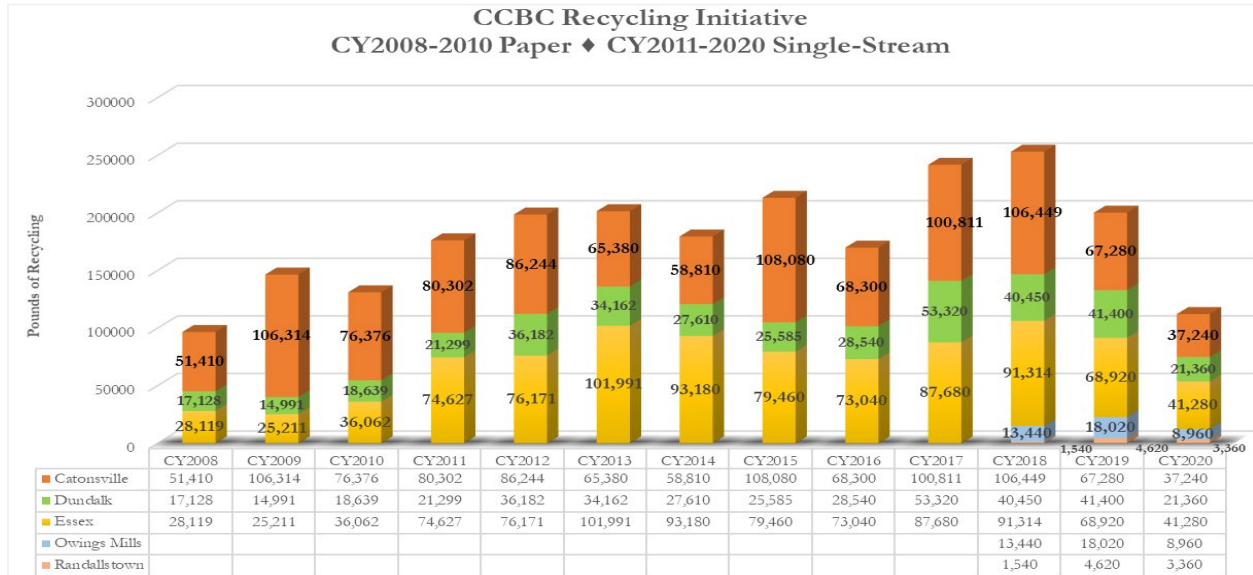
CCBC's current CIP has been developed through 2027. Planned funding for the upcoming biennia ranges from $25.6 million in FY2022/2023 to $32.9 million in FY2026/2027 and includes funding from local, state, and internal sources.

Managing a multi-campus college system requires both communication and an assessment of space and funding utilization guided by the Facilities Master Plan. An example of this assessment is the lease renewal process recently conducted for the Hunt Valley and Randallstown extension centers. Multi-year enrollment, revenue, and expense data were collected for each site. Based on this assessment, the College determined that a lease renewal of the Hunt Valley extension center was warranted (with improved lease rates), but a renewal of the Randallstown extension center in its current capacity was not.

Promoting Sustainability to Achieve Economic Stabilization. In alignment with the College's *Economic Stabilization* institutional objectives, CCBC has incorporated sustainability into its daily operations. For the past 13 years, the College has focused on becoming a sustainable college, incorporating sustainability in all campus operations. One of the College's sustainability goals is to reduce CCBC's landfill waste by 40% by FY2024. The efforts have been concentrated in four areas of sustainability: consumption habits, climate change and energy,

transportation, and green buildings. In order to achieve this ambitious goal, ongoing education and engagement of the College community is required regarding environmental issues, stewardship of the environment, environmentally friendly transportation, and sustainable building growth and renewal.

CCBC is already achieving significant results from its sustainability efforts. For instance, results from the single-stream composting initiative that originated in 2011 are illustrated in the CCBC Recycling Initiative figure. Savings from these efforts are incorporated in the financial planning process and support budget targets. A composting program was piloted at the Catonsville Campus in August 2019 and expanded to the Dundalk and Essex Campuses in November 2019 with impressive results as well.

CCBC Recycling Initiative
CY2008-2010 Paper ♦ CY2011-2020 Single-Stream

	CY2008	CY2009	CY2010	CY2011	CY2012	CY2013	CY2014	CY2015	CY2016	CY2017	CY2018	CY2019	CY2020
Catonsville	51,410	106,314	76,376	80,302	86,244	65,380	58,810	108,080	68,300	100,811	106,449	67,280	37,240
Dundalk	17,128	14,991	18,639	21,299	36,182	34,162	27,610	25,585	28,540	53,320	40,450	41,400	21,360
Essex	28,119	25,211	36,062	74,627	76,171	101,991	93,180	79,460	73,040	87,680	91,314	68,920	41,280
Owings Mills											13,440	18,020	8,960
Randallstown											1,540	4,620	3,360

Figure 6.2
Data Source: CCBC Facilities Management

As a testament to its College-wide sustainability efforts, CCBC earned a NACUBO (National Association of College and University Business Officers) Innovation Award in 2016. The following year, CCBC received an award from the State of Maryland's Sustainable Growth Commission for leadership and service for the installation of solar panels at the College which provide 25% of CCBC's electric needs. The College reports sustainable initiative progress to the Board of Trustees annually. **[VI.6]** (VI.6. CCBC Sustainability Reports - April 2018, April 2019, April 2021) A report was not prepared in April 2020 due to the pandemic.

To encourage environmentally friendly transportation options, the College shuttle bus services six College locations. Over an eight-year period, the College's carbon footprint has decreased 14% through its conservation efforts.

The College aims to achieve Leadership in Energy and Environmental Design (LEED) certification when constructing new or renovating existing buildings that have incorporated elements of sustainable architecture. Currently, the College has four buildings which have been built to LEED Silver Certification standards or better. The most recent achievement in facilities planning has been the construction of the Carol Diane Eustis Center for Health Professions. The 120,000 gross square foot four-story building combines 10 health career disciplines under one roof. The $63 million dollar cost was met by a 50-50 split with state and county funding, while private donations and grant funding provided the remainder of expenditures for the building. A host of sustainable features are incorporated into this structure both internally and externally. CCBC hopes to receive Gold Certification for this building.

As a result, space in existing campus buildings was repurposed with concomitant cost savings realized through elimination of a lease for an off-site location. The cost savings realized were incorporated into the Facilities Master Plan and the Financial Plan. **(R.A. 10, 11)**

Technology Planning. In accordance with the Bold Stroke *Mastering Technology*, CCBC leverages technology resources to reduce manual processes, enhance student services, and maximize growth opportunities. Information Technology projects are considered and prioritized via stages of request, discovery, investment, and deferment to best address the needs of the College. Technology planning is aligned with the Strategic Plan and the Facilities Master Plan, while assessing the existing technology systems and services to support instruction and related College operations. Significant institutional resources are prioritized and assigned to meet Information Technology needs. **[VI.4]** (VI.4. IT Expenses FY2016 Actual to FY2022 Projected)

Major initiatives that have been completed since FY2017 or are currently being phased in during the FY2022 – FY2023 time period and their concomitant investment costs are listed. The nearly $3 million estimate is conservative since related implementation costs have not been incorporated in some instances.

Table 6.2: *Technology Investments*

Description	Investment
Developed an in-house registration system to replace a no longer supported third party product, QuickReg	$ 224,400.00
Upgraded SharePoint document and communication hub to 2016, continuing to provide employees with access to communication, administrative systems and reports, and important College documentation	55,539.00
Implemented Parchment eTranscripts portal integration with Banner for receiving and sending electronic transcripts	100,000.00
Developed and built a new course catalog system that integrates with Banner as a replacement tool for FlexReg, allowing credit, continuing education, and employee professional development to have online course catalogs	19,602.00
Upgraded room scheduling software to 25Live, providing a more comprehensive tool for managing room scheduling and availability	300,708.00
Implemented TouchNet eCashiering and eBill for credit and continuing education students	87,274.50
Upgraded multiple systems that integrate with Banner for better functionality, including systems such as SARs and DegreeWorks	39,536.80
Implemented the Clean Address tool within Banner to help reduce mailing errors for student mailings and provide accurate addresses on file	31,458.43
Upgraded to Banner 9/XE, allowing for the use of Registration Self-Service, Advisor Profile Self-Service, Employee Profile, and Time and Leave reporting for part-time employees	286,000.00
Migrated Faculty and Staff email to Office 365 to provide a better experience and support of email and other office products from anywhere	226,512.00
Upgraded Wireless access points to increase availability of Wi-Fi access within buildings across all campuses	393,000.00
Implemented VMWare VDI Horizon infrastructure for virtual desktop access within key academic units and public access terminals	1,053,445.00
Implemented a new Student Printing system that includes a print credit based on course load, allowing students to print to identified student printers from any campus	121,412.50
Implemented Microsoft Forms to automate multiple registration and financial aid processes that were paper based to facilitate improved services and outreach to students during the pandemic	19,602.00
Total	$2,958,490.23

Data Source: Chief Information Officer

The College's Information Technology (IT) Council provides an interface between Instruction and Information Technology to discuss and request cooperative technology resources and solutions. The mission of the IT Council is to develop procedures for appropriate and effective use of technology at CCBC. In this capacity, the IT Council serves as a forum for communication and dialogue in the formulation and implementation of programs, policies, and procedures pertaining to information technology. **[VI.6]** (VI.6. Sample Projects Funded through IT Innovation Requests). **(R.A. 10)**

Information Technology (IT) staff continuously update and expand use of technologies to support operations in a rapidly changing technical landscape. These updates allow the College to remain current with technology

standards. The College has begun using VMware Tools to anticipate technical infrastructure needs. VMWare Tools encompass a set of server applications that allow IT staff to monitor the network, including which servers are experiencing heavy traffic, where the access is originating, and which resources on the server are being used. This helps IT staff to reallocate existing resources and to plan and request additional IT infrastructure resources as needed. It also provides insight into potential cybersecurity attacks as IT staff can identify the origin of suspicious repeated access attempts and ensure such attempts are blocked from the network. Technical infrastructure aligns with federal guidelines, MHEC guidelines, cybersecurity protocols, user support requirements, business process technology tools, and support instruments. Related software upgrades are normally undertaken based on notification from vendors. **(R.A. 10, 11)**

Covid-19 Impact. Technology was integral in the College's effective response to the pandemic. For instance, the College's call centers were moved to Skype to allow employees to work from home. Microsoft Teams was deployed extensively to improve communication and contact among staff since employees were no longer at their desks. Virtual meetings via Microsoft Teams enabled College personnel to maintain operations safely. Many processes and procedures were shifted from paper based to electronic, including student registration, advising, attendance exception reporting, purchasing, and signatory duties.

Longer term implications of the pandemic may include increased investment in technology to support multi-channel (in-person, online, remote, synchronous, asynchronous, and self-help) services to students and staff. The pandemic accelerated many of the planned changes in technology to support College operations. For employees, teleworking with College laptop computers and access to remote training had to be prioritized. For students, the College expanded instructional modalities, provided additional technology support, and distributed hardware and software that enabled students to meet their educational goals despite the challenges created by the pandemic.

The increased use of technology is expected to continue post-pandemic. Technology resources will be used to expand College instruction to remote locations that do not have sufficient technical infrastructure such as Continuing Education instruction for the Commercial Driver's License Training program located at Tradepoint Atlantic, three miles east of CCBC Dundalk. Funding to support these significant initiatives has been approved by the Board of Trustees. **(R.A. 10, 11)**

Annual Independent Audit

CCBC presents its annual financial statements in compliance with generally accepted accounting principles as dictated by the Government Accounting Standards Board (GASB). The College prepares both a traditional set of audited financial statements and a Comprehensive Annual Financial Report (CAFR). **[VI.7]** (VI.7. FY2017 - FY2020 Single Audit Reports, FY2017 – FY2021 CAFR) On an annual basis, CCBC engages an external auditor to audit the College's financial statements and ensure compliance with OMB Uniform Guidance on the management and use of federal funds, commonly called a Single Audit. The objective of the audit is to obtain evidence about the amounts and disclosures in the financial statements and evaluate the appropriateness of accounting policies, reasonableness of estimates, and overall presentation of the financial statements. **(R.A. 11)** The annual audits are reviewed with the President, Senior Staff, and the Board of Trustees. (Refer to Standard VII) Any concerns are addressed at the January Board of Trustees meeting, and follow-up for any concerns or findings is done during the next annual audit. The CAFR is posted to the College's website for external stakeholder disclosure.

The College regularly receives an unqualified opinion on their Financial Statements, which is the highest level of assurance that can be given. Regarding the Single Audit, the College's external auditor stated, *"the College complied, in all material respects, with the types of compliance requirements ... that could have a material effect on its major federal programs."* Additionally, the College's CAFR has been awarded the Government Finance Officers Association's Certificate of Achievement for Excellence in Financial Reporting for 23 consecutive years.

Adequacy and Efficient Utilization of Institutional Resources

Improving Efficiency and Effectiveness of Resource Allocation Decisions. The College has sought to consistently monitor and improve the efficiency and effectiveness of its resource allocation decisions to promote the *Economic Stabilization* Strategic Priority. One measure of cost efficiency is the expenditure or cost per FTE student.

CCBC's FY2020 cost per FTE student was the ninth lowest among the 16 Maryland community colleges at $12,337 FTE and $893 or 7.2% lower than the statewide average cost per FTE student. **[VI.8]** (VI.8. FY2020 Cost by FTE – Maryland Community College Comparison)

Numerous departmental and other cost efficiencies have been implemented across the College based on assessment results. A selected list of CCBC's savings and revenue initiatives over the past several years yielding total savings of $81.8 million is significant. **[VI.8]** (VI.8. Selected List of CCBC Savings Initiatives) Building on these achievements, new cost saving measures for FY2022 are summarized in Table 6.2.

Table 6.3: *FY2022 Cost-Saving Measures*

Rightsizing the non-salary, non-contractual budgets	$237,000
Postage reductions due to more electronic communications	$ 78,000
Renegotiation of copier leases	$233,628

Data Source: CCBC Finance Office

With a focus on the future, CCBC's revenue generating/cost-containment initiatives can be summarized into eight institutional objectives and have been communicated during Board of Trustees meetings, Expanded Leadership Team meetings, and campus fora with ample opportunity for constituent feedback and input. **[VI.2]** (VI.2. Economic Stabilization Strategies) The institutional objectives are grounded in assessment results and will guide resource allocation decisions to support the Strategic Priority of *Economic Stabilization*.

- Deploy aggressive lobbying strategies to influence both State and County legislative agendas to seek full funding of CADE formula: Goal: 1/3 State, 1/3 County, 1/3 Student
- Seek alternative funding sources
- Generate new income streams
- Cultivate new markets/populations/services
- Identify facilities/assets to sell, lease, or repurpose
- Increase efficiency of operations
- Continue to explore ways to reduce expenditures without reducing or discontinuing prime mission initiatives
- Continue and enhance environmental sustainability efforts (VI.1)

New reports and dashboards are continuously developed to help CCBC make decisions on necessary adjustments to maximize the use and impact of College resources. For example, during the pandemic, daily campus presence reports, classroom utilization reports identifying new instructional modalities, student needs surveys, and student CARES funding and stimulus application tracking were developed to assist the College in deployment of resources to mitigate risk. The College also uses numerous tools, including participation in statewide and national affinity groups, to access best practice information. Consultants, such as the use of Microsoft Premier to review and recommend optimum systems use, and reports focused on enrollment trends and space utilization show existing resource allocation and potential savings.

Continuous improvement will require that a greater quantity and quality of data is shared with all levels of decision-making at the College. Staff are continuing to develop Cella, CCBC's data warehouse, as a repository for all data sources available. The IT Department, in partnership with the Office of Planning, Research and Evaluation, is using Microsoft's Power BI to develop dashboards that allow users to disaggregate data in many different ways to aid in analysis. As part of CCBC's Student Achievement and Success agenda, a Data Team was formed to identify key metrics that will be used across all programs and departments. These efforts to improve data availability and analysis include better integration of the College's Credit and Continuing Education data practices and standards. All of these efforts are directed at providing better data tools for identifying areas of improvement and measuring progress in student success. The vigilance towards ongoing review and assessment of data as well as strategies for mitigating financial and operational inefficiencies align with CCBC's goals of

enhancing customer service and pursuing operational and technological efficiencies. These efforts reinforce CCBC's Values of Excellence, Innovation, and Stewardship. **(R.A. 10)**

<u>Periodic Assessment of the Effectiveness of Planning, Resource Allocation, Institutional Renewal Processes, and Availability of Resources</u>

CCBC continually monitors the availability of resources and positions itself to pivot quickly in the event of surplus or shortage. Planning and assessment are vital to all areas of CCBC. Resources are allocated based on the initiatives set forth by the Strategic Plan. Whether through business process improvement, facilities planning or professional development, CCBC maintains a culture of continuous renewal and improvement. The College uses continual assessment as a catalyst for future planning processes. Annual, monthly, and quarterly reviews of resources take place throughout the College, from quarterly fiscal tracking to monthly full-time hiring plan management.

Transparency and ethical decision making in planning and assessment is demonstrated through College-wide communications and events such as Campus Fora and Town Halls. In partnership with these events, CCBC shares annual employee and student survey data as a tool for planning and assessment. Additionally, periodic review of budgets identifying needed revisions along with monthly expense reporting and ongoing fiscal tracking is conveyed in quarterly reports. **(R.A. 11)** Annual assessments of planning documents, such as the 10-year Facilities Master Plan, assures that resources are available for needed renewal and growth. **(R.A. 10, 11)**

Other examples include term-based schedule assessment against course demands with academic leadership and proactive schedule management through use of heat maps and Power BI on trend data. Ongoing IT Council meetings, a participative strategic planning process, and the learning outcomes assessments add to this ongoing assessment. **(R.A. 10)**

Senior Staff meets regularly to assess resource availability and current needs. Extended Leadership Team meetings allow for additional discussions about initiatives and the resources needed to accomplish them. Unit operational plans allow for the development of departmental action plans to support Strategic Priorities and goals. During the operational planning process, assessment of prior year goals is performed; and adjustments are implemented, as needed. At the end of the fiscal year, unit operational plans are assessed for progress and relevance. CCBC's Finance department continually monitors revenues, expenses, and economic challenges to ensure that the College ends each fiscal year with a modest fund balance. The recent adoption of the Fund Balance Policy by the Board of Trustees is a result of the assessment of financial planning and resource allocation to provide increased flexibility in the College's operations. **[VI.9]** (VI.9. Fund Balance Policy) The College's IT Council reviews the availability of technology resources and processes for continuous improvement. CCBC's academic programs use the program review assessment cycle to have departments address needs that could strengthen programmatic offerings. **(R.A. 10)**

These needs are compiled and presented to CCBC's Senior Staff. In the past, both facility and faculty resources have been justified through this process. College initiatives are also shared with the College community through numerous venues. For example, before the College decided to arm Public Safety officers with tasers, a presentation was made at all College-wide venues to obtain feedback before decisions were determined. The College provides a culture that is open to discussion and change in the spirit of continuous improvement.

Covid-19 Impacts. Continual planning and assessment allowed the College to quickly take action to address the budget shortfalls caused by the pandemic. It also allowed the College to quickly reallocate resources to technologies that would allow faculty to pivot quickly into online and hybrid learning modalities. The pandemic created short-term challenges such as maintaining initiatives with fewer resources, but also opportunities for long-term improvement including expanded remote capabilities and online services which should continue to enhance contingency planning going forward. Remote working and learning environments have already enhanced the student learning experience, as well as the College's emergency procedures and response to minor weather-related closings. Improvements to the College's phone system and video conference tools, as well as public safety alert systems have also been initiated. **(R.A. 10)**

Findings and Conclusions

The College has demonstrated in substantial measure that it meets the Criteria for Standard VI and Requirements of Affiliation 8, 10, and 11 while advancing the *Enrollment Stabilization* and *Economic Stabilization* Strategic Priorities. CCBC has a systematic and inclusive process for planning, which begins with the development of the Strategic Plan. All levels of operational planning are clearly tied to the Strategic Priorities developed in the Strategic Plan. The unit operational plans, with metrics for measuring the extent to which each goal and objective are achieved, are an effective means of assessing the College's overall effectiveness. Resource allocation is performed based on the strategic requirements identified in the various plans and directly supports the needs identified from educational effectiveness assessment. This emphasis on matching resources to strategic requirements is further evidenced in the budget development process and through aggressive pursuit of external sources of funding. The assessment of successful completion of operational objectives developed in the College's various plans coupled with external and internal environmental scans becomes the basis for the development of subsequent strategic plans, ensuring institutional renewal. This process demonstrates that strategic planning at CCBC is ongoing and enables the College to operate as efficiently and responsibly as possible while improving teaching, learning, services, and processes.

Human, financial, technical, and other resources are available and accessible in support of the College's Mission and Strategic Priorities. Given the economic challenges from the pandemic and the concomitant impacts on public funding from Baltimore County and the State of Maryland in FY2021, the College was pleased to receive an additional $4.5 million from Baltimore County and $6.3 million from the State in the FY2022 budget to support College operations. Additionally, generous federal and state stimulus funding will enable the College to provide short-term training opportunities and other forms of targeted support to benefit students and promote workforce development. Through proper fiscal management to ensure the efficient use of resources coupled with a revitalized focus on securing external funds through grants and auxiliary operations, CCBC is well positioned to provide premier educational and training opportunities to benefit students and community stakeholders.

Looking ahead, Maryland's Blueprint for Excellence has the potential to bolster CCBC's *Enrollment Stabilization* Strategic Priority through enhanced programming targeted to Baltimore County Early College Access students. For instance, starting in the 2023/2024 school year, all students who meet the College and Career Readiness Standards will be provided the opportunity to earn an Associate's degree with the cost paid by Baltimore County Public Schools (BCPS). The Blueprint for Excellence is also promising for CCBC's Continuing Education enrollment. It stipulates that BCPS will provide its students, with no cost to parents, access to continuing education certificates or license programs, including programs or courses taken through dual enrollment.

Opportunities for Improvement and Innovation

CCBC will assess and monitor institutional effectiveness more purposefully through the Institutional Planning and Assessment Review Committee (INPARC) by establishing metrics and benchmarks to guide future strategic planning efforts. Specific attention will be placed on the alignment of planning and resource allocation decisions to support the College's Student Achievement and Success agenda, retention, and completion. (Linked to Standard V OFI)

Supports Strategic Priorities: *Enrollment Stabilization* and *Economic Stabilization*

Standard VII Governance, Leadership, and Administration

Overview

CCBC has a clearly articulated governance structure authorized under applicable sections of the Annotated Code of Maryland, Education Article Title 16 and the Code of Maryland Regulations (COMAR) that applies to the Board of Trustees (BOT), the President, Senior Staff, Faculty and Staff, College Senate, and Student Government Association. These structures of governance are documented in the Board of Trustees Policy Manual, College Senate Constitution and Bylaws, and Student Government Association Constitution.

Assessment of policies and procedures passed by the College Senate and ultimately approved by President Kurtinitis and the Board of Trustees, where appropriate, has been institutionalized, coupled with review of the structures that are used to perform the evaluations. These steps have resulted in greater accountability and transparency in shared governance and an emphasis on ongoing communication between College Senate leadership, the President, and Senior Staff. As a result, numerous policies and procedures have been approved since the 2012 reaffirmation of accreditation that promote the Strategic Priorities of Economic Stabilization and Transformational Academics. For instance, some of the significant policies implemented include a comprehensive Fiscal Exigency policy, a Protests/Demonstrations policy, a Department Chair Selection Process policy, and an Online Course Evaluation instrument.

Once a proposed policy is approved by the College Senate, the Chair of the College Senate presents them to the President and Senior Staff. Questions or concerns are addressed to find compromise solutions with the College Senate leadership. Since President Kurtinitis's appointment as President in 2005, she has approved 231 proposals from the College Senate in consultation with Senior Staff, declined one policy, and tabled fewer than 10 proposals (largely due to the distractions from the Covid-19 pandemic and the inability of Senior Staff to dedicate resources during this period). The President's Office maintains College Senate Policy Tracking Logs and posts them to the College's SharePoint site. **[VII.1]** (VII.1. College Senate Policy Tracking Logs)

Analysis of Evidence

Articulated and Transparent Governance Structure

The duties and expectations of the Board of Trustees (BOT) are described in the Board of Trustees Policy Manual (Article 2.02, Sections C and D). The role of the President and the President's relationship with the Board are further defined in Article 3.02. The President is authorized to delegate authority for College operations to the Vice Presidents and other administrators and staff at the College (Article 3.02, 9). The organizational structure to facilitate achievement of the College's Mission and Strategic Priorities is approved periodically by the Board of Trustees (Article 3.03). The role of instructional faculty in academic policy and curriculum development is defined in Article 5.08.

The Board of Trustees Policy Manual provides overarching guidance in the development of academic, fiscal, and human resources, as well as general policies of the institution. For instance, related documentation for faculty and staff such as the College Handbook is intentionally aligned with the Board of Trustees Policy Manual. To ensure the currency and validity of the information presented, the Board of Trustees Policy Manual is consistently updated as policies are approved by the Board. Most recently on November 17, 2021 this document is readily available to faculty and staff through the Office of the President SharePoint site. **[VII.1]** (VII.1. Board of Trustees Policy Manual URL)

The College Senate Constitution and Bylaws define the role and structure of the College Senate; the constituency of the College Senate is well defined to ensure representation from each campus, every academic school, the students, and all areas of the College, including unionized employees (College Senate Constitution, Article IV). To underscore the need for transparency in College Senate operations, Article IV of the College Senate Bylaws provides a mandate for College Senate business to be conducted in an open and transparent manner with procedures designed to ensure fairness. In this regard, College Senate meetings are open to College constituents; and monthly College-wide fora include updates on College Senate business. An internal SharePoint site is also

maintained by the College Senate Webmaster to facilitate ongoing dissemination of shared governance deliberations with faculty and staff.

Much of the College Senate's work is conducted within the five standing committees which include Academic Standards; College Environment, Student and Community Affairs; Curriculum and Instruction; Evaluation; and Professional Affairs as described in the College Senate Bylaws, Article III, Section C. **[VII.1]** (VII.1. College Senate Bylaws) As stipulated in the College Senate Constitution, membership on the standing committees is open to all College personnel (Article VI, 2); however, the chair of each standing committee must be an elected Senator (Article VI, 3). **[VII.1]** (VII.1. College Senate Constitution) The standing committees receive their charges from the duly elected Executive Committee of the College Senate.

The Board of Trustees recognizes the important role of the College Senate as evidenced by the inclusion of the College Senate Chair on the agenda of Board meetings. In addition, prior to the pandemic, the Board Chair and President hosted an annual luncheon for the College Senate as each academic year ends to recognize the College Senate's achievements during the past year. This practice will continue once health and safety concerns have abated.

To advance communication and transparency in shared governance, the policies addressed by the Board of Trustees, the President, Senior Staff, and College Senate are documented and are matters of public record. As noted, College Senate agendas, policies, committee reports, and minutes are posted on the College Senate SharePoint site. The SharePoint page for the Office of the President includes Board of Trustees materials and tracking sheets listing all approved policies.

In a similar fashion, the role and structure of the Student Government Association (SGA) is defined in the Student Government Association Constitution, Articles II-V. **[VII.1]** (VII.1 Student Government Association Constitution) The SGA is managed by an Executive Board consisting of five student members appointed to represent each campus, and the duties of the Executive Board are outlined in Article V. This structure results in a well-represented and well-supported student body.

The President and Vice Presidents attend bi-annual SGA Town Hall meetings and attend receptions with Student Government Association leaders periodically to facilitate communication between the SGA, the President, and Senior Staff. President Kurtinitis also meets with the entire Student Life leadership cohort annually, which includes the SGA, to conduct a session on effective leadership principles and practices.

Transparency and Accountability

The annual Employee Satisfaction Survey, which elicits candid, anonymous responses from College employees at different levels of the organization, captures information concerning perceptions related to shared governance. Specifically, employees are asked whether they believe the governance structure of the College has been effective and whether it is "headed in the right direction." **[VII.1.]** (VII.1. Employee Satisfaction Survey Results Spring 2017 – Spring 2019) The following table includes results since the 2012 reaffirmation of accreditation.

Table 7.1: *Selected Results from the Employee Satisfaction Survey*

Survey Year	Percentage who agree or strongly agree that the governance structure at CCBC has been effective	Percentage who agree or strongly agree that the governance structure at CCBC has been moving in the right direction
Spring 2012	62%	71%
Spring 2013	68%	70%
Spring 2014	70%	70%
Spring 2015	62%	64%
Spring 2016	53%	52%

Spring 2017	53%	53%
Spring 2018*	62%	65%
Spring 2019*	65%	63%

In 2018, the "Neutral" category was changed to "Agree Somewhat." For consistency, only "Strongly Agree" or "Agree" were used in the creation of this table as well as in Tables 7.2 and 7.3.

Data Source: Office of Planning Research, and Evaluation

Starting in 2019, data is available disaggregated by area of affiliation within the College. From this data, it is clear that rates of satisfaction for 2019 are high in most areas of the College. **[VII.1]** (VII.1 Employee Satisfaction Survey Results by Area of Affiliation Spring 2019) While the satisfaction percentage for 2019 is lower in Instruction, this may reflect the disruption in leadership initiated by the illness and passing of Vice President Mark McColloch and subsequent interim arrangements.

Table 7.2: *Selected Disaggregated Results from the Employee Satisfaction Survey*

Area of Affiliation (2019)	Percentage who agree or strongly agree that the governance structure at CCBC has been effective.	Percentage who agree or strongly agree that the governance structure at CCBC has been moving in the right direction.
Administrative Services	77%	74%
Enrollment and Student Services	68%	69%
Institutional Advancement	80%	80%
Instruction	60%	56%

Data Source: Office of Planning, Research and Evaluation

Due to Covid-19 concerns, the Employee Satisfaction Survey was not administered in 2020. For 2021, while many employees were still working remotely at least on a part-time basis, the survey incorporated the question regarding whether the governance structure has been effective. It is clear that the percentage improved in 2021 for Instruction. **[VII.1]** (VII.1. Employee Satisfaction Survey Results by Area of Affiliation Spring 2021) Close analysis of future Employee Satisfaction Survey results are warranted now that a permanent Provost/Vice President of Instruction is seated to see if the percentages for Instruction remain more closely aligned with other areas of the College.

Table 7.3: *Additional Disaggregated Results from the Employee Satisfaction Survey*

Area of Affiliation (2021)	Percentage who agree or strongly agree that the governance structure at CCBC has been effective.
Administrative Services	84%
Enrollment and Student Services	67%
Institutional Advancement	77%
Instruction	79%

Data Source: Office of Planning, Research and Evaluation

While it is clear from the Employee Satisfaction Survey results that the majority of respondents expressed a positive opinion about shared governance since the 2012 reaffirmation of accreditation, the members of the Standard VII, Criteria 1 subcommittee critically examined several recent surveys and case studies concerning

transparency and accountability in shared governance. As elected representatives and leaders in the CCBC College Senate since the 2012 reaffirmation of accreditation, the members possess both institutional knowledge and longitudinal perspective, making this subcommittee well suited to evaluate the factors of transparency and accountability in the operations of the College Senate.

Amendment to College Senate Bylaws 2019. The Standard VII, Criteria 1 subcommittee members were involved in the passage of College Senate Policy #19-15, an amendment to the College Senate Bylaws which stipulates that if and when the President and Senior Staff think it is necessary to remove a charge from the College Senate to involve a larger body of representatives, there is a series of steps to ensure proper communication between the College Senate and the administration. College Senate Policy #19-15 was developed due to concerns that shared governance procedures were not followed regarding a comprehensive review of faculty evaluation and promotion policies. A non-College Senate task force including several administrators was created by the Interim Vice President of Instruction in 2019 to review these policies. The task force developed a set of policy proposals based on their own research and internal deliberations. Given faculty concerns about this process, the President agreed that the work of the task force would be forwarded to the appropriate standing committee of the College Senate for further review. The College Senate Evaluation Committee conducted an extensive review of the proposal and made numerous changes based on faculty constituent input. The revised policies were then passed by the full College Senate and approved by the President in 2021.

The questions that precipitated the development of College Senate Policy #19-15 are as follows:

1. Creation of a task force: Who can call for a task force? Under what circumstances might a College-wide task force be preferable to standard College Senate review procedures?
2. Approval of a task force: Who can approve the call? How does this happen?
3. Process: What are the necessary steps to ensure thoughtful review and thorough communication?

As a result, the College Senate proposed and passed Policy #19-15 that incorporated the following provisions which are now embedded in the Senate Bylaws, Section V.

> The President or a Vice President may request College Senate support, in writing, for the creation of a College-wide task force to address an issue that: 1) exists within the usual mandates of a College Senate standing committee, or 2) has a substantial impact on a part of the College that is reflected in the College Senate membership.

> Any request for a College-wide task force for which College Senate support is sought must be presented for a reading before the College Senate with debate and a vote taking place in the next College Senate meeting.

> A College-wide task force request requires a majority vote (greater than 50%) to receive the support of the College Senate.

Academic School Restructuring 2019. The Task Force policy was implemented in Fall 2019 when discussions began regarding the reorganization of the academic schools. The Interim Vice President of Instruction identified an opportunity to review the organizational structure of the academic schools and correct the disparity in the number of faculty and programs under the purview of an Academic Dean. The subcommittee reviewed survey results concerning academic reorganization and related feedback as the proposed restructuring of the academic schools was underway. Within the survey responses, there are references to a lack of transparency and a genuine call for faculty feedback; but there is also sincere gratitude expressed for the level of faculty involvement. There were no clearly significant observable trends across all the responses.

One overarching perception by faculty within one academic school was that the restructuring task force was convened despite a predetermined outcome that the College would restructure into six academic schools. This perception was created as a result of the task force originally suggesting either four or eight academic schools. The task force was assured that the request for and selection of the six-school model was not pre-ordained, but this outcome raised some questions about the integrity and transparency of the process. It should also be noted,

however, that a six-school model was popular with respondents in the restructuring survey as shown in the following figure.

2. Of the three models presented, which is your most preferred option?

More Details

● Four School model	68	
● Eight School model	18	
● Six School model	67	

Figure 7.1

Data Source: Academic Schools Restructuring Task Force

Middle States Survey 2020: The purpose of the survey was to gather broad input from the College community that would help to identify key issues related to the Middle States Standards for Accreditation. The survey was administered in Fall 2020 with 164 respondents. It should be noted that the largest share of respondents were classified as faculty, 41% full time and 9% adjunct, and the largest share of respondents (66%) were from the major unit of Instruction.

An analysis of strengths and weaknesses was provided by the Office of Planning, Research, and Evaluation based on the feedback from the survey. A total of 308 strengths, 231 challenges, and 100 opportunities were identified. The majority of comments regarding transparency and accountability were focused under Standard II: Ethics and Integrity and Standard VII: Governance, Leadership, and Administration.

For Standard II, four themes emerged for strengths including transparency, honoring contracts and commitments, adherence to policy, and truthfulness. At the same time, two challenges emerged including concerns about favoritism and a personnel issue. While the comments about favoritism did not focus on a particular person or situation, respondents cited concerns about unwritten policies/rules and existence of different rules for different people.

While personnel issues are not germane to shared governance, the personnel issue referenced was indirectly related to shared governance given that the faculty were preparing to take a vote of no confidence on the individual cited in the personnel issue. College Senate policy #18-17, Vote of No Confidence (VONC) policy, was passed by the College Senate and approved by the President in 2019, and this was the first time that the policy was being invoked.

Based on significant concerns with the policy and its implementation, Dr. Kurtinitis suspended this policy for future situations with the caveat that it could be revisited once the extraordinary circumstances with the pandemic resolve. (The matter in question was allowed to continue under the VONC policy.) The President and Senior Staff have agreed to provide a list of specific concerns with the VONC policy that is informed by review from the College's legal counsel. Revisions to the policy will be performed by the Professional Affairs Committee of the College Senate. The President has indicated that she remains open to approving an improved VONC policy.

For Standard VII, four themes emerged for strengths including good organization and governance, transparency, open door policy, and the College's response to the pandemic. However, several challenges were raised including issues with shared governance, representativeness of the College Senate, the same personnel issue, fear of retaliation for expressing dissatisfaction with leadership, lack of transparency, and red-tape delays. For this Standard, transparency was cited as both a strength and a weakness; additional assessment would be useful to better understand this discrepancy and promote transparency in shared governance. **[VII.1]** (VII.1 Middle States Survey Summary Report)

Data: College-wide Faculty Caucus Survey 2017. The Faculty Caucus, a group independent from the College Senate, conducted a survey in 2017 that was provided electronically to all faculty. A total of 255 out of 441 full-time faculty (58%) responded to this survey.

Major findings from the survey are as follows:

Table 7.4: *Selected Findings from the 2017 Faculty Caucus Survey*

Question	Agree or Strongly Agree	Disagree or Strongly Disagree	Neither Agree nor Disagree
I have appropriate input into the development of College-wide policies and procedures.	35.5%	34.6%	29.9%
I am satisfied with our current system of shared governance.	38.5%	27.4%	34.1%

Data Source: 2017 Faculty Caucus

The results of this survey were summarized by members of the Faculty Caucus and shared with all faculty. A delegation from the Faculty Caucus also met with President Kurtinitis to discuss the results. The findings suggest that faculty may welcome more opportunities to participate in important decisions regarding the College, and these opportunities would have the concomitant benefit of improving transparency and accountability. **[VII.1]** (VII.1. 2017 Faculty Caucus Survey Report)

Conclusions. The context and environment in which these surveys were conducted is important to consider in the analysis of the results. The 2017 feedback reflects the College during normal operations. However, during the time frame of the Middle States Survey in Fall 2020 at the height of the pandemic, important decisions had been made regarding a major reorganization of the academic schools and the implementation and suspension of the College Senate Vote of No Confidence policy. A decennial review of faculty evaluation and promotion policies was also underway during this time. Given the critical decisions that were being made during this challenging period of work that was largely remote for many employees, a heightened desire for input into these decisions coupled with transparency and accountability is appropriate and understandable.

In addition, the pandemic has made "normal and established" challenging to adhere to, and it is prudent that future steps taken before the resolution of the pandemic consistently lean in the direction of caution instead of speed, understanding that the full participation of the College and larger academic community in shared governance is challenging until regular operations can resume.

As a result, it is recommended that an informed assessment be implemented over the next several years to evaluate whether major decisions such as academic reorganization have been prudent and effective in promoting the Mission and Strategic Priorities of the College and are supported by the faculty and staff, resulting in an openly discussed and stable conclusion.

Since the 2012 reaffirmation of accreditation, a comprehensive assessment of the College Senate was conducted in 2016 and 2021. To promote ongoing assessment of shared governance, the 2020-2021 Executive Committee of the College Senate created an ad-hoc committee to consider the revision of the College Senate Bylaws to include the requirement that a comprehensive assessment of shared governance be conducted minimally every five years. A change in the College Senate Bylaws would institutionalize the practice of assessment of shared governance every five years, promote transparency and accountability, and contribute to a culture of assessment in shared governance at CCBC.

Assessment of the College Senate 2016. With the support of the President, the College Senate conducted a comprehensive assessment of shared governance in 2016. College Senate committee chairs and senators representing Enrollment Management and Student Services and Communications Workers of America union employees completed the full Middle States Commission on Higher Education Shared Governance Self-Assessment Worksheet. The College Environment, Student, and Community Affairs (CESCA) standing

committee of the College Senate developed an abbreviated survey from this document that was distributed to the College in Fall 2016 (10% response rate, n=322). An external consultant was identified to interpret the data. **[VII.5]** (VII.5. College Senate 2016 Survey Results)

Several action steps were identified after the 2016 Survey, including the following: creating training materials regarding shared governance for new employees, developing a proposal-to-policy flowchart that is now posted on the College Senate SharePoint site, providing an orientation session for new senators and student senators by College Senate leadership, offering informational sessions on the operations of the College Senate during College-wide workshops and conferences, and making structural changes to the campus fora to encourage attendance. Additionally, a plan is underway to create a short informational video regarding the workings of the College Senate to be made available to all CCBC employees and students.

Assessment of the College Senate 2021. With the support of the President and the Office of Planning, Research, and Evaluation, the College Environment, Student, and Community Affairs Committee (CESCA) of the College Senate created and administered a shared governance survey during Spring 2021. Beyond 5 demographic questions, a total of 11 objective questions regarding College Senate operations and procedures were included. A total of 303 responses were received. **[VII.5]** (VII.5. College Senate 2021 Survey Results)

During the Fall 2021 semester, the College Environment, Student, and Community Affairs Committee and the Executive Committee of the College Senate reviewed the survey results. Several tangible steps have been taken based on this assessment in the spirit of continuous improvement. To enhance communication between College Senators and their constituents, Senators from each academic school will devise a plan at the beginning of each academic year to communicate with their constituents. In addition, Senate meetings are announced internally on SharePoint. Links are provided for employees to access meeting materials and to attend Senate meetings remotely through Microsoft Teams. To further promote communication and encourage participation in shared governance, a reminder is sent with this information approximately one week before the scheduled Senate meeting from the President's Office. Additional recommendations will be vetted in public fora, with appropriate follow-up by the Senate Executive Committee.

Governance and Board of Trustees Oversight

A state-appointed, 15-member Board of Trustees (BOT) is ultimately responsible for maintaining and exercising general oversight over the College. Board members are appointed to five-year terms by the Governor of Maryland with the advice and consent of the Maryland State Senate. Members, two from each of the councilmanic districts and one at-large member, can serve two five-year terms of service to the community. Each Board member brings varied experience and expertise to ensure that the College's Mission is achieved and its stakeholders are well served. **(R.A. 12)** The members elect a Chair and Vice-Chair from their 15 members, none of whom is compensated for their service. **(R.A. 14)** In addition, the CCBC President is a non-voting Secretary-Treasurer of the Board and responsible for proposing policies to the Board. The President's office also includes a staff member who serves as a liaison to the Board. **[VII.2a]** (VII.2a. Provisions of the Composition of the CCBC Board of Trustees)

Select demographic criteria of the Board members in relationship to Baltimore County census data is reflected in the following table.

Table 7.5: *Demographic Composition of Board of Trustees**

DEMOGRAPHICS	% Caucasian	% African-American	% Male	% Female
CCBC BOT	85.0	15.0	54.0	46.0
**Baltimore County	60.2	30.3	47.3	52.7

*15 seats, 2 are currently vacant

**Data Source: United States Census Bureau

To ensure the Board is acting in accordance with all requirements for institutional accreditation, the Board Policy Manual specifies a code of conduct for its members. In that regard, the Board is a "policy making body." **[VII.2c]** (VII.2c. Trustee Code of Conduct) Board members must "refrain from using Board membership to obtain employment at CCBC for themselves, family members or close associates." (Article 2.04, 10) Additionally, state and local ethics reporting requirements further ensure the Board's governing integrity. **[VII.2b]** (VII.2b. Trustee Code of Conduct) Each member of the Board of Trustees must complete ethics training; and should any Board member's employment change, whereby a situation is created that could "reasonably be perceived as a conflict of interest," the Board Policy Manual states, "he or she must withdraw from Board deliberation, voting, and access to applicable Board information and seek a leave of absence during the term of employment." If the employment is permanent, the Board member must resign. (Article 2.04 D3) **(R.A. 12, 13)** Trustees also sign a Conflict of Interest statement to certify they have no conflicts in fulfillment of their duties. **[VII.2h]** (VII.2h. Board of Trustees Conflict of Interest Statement)

The Board is informed in all its operations by principles of good practice in board governance given the provisions in the Trustee Code of Conduct. **[VII.2g]** (VII.2g. Trustee Code of Conduct). To promote the Board's professional development in this regard, trustees are invited to attend the Association of Community College Trustees Leadership Congress; four or five trustees normally attend each year. To ensure compliance with all policies, the BOT also undergoes a self-assessment every five years. In 2016 the Board was surveyed on their organization; policy role and direction; community relations and advocacy; relationship with the CEO; their internal leadership, continuing education, and knowledge of College operations; and their strengths, accomplishments, and improvements. **[VII.5]** (VII.5. Board Self-Assessment Summary April 2016) The scores on this self-assessment were high, ranging from 4.15 to 5 on a 5-point scale. It is clear from the survey results that the Board understood its policy role and valued its excellent working relationship with the President.

In Spring 2021, Narcisa Polonio, Ed. D. facilitated a Board retreat and self-assessment designed to promote engagement within the Board constituency, to examine the impact of the pandemic on the Board and CCBC, to ensure the College was meeting or exceeding its requirements regarding the governing body within Standard VII, and to set goals and priorities for the 2021-2022 academic year. The self-assessment process provided a means for individual trustees and the Board collectively to assess performance regarding appropriate levels of stewardship and good management to facilitate the Board/President partnership and the Board's advocacy, leadership, and policy roles. Similar to the results of the 2016 survey, it is clear from the 2021 survey results that the Board understands its policy role and values its excellent working relationship with the President. **[VII.5]** (VII.5. Board Self-Assessment Summary May 2021) The President reports directly to the Board of Trustees, and the Board is well positioned to evaluate the performance of the President as one of its key responsibilities. **[VII.2f]** (VII.2f. Provisions for the President of CCBC, Trustee Code of Conduct)

As it is the Board of Trustees' duty to exercise full transparency, all Board materials are posted and available to College employees, including the meeting materials and minutes, accounting reports, and all Board members' annual financial disclosure statements. As a testament of financial excellence, the College has received a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the United States and Canada for 23 years in a row, demonstrating the strengths and integrity of the governing board.

Furthermore, the Board is committed from a policy perspective to strong fiscal and financial management. For instance, the Board approves and monitors the College's budget and fiscal operations. The Board is directed per Article 4.10 of the Policy Manual to engage an external accounting firm to conduct an annual audit report of the College's finances. A contingent of Board members serves on the Budget and Finance Committee to lend some specialization to these responsibilities. With comprehensive Budget and Finance Committee meeting reports coupled with periodic Board self-assessments, the College is confident that the current Board is conscientiously completing these responsibilities. The presentation of the proposed operating budget for the upcoming fiscal year and auditor's communication letter and report on internal control occurs during the January Board of Trustees meetings as documented in the meeting agendas for January 2018 – January 2022. **[VII.2e]** (VII.2e. Board Meeting Agendas January 2018 – January 2022) **(R.A. 11)**

The Board ensures the Commission receives accurate, fair, and complete information regarding the institution and its operations. To promote the knowledge of and commitment to the College from individual Board members and the Board in its entirety as the governing body of the institution, two Board members served on Standard VII as part of the self-study process. Prior to submission to the Commission, the Board reviewed and endorsed the self-study report in its official capacity as the governing body of the institution. **(R.A. 14)**

While compliance to rules and regulations is of the utmost importance, the College also sees the trustees as members of the community who are serving the very same community. To that end, the Board Code of Conduct lists 17 Responsibilities that are expected of all Board members. At the outset of the Board Code of Conduct, it is stated that the Code "is not intended as aspirational, but rather a specific way of conducting oneself as a member of the Board of Trustees." (Article 2.04 A) In other words, the College expects its Board members to represent the College and the community by exemplifying excellence. Two additional items of interest from the Code of Conduct Article 2.04 B, from Responsibilities 1 and 16 respectively, emphasize the importance that the Board members fulfill their duty to the community they serve. As stipulated, the members ensure the "responsibilities as a trustee can be carried out in a conscientious and informed manner" and that they view their roles "as a policy making body and resist acting as an administrator of such policy." **(R.A. 12)**

In this capacity, the Board supports the Chief Executive Officer in maintaining the autonomy of the institution. Board members participate in legislative luncheons and meetings with elected officials from Baltimore County. These events serve as an excellent opportunity for Board members to show support for new initiatives and legislative priorities for the upcoming legislative session that serve to strengthen the College and benefit students. Due to concerns associated with the pandemic, this event was not held in 2021. Instead, President Kurtinitis recorded a video outlining the College's requests. In 2022, the legislative luncheon was held virtually with very good legislator participation. **[VII.2i.]** (VII.2i. Select Legislative Meeting Agendas and Priorities)

The College has significant policies, processes, and procedures in place to ensure that its established authorizations and empowering statutes effectively and competently serve the community. The Board of Trustees Policy Manual requires the Board to "consider and approve the academic programs offered by the College." (Article 2.02 D, 11) To that end, the Board reviews and approves new program proposals and substantial modifications to existing programs before submission to the Maryland Higher Education Commission. The President submits recommendations gleaned from rigorous academic program reviews to the Board for oversight and approval during the June Board of Trustees meetings as documented in the meeting agendas for June 2018 – June 2021. **[VII.2d]** (VII.2d. Board Meeting Agendas June 2018 - June 2021) The Board also approves proposed changes to tuition and/or fees including laboratory and textbook fees, such as the Barnes and Noble First Day program. This program provides low-cost textbooks for students in certain classes by embedding the cost of the book(s) into the fees for the course itself. These efforts directly support the *Transformational Academics* Strategic Priority and the goal to boost successful completion. **(R.A. 12)**

A contingent of Board members serves on the Academic and Student Affairs Committee to provide some specialization within the Board for these activities. The Board is highly supportive of the Student Achievement and Success agenda at the College, and presentations on related initiatives at Board meetings such as the College's nationally acclaimed accelerated developmental programming in Academic Literacy and Mathematics enhance the Board's knowledge and understanding of mission-centric College programming and services. A contingent of representatives from the Board of Trustees is proud to participate in the awarding of degrees during the annual commencement ceremony traditionally held in June. Given safety concerns with the pandemic, virtual commencement ceremonies were held in 2020 and 2021. The last in-person commencement was held in June 2019 with representation from the Board of Trustees. **[VII.2d]** (VII.2d. CCBC 2019 Commencement Program)

Office of the President and the Administration

Organization and Evaluation. While the Board of Trustees ultimately serves the Baltimore County community, it is also vital that they support and regularly review the performance of CCBC's President, Dr. Sandra Kurtinitis. **[VII.3a]** (VII.3a. Provisions for the President of CCBC, Trustee Code of Conduct) This annual review of the President's leadership evaluates the President against a set of Board-approved performance goals. Although the evaluation is confidential, the President's goals are included in the Evidence Inventory. **[VII.3c]** (VII.3c.

President's Proposed Performance Appraisal Goals FY2012 - FY2021) Dr. Kurtinitis leads the strategic planning process, and the President's yearly goals are closely aligned with the Mission and achievement of the Strategic Priorities. Dr. Kurtinitis has a three-year contract with one-year extensions after each successful evaluation period.

Dr. Kurtinitis has the authority and autonomy required to fulfill the responsibilities of the President of the Community College of Baltimore County, as delineated in the Board of Trustees Policy Manual. **[VII.3c]** (VII.3c. Duties of the President) In this capacity, President Kurtinitis leads the proposed executive reconfiguration process and related organizational planning and resource allocation components. The proposed modifications support the achievement of the Mission and Strategic Priorities. (Refer to Standard VI)

Due the seriousness and continuing impact of the pandemic coupled with the gravity of the social justice movement across the country, the President revised her FY2021 Performance Goals. President Kurtinitis focused on bringing the College slowly, gradually, and safely back into functionality in a post-pandemic world, ensuring that teaching and learning modalities met the needs of all types of teachers and students. These changes prompted the creation of the College's Covid Advisory Committee and the Covid Dashboard to ensure the College is intentionally demonstrating the Bold Stroke of *Supporting Our People.* While the pandemic has caused major enrollment drops throughout the state and country, President Kurtinitis and Senior Staff, coupled with support from the Expanded Leadership Team (ELT), led the College through the uncertainty and ensured the College had the necessary systems in place to not only persist during the initial stages of the pandemic but also to see a slight credit enrollment increase in Fall 2020.

Prior to the pandemic, the Expanded Leadership Team consisted of 125 members. To enhance the clarity and frequency of communication during this challenging period, the President expanded this group to 175 members. The constituency of the Expanded Leadership Team includes leaders from across the College including Assistant Vice Presidents, Deans, Assistant Deans, Directors, Department Chairs, and Program Coordinators. The College Senate Chair is also invited to participate.

To ensure that the College is well represented at the highest levels of leadership, Senior Staff members are selected through an extensive recruitment and selection process that includes input and involvement from administrators, faculty, and staff from across the College. CCBC's most recent hire in senior administration, Dr. Joaquin Martinez, Provost/Vice President of Instruction, began his service in July 2020 with just under three decades of higher education professional experience, including various leadership roles in higher education administration. Dr. Martinez has demonstrated valuable skills through his proven ability to supervise, evaluate and assess, plan, and support, all while effectively serving and representing diverse communities.

In the role of Vice President for Administrative Services, Melissa Hopp has served the College since 2007, bringing with her skills that include, but are not limited to, supervising, financial management and budgeting, and fiscal planning. Ms. Hopp currently leads and supervises a staff of approximately 400 employees across six sites while serving as the College's chief financial, business, and administrative services officer.

In the Fall of 2018, the President created the role of Interim Vice President of External Outreach Initiatives and offered the position to Michael Netzer. Having previously served as Executive Dean of Online Learning, Mr. Netzer also continued a long-standing relationship with CCBC from 2002-2013 as the Academic Dean of the School of Applied and Information Technology. In his current role as Vice President, Mr. Netzer assumed responsibility for key College outreach initiatives such as increasing enrollment and improving student services for veterans and active-duty military.

Vice President of Institutional Advancement Kenneth Westary was hired in Fall 2008. As the Chief Advancement Officer, his responsibilities include leading and managing the College's resource development strategies and initiatives as well as handling marketing and communications. Mr. Westary has successfully launched and completed CCBC's first comprehensive fundraising campaign, "New Beginnings: The Campaign for CCBC," raising over $57.3 million to support the Strategic Priorities. He has also combined CCBC's three separate Campus Foundation Boards into The CCBC Foundation, Inc., a 501-c3, and leads a team of public/private grants professionals to secure $8 million to $11 million annually, distributing approximately $2 million annually to

support mission-centric programs and initiatives. The Institutional Advancement team managed over 60 active grant programs from conception, compliance, and closeout; and collaborated with and secured support from national and local foundations including Kresge, Mellon, Goldman Sachs, and others. The funding streams launch innovative programs to support educational and economic opportunities for CCBC students and the community at large. **[VII.3d]** (VII.3d. Senior Staff Vita)

With more than 40 years at the College, Dr. Richard Lilley served over 15 of those years as Vice President of Enrollment and Student Services, a position that was gradually phased out and integrated into other leadership roles at the announcement of his retirement in January 2021. Though no longer a distinct position held by a single administrator, Dr. Lilley's contributions to the College are significant since the 2012 reaffirmation of accreditation. As a member of Senior Staff, he worked diligently to ensure that all Enrollment and Student Services programs, support services, resources, and systems effectively supported the College's Mission of affordability, accessibility, and quality for all students. These programs and services were constantly assessed and revised to achieve and maintain state-of-the-art-currency.

Education and Experience. President Kurtinitis began her career in higher education in 1967 and has worked for more than 50 years as a community college professional. After serving as Professor of English at Prince George's Community College for 22 years, Dr. Kurtinitis served as Dean of Academic Affairs at Berkshire Community College for 6 years. Prior to her arrival at CCBC in November 2005, Dr. Kurtinitis served as President of Quinsigamond Community College for 10 years. As the President of CCBC, Dr. Kurtinitis possesses the experience, qualifications, and credentialing necessary to execute the duties of Chief Executive Officer of the institution. Dr. Kurtinitis's stellar service in this capacity was recognized by the Association of Community College Trustees when she was awarded the 2019 Regional Chief Executive Officer Award. **[VII.3b]** (VII.3b. President Kurtinitis's Vita, President's Job Description) As such, President Kurtinitis is invited as a keynote speaker for many audiences and events. Some of President Kurtinitis's recent presentations have focused on the role of community colleges in preparing students for 21st century jobs to support workforce development and executive contingency planning strategies to address organizational challenges from the pandemic. **[VII.3b]** (VII.3b. President's Presentations for External Audiences)

President Kurtinitis serves on several national, state, and local boards and commissions giving CCBC national recognition and prominence. For example, she was selected to serve as Board Chair Elect, Chair, and past Chair of the American Association of Community Colleges. She also served on the Board of Directors with the American Council on Education. The College's government relations are strong as reflected in CCBC's level of public financial support and in Dr. Kurtinitis having been invited to take part in multiple White House summits during the administrations of both Presidents Obama and Trump. President Kurtinitis also represents Maryland's community colleges as a Director of the Governor's Workforce Development Board, serves as chair of the Maryland Association of Community Colleges Board of Directors, and was a member of Baltimore County Executive John Olszewski's transition team. All of these important affiliations comport with CCBC's Mission by elevating the College's status as a workforce development education leader.

With a lean, agile management structure, President Kurtinitis has led CCBC for 17 years based on well-orchestrated relationships predicated on the values of teamwork and collaborative leadership. Executives are held accountable; everyone is expected to "Roll up their sleeves and wade in the water." Dr. Kurtinitis prioritizes active engagement; her participation as a servant-leader is integral to collaborative discussions and decision making.

President Kurtinitis conveyed that as the Chief Executive Officer, she enjoins the leadership and assesses the efficacy of the organizational structure to achieve the Strategic Priorities. Evidence of this assessment can be found in the restructuring of College Communications to provide marketing services across the institution and the Call Center to provide one entry door as the College strives to achieve full Credit/Continuing Integration. Other examples in President Kurtinitis's executive capacity include reorganizing the academic schools. The efficiency and effectiveness of organizational units is measured annually through the Employee Satisfaction Survey.

Administrative Structure. Currently, President Kurtinitis shares day-to-day executive operations of the College with the Senior Staff including the Provost/Vice President of Instruction and three other Vice Presidents, each

with a broad range of responsibilities. (Refer to Standard VI) As the Senior Staff, they are supported in achieving the College's Mission and Strategic Priorities by Assistant Vice Presidents, Deans, Assistant Deans, Directors, Department Chairs, Program Coordinators, Faculty, and Adjunct Faculty. It is noteworthy that the average length of employment for personnel in the Administrative category is 18 years; these include non-faculty employees in the highest administrative roles, Grades A44 to A49. As dedicated, experienced professionals, Administrative employees are well suited to assist the President with the discharge of her responsibilities effectively. **[VII.4b]** (VII.4b. Length of Service for Administrative Personnel)

The number of administrators and staff for an institution of this size is sufficient, as confirmed by a comprehensive Job Classification and Compensation Study completed in 2009. Engaged to finally bring the disparate salary and classification scales of the three independent colleges that preceded the merger, a major study analyzed all CCBC exempt and non-exempt full-time positions and salaries across the College. This included new job descriptions, classification systems, and salary structures for all employees of the Community College of Baltimore County—no matter their campus location.

Personnel costs are the largest single expense, so managing and nurturing human resources is critical to support and sustain the College's operations and to meet budget parameters. Senior Staff has established centralized management and monitoring of all positions within the College. Each position has a detailed job description and minimum requirements to ensure individuals can effectively perform their duties. All positions and pay scales are compared against the other community colleges in Maryland, with the intention of being the first or second ranked school in terms of compensation. In the spirit of *Supporting our People*, CCBC has consistently upgraded salaries for all employees, ranking now at the very top of Maryland's community colleges. Professional and administrative positions are set against College and University Professionals Association for Human Resources (CUPA) data, with the midpoint set at the 80th percentile. Classified (non-exempt) employee positions are compared against the Department of Labor salary survey (O-Net), with the salary midpoint set at the 75th percentile. Position control numbers (PCNs) are managed in conjunction with the Finance Office. A new position cannot be created unless there is an approved budget allocation to pay for it. Feedback from Senior Staff is solicited as positions and funding are made available. The College's organizational charts are updated annually and clearly document the organizational structure and concomitant reporting relationships. **[VII.4a]** (VII.4a. FY2022 Organizational Charts)

A diverse workforce is valued, and human resource policies and procedures have been created to ensure equal opportunity and diversity in hiring pools. In response to the murder of George Floyd, the President created the President's Diversity, Equity and Inclusion Advisory Council. Although CCBC already does more than many in terms of equity and inclusion, the President has committed the College to find solutions for underlying inequities that hinder CCBC's commitment to its broad definition of diversity and inclusion. Targeted hiring events encourage diverse candidate pools, and a dedicated recruiter is assigned for each position. Newly hired employees participate in New Hire Orientation, and Department Specific Orientations are also offered when requested.

Professional development for employees is informed by the Strategic Plan and related Strategic Priorities, the CCBC Employee Survey, program initiatives and priorities, exit interview data, training surveys, performance evaluations, and external changes in laws and regulations. Additional training topics available for select faculty and staff include Customer Service Excellence, Respectful Workplace and Civility (Employees), Accountability in the Workplace, Critical Thinking in the Real World, and Dealing with Difficult People. Administrative assistants are also encouraged to complete the Administrative Support Assistant's Academy. **[VII.4c]** (VII.4c. Customer Service Excellence Program)

Employees who are hired into management roles can benefit from the CCBC Basics for Managers professional development opportunity. Additional training topics available for managers include Respectful Workplace and Civility (Managers), Conducting Investigations, Taking Corrective Action, Creating a Culture of Accountability, Managing for Equity, Leading for Impact, and Understanding Your Leadership Style. **[VII.4c]** (VII.4c. CCBC Basics for Managers)

Within the Directory section of the College Catalog, the educational credentials of full-time exempt faculty, administrators, and professional staff are publicly displayed. This information is verified through meticulous

recordkeeping within Human Resources. In a similar fashion, the College maintains an updated set of vita for the same contingent of employees to demonstrate that employees meet or exceed the credentials and professional experience needed to fulfill the Mission and perform their job duties effectively. **[VII.4c]** (VII.4c. CV Collection Final)

In 2019 CCBC integrated the Employee Handbook and Faculty Handbook into a single resource, the *College Handbook*, to ensure it includes current employee requirements, up-to-date policies and procedures, and an ethics statement. This document provides strong evidence of the College's commitment to the Bold Stroke of *Supporting our People* through its detailed description of ample employee benefits, promotion processes, and opportunities for professional advancement. **[VII.4d]** (VII.4d. College Handbook) Through these efforts coupled with competitive salaries and pay increases, the College has maintained a reasonable turnover rate as compared to other Maryland community colleges. **[VII.4b]** (VII.4b. Maryland Association of Community Colleges Turnover Data)

Technology, Engagement, and Evaluation

Technology Leadership and Implementation. CCBC has a Chief Information Officer who works to assure administrators have the necessary technologies to carry out their duties, including the market-leading Enterprise Resource System in Ellucian Banner and powerful data analysis, reporting, and visualization systems in the Cella Data Repository and Microsoft Power BI systems. The CCBC Administrative Systems Users Group meets monthly to attend to issues related to administrative and business IT functions at CCBC. The College has hired two Technology Implementation and Improvement Analysts who provide training and technical support, conduct needs assessments, and support business process improvement for administrative areas across the College. These functions are vital, especially for employees working remotely.

Staff on-campus reporting schedules during the pandemic were altered to A/ B or A/B/C to limit the number of staff on campus, while providing sufficient coverage to deliver services to students. Investments in technology were made to support remote decision making and accountability while helping to provide College-wide communication and interaction. Enhanced professional development was vital so all staff could better use technology to meet their responsibilities.

Additionally, the College demonstrates a growing, ongoing commitment to technology as there is routine training and professional development for faculty and staff for programs such as Microsoft Teams, D2L Brightspace, and cybersecurity in general. Virtual training was provided during the pandemic to accommodate employees' technology needs. In this regard, the College now requires annual cybersecurity training to better ensure that the College's technology systems remain secure. (Refer to Standard VI for additional information regarding Technology Planning.) **[VII.4d]** (VII.4d. Technical Services Training 2019 - 2021, Instructional Technology and Online Learning Training 2019 - 2021)

Levels of Engagement. The President strongly believes in faculty and staff engagement, and the College's ample technology resources facilitate this goal. Using regularly scheduled meetings, SharePoint postings, College-wide emails, virtual desk side chats, and College-wide presentations, the President prioritizes transparency in communicating with faculty and students.

At the start of the academic year, the President sends a comprehensive Summer Update to the college community to keep faculty and staff abreast of the College's achievements, priorities, and challenges in the year ahead. **[VII.4e]** (VII.4e. President's Summer Updates 2017 - 2021) The President's engagement is also evident at the highest level of administration. Dr. Kurtinitis facilitates weekly meetings and Senior Staff retreats to discuss and address issues, ideas, challenges, and strategies that affect policy, planning, and resource allocation. Also addressed are day-to-day issues and concerns that affect faculty, staff, and students across the College. Once a month, the President leads an Expanded Leadership Team meeting with administrators, professional staff, and select faculty in leadership positions to share critical College information such as budget and planning items, capital project initiatives and updates, enrollment data, technology proposals and upgrades, personnel items, fundraising activities, and calendar announcements to ensure the community is involved and informed.

At the faculty and staff level, the President and Provost/Vice President of Instruction attend School meetings to present College-wide information and solicit employee feedback. The President and Senior Staff members also attend monthly college fora. During the pandemic, the fora were held virtually. As of Fall 2021, a hybrid format for college fora was piloted with opportunities for faculty and staff to attend in person or virtually through Microsoft Teams. The Provost serves as a representative of Senior Staff on the College Senate in an effort to facilitate collaboration in shared governance between senior administration and College employees.

Faculty and staff are encouraged to attend the Fall Focus event in August whereby faculty are recognized for their achievements through promotion; the Teaching Learning Fair in January, which serves as the Spring semester kickoff; and the Professional Development Conference in May to culminate achievements and opportunities at the end of each academic year. The President makes a formal address to the College community during these three primary professional development events. **[VII.4e]** (VII.4e. President's Presentations for Selected Professional Development Events, Related Program Information for Professional Development Events)

The President engages with students through participation in the Student Town Halls held each semester. Students are also encouraged to participate in the College's student governance structure as well as the College Senate where they can voice issues and concerns regarding College policy. The new student portal also facilitates the dissemination of timely, important information from the administration and faculty to students.

Forms of Evaluation. CCBC has established systematic procedures for evaluating administrative units and for using assessment data to enhance operations. Functional areas within the College are assessed annually. For instance, the Office of the President is evaluated through the annual Employee Satisfaction Survey administered by the Office of Planning, Research, and Evaluation (PRE) along with the Offices of the Vice Presidents and other related functional areas within the institution. The survey results are summarized by PRE and shared with the college community. **[VII.4f]** (VII.4f. Employee Satisfaction Survey Results Spring 2017 – Spring 2021)

Based on the results of the Employee Satisfaction Surveys from the past several years, the College has committed to enact multiple changes, some of which include improvements in areas such as Information Technology (e.g., internet speed and access), College Communications (e.g., the CCBC Website), Student Services (e.g., Admissions, Career Services, Intercultural Engagement, and Testing Centers), Online Learning services, Staff and Faculty evaluation systems, and Faculty professional development opportunities. All of these changes lead to a supported faculty and staff who can help students achieve academic success.

While the President is evaluated annually by the Board of Trustees, the progress made in achieving the goals and objectives within the Vice Presidents operational plans is assessed through PRE with related oversight by the Institutional Planning and Assessment Review Committee. The Vice Presidents are also evaluated annually by the President to assess performance in operationalizing the Strategic Plan and carrying out the Mission of the College. Annual outcomes-based objectives tied closely to the Strategic Plan are determined in collaboration with respective Vice Presidents. Other key administrators are evaluated annually using the Administrative/Professional Performance Evaluation Forms. **[VII.5]** (VII.5. Comprehensive and Abridged Performance Evaluation Forms for Administrative and Professional Staff)

In addition, Human Resources conducts biennial constituency evaluations for supervisory employees. Constituency responses are summarized and shared with supervisors, who then review the summary with each supervisory employee within their purview. President Kurtinitis receives a summary of her own constituency evaluation results and for her direct reports. Each employee has an opportunity to complete a constituency evaluation for their direct supervisor and their supervisor's boss. The evaluations are used to monitor executive performance and effectiveness in support of the Mission and Strategic Plan. The evaluations are also used to gauge the human component and factors impacting the College's culture and workplace environment. **[VII.5]** (VII.5. Constituency Evaluation for Supervisors Template)

Task forces are also convened to evaluate larger, College-wide issues, such as when decisions were made to outsource the College's bookstore operations to Barnes & Noble. The effectiveness of these decisions are assessed and monitored. (Refer to Standard IV) The results of the CCBC Student Satisfaction Survey and the Community College Survey of Student Engagement (Refer to Standard I), which provide the College with student

success data, consistently leads to continued development of student engagement strategies in support of student success, resources for professional development, and implementation of pedagogical improvements across the curriculum.

Findings and Conclusions

The College has demonstrated in substantial measure that it meets the Criteria for Standard VII and associated Requirements of Affiliation 12, 13, and 14. The College's governing board is properly focused on policy, and their actions are in accordance with the provisions in the Board of Trustees Policy Manual. The President's many accomplishments during her 17-year tenure at CCBC were acknowledged through her selection as the 2019 Regional Chief Executive Officer by the Association of Community College Trustees. Related shared governance structures are institutionalized. The College Senate has passed 231 proposals since President Kurtinitis's appointment in the spirit of continuous improvement. To foster increased cooperation and transparency, the Provost/Vice President of Instruction meets regularly with the College Senate Executive Committee. The goal is to discuss proposals as they are being developed and vetted in the College Senate, to identify any areas of concern and/or disagreement, and to work positively toward compromise solutions.

Good organization and governance were cited as strengths for Standard VII in the Middle States survey, coupled with the College's Covid-19 response. A strong, experienced administration has continuously supported the President in the discharge of her duties and worked diligently to successfully address the academic, financial, and operational challenges presented during the pandemic.

Opportunities for Improvement and Innovation

There are no Opportunities for Improvement and Innovation for this Standard.

Supports Strategic Priorities: *Economic Stabilization* and *Transformational Academics*

Conclusion

For the past 2 ½ years, the College has engaged in a collaborative, introspective self-study process with four Institutional Priorities guiding these efforts: *Enrollment Stabilization*, *Economic Stabilization*, *Credit/Continuing Education Integration*, and *Transformational Academics*. The Institutional Priorities mirror the Strategic Priorities embedded in CCBC's FY2020 – FY2023 Strategic Plan, providing an opportunity to assess the accomplishment of key goals and objectives in the Strategic Plan in concert with the Middle States Standards for Accreditation and Requirements of Affiliation. The overarching theme for the self-study process – *Rethink*, Reenvision, Reaffirm – was particularly appropriate given that the majority of the self-study process was conducted in the midst of the Covid-19 pandemic.

The College was able to surmount the challenges from the pandemic with strong, mission-centric leadership from the President and Senior Staff coupled with valiant efforts from numerous faculty and staff – with a continued focus on student achievement and success. The self-study process provided an excellent opportunity to rethink and reflect on these challenges and begin to reenvision the lessons learned that will be adopted formally in the spirit of continuous improvement and innovation. The Bold Stroke, *Reenvisioning a Post Pandemic CCBC*, is aligned with the theme for the self-study process and will serve as a guidepost for these decisions.

Throughout the self-study report, the College clearly demonstrates compliance with the Middle States Standards for Accreditation and Requirements of Affiliation in substantial measure. The Intended Outcomes for the Self-Study were achieved. It should be noted that CCBC did not reapply for Leader College status through Achieving the Dream in September 2021. The criteria for this designation were modified; however, the College's commitment to student achievement and success is unwavering, and ample resources provided through the current Title III grant will support these efforts.

The following mission-centric Opportunities for Improvement and Innovation (OFIs) are ambitious and realistic. The OFIs for Standards V and VI are intentionally aligned to illustrate the integration of Educational Effectiveness Assessment and Planning, Resources, and Institutional Improvement. The College community is eager to engage with the Middle States Evaluation Team during the virtual site visit and anticipates receiving valuable feedback in its quest toward reaffirmation of institutional accreditation.

Summary of Findings and Opportunities for Improvement and Innovation

Standard I: Mission and Goals

Opportunities for Improvement and Innovation:

CCBC will assess the current Mission as the College moves from an interim executive reconfiguration process to a permanent executive organizational structure and prepares to launch the FY2024 - FY2026 strategic planning process. Special attention will be given to operationalizing the Bold Stroke "*Reenvisioning a Post Pandemic CCBC*." The College will analyze lessons learned from the Covid-19 pandemic to discern which pandemic modifications should be continued moving forward.

Supports the Following Strategic Priorities: *Enrollment Stabilization*, *Economic Stabilization*, *Credit/Continuing Education Integration*, and *Transformational Academics*

Standard II: Ethics and Integrity

Opportunities for Improvement and Innovation:

CCBC will enhance diversity, equity, and inclusion of faculty and staff through targeted strategies to recruit, retain, and promote a diverse workforce, coupled with employee training designed to foster diversity competence and an inclusive environment.

Supports Strategic Priorities: *Enrollment Stabilization*, *Economic Stabilization*, *Credit/Continuing Education Integration*, and *Transformational Academics*

Standard III: Design and Delivery of the Student Experience

Opportunities for Improvement and Innovation:

CCBC will expand the size and scope of CCBC Online to become a premier provider of distance education in the United States and select international market segments. To advance these efforts and promote degree acceleration and the Strategic Priority of *Credit/Continuing Education Integration*, CCBC will incorporate alternative learning models in select programs.

Supports Strategic Priorities: *Enrollment Stabilization*, *Credit/Continuing Education Integration*, and *Transformational Academics*

Standard IV: Support of the Student Experience

Opportunities for Improvement and Innovation:

In alignment with the 2023 Year 4 goals of the Title III grant, CCBC will fully implement comprehensive, proactive student advising within the Guided Pathways model to meet student persistence, retention, and completion goals.

CCBC will explore wider accessibility solutions to improve the online learning experience for students in need of disability services.

Supports Strategic Priorities: *Enrollment Stabilization* and *Transformational Academics*

Standard V: Educational Effectiveness Assessment

Opportunities for Improvement and Innovation:

An institutional assessment plan will be developed to determine the impact of the College's Student Achievement and Success agenda on educational effectiveness, retention, and completion. (Linked to Standard VI OFI)

Supports Strategic Priorities: *Enrollment Stabilization* and *Transformational Academics*

Standard VI: Planning, Resources, and Institutional Improvement

Opportunities for Improvement and Innovation:

CCBC will assess and monitor institutional effectiveness more purposefully through the Institutional Planning and Assessment Review Committee (INPARC) by establishing metrics and benchmarks to guide future strategic planning efforts. Specific attention will be placed on the alignment of planning and resource allocation decisions to support the College's Student Achievement and Success agenda, retention, and completion. (Linked to Standard V OFI)

Supports Strategic Priorities: *Enrollment Stabilization* and *Economic Stabilization*

Standard VII: Governance, Leadership, and Administration

There are no Opportunities for Improvement and Innovation for this Standard.

Supports Strategic Priorities: *Economic Stabilization* and *Transformational Academics*

Glossary of Acronyms

Abbreviation	Definition
A	
A.A.	Associate of Arts (Degree)
A.A.S.	Associate of Applied Science (Degree)
A.A.T	Associate of Arts in Teaching (Degree)
A.F.A.	Associate of Fine Arts (Degree)
A.S.	Associate of Science (Degree)
A.S.E.	Associate of Science in Engineering (Degree)
AAC&U	Association of American Colleges and Universities
ACBSP	Accreditation Council for Business Schools and Programs
ACCT	Association of Community College Trustees
ACDV	Academic Development
ACE	Accelerating Connections to Employment
ACLT	Academic Literacy
AFSCME	American Federation of State, County, and Municipal Employees
ALO	Accreditation Liaison Officer
ALP	Accelerated Learning Program
AMP	Accelerated Math Program
AOC	Area of Concentration
APL	Assessment of Prior Learning
APPLE	Advising Promoting Positive Learning Experiences
APS	Annual Professional Summary
ASE	Automotive Service Excellence
AtD	Achieving the Dream
ATPL	Articulation, Transfer, and Prior Learning
B	
BCPS	Baltimore County Public Schools

Abbreviation	Definition
BOT	Board of Trustees
C	
CAFR	Comprehensive Annual Financial Report
CARES	Coronavirus Aid, Relief, and Economic Security
CBC	Community Book Connection
CCBC	Community College of Baltimore County
CCO	Common Course Outline
CCSSE	Community College Survey of Student Engagement
CDC	Chemical Dependency Counseling
CE	Continuing Education
CESCA	College Environment, Student, and Community Affairs
CETL	Center for Excellence in Teaching and Learning
CGA	Common Graded Assignment
CHEA	Council for higher Education Accreditation
CIC	Curriculum and Instruction Committee
CIEQ	Course Instructor Evaluation Questionnaire
CIP	Capital Improvement Plan
COMAP	Comprehensive Academic Plan
COMAR	Code of Maryland Regulations
CRM	Customer Relationship Management
CRTL	Culturally Responsive Teaching and Learning
CUPA	College and University Professional Association
CWA	Communications Workers of America
D	
DEI	Diversity, Equity, and Inclusion
DSS	Disability Support Services
E	
ECAP	Early College Access Programs

Abbreviation	Definition
EEOC	Equal Employment Opportunity Commission
ELT	Expanded Leadership Team
ESS	Enrollment and Student Services
ELT	Expanded Leadership Team
F	
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FIT	Faculty International Travel
FTE	Full-Time Equivalent
FYE	First Year Experience
G	
GE	General Education
GASB	Government Accounting Standards Board
GERB	General Education Review Board
GFOA	Government Finance Officers Association
GREATs	General Education Assessment Teams
H	
HIP	High Impact Practices
HUSC	Human Services Counseling
I	
IA	Institutional Advancement
INPARC	Institutional Planning and Assessment Review Committee
IPEDS	Integrated Postsecondary Education Data System
IT Council	Instructional Technology Council
J	
JN	Job Network
L	
LEAP	Liberal Education and America's Promise

Abbreviation	Definition
LEAP	Learn. Earn. Achieve. Progress.
LEED	Leadership in Energy and Environmental Design
LMS	Learning Management System
LOA	Learning Outcomes Assessment
LOAAB	Learning Outcomes Assessment Advisory Board
M	
MHEC	Maryland Higher Education Commission
MSCHE	Middle States Commission on Higher Education
MSSI	Male Student Success Initiative
N	
NACUBO	National Association of College and University Business Officers
NFLC	New Faculty Learning Community
NILOA	National Institute for Learning Outcomes Assessment
NJCAA	National Junior College Athletic Association
NSO	New Student Orientations
O	
OER	Online Educational Resources
OSA	One Step Away
P	
PAR	Performance Accountability Report
PLA	President's Leadership Academy
POAP	Program Outcomes Assessment Project
PPL	Placement, Preparation, and Learning (ALEKS)
PRE	Planning, Research and Evaluation (Office of)
Q	
QM	Quality Matters
S	
SARS	Student Automated Response System

Abbreviation	Definition
SDP	Self-Directed Placement
SGA	Student Government Association
SHP	School of Health Professions
SIMON	Student Information System
SLOAR	Student Learning Outcomes Assessment Report
SMP	Sexual Misconduct Prevention
SNAP	Supplemental Nutrition Assistance Program
SRE	Summer Research Experience
SSC	Student Success Centers
STEM	Science, Technology, Engineering and Math
T	
U	
UPT	Unit Operational Plan Template
V	
VALUE	Valid Assessment of Learning in Undergraduate Education
VFA	Voluntary Framework of Accountability
VITAL	Veterans Integration to Academic Leadership
VONC	Vote of No Confidence
W	
WTC	Workforce Training Certificates

Community College of Baltimore County is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) www.msche.org. Community College of Baltimore County's accreditation status is Accreditation Reaffirmed. The Commission's most recent action on the institution's accreditation status on November 16, 2017 was to reaffirm accreditation.

MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).