

SELF-STUDY REPORT

Submitted to:

Middle States Commission on Higher Education

By:

**The CCBC Board of Trustees
and**

**Sandra L. Kurtinitis, Ph.D., President
March 2012**



TABLE OF CONTENTS

| | Page |
|---|--------------------------|
| Exhibits and Supporting Documentation | iii |
| Self-Study Committee Members | vi |
| President’s Message..... | viii |
| Introduction | x |
| Executive Summary and Certification Statement | xiii |
| STANDARD 1: Mission and Goals | 1 |
| STANDARD 2: Planning, Resource Allocation, and Institutional Renewal | 6 |
| STANDARD 3: Institutional Resources | 11 |
| STANDARD 4: Leadership and Governance | 19 |
| STANDARD 5: Administration..... | 23 |
| STANDARD 6: Integrity..... | 30 |
| STANDARD 7: Institutional Assessment | 37 |
| STANDARD 8: Student Admissions and Retention..... | 43 |
| STANDARD 9: Student Support Services..... | 51 |
| STANDARD 10: Faculty..... | 60 |
| STANDARD 11: Educational Offerings..... | 69 |
| STANDARD 12: General Education | 77 |
| STANDARD 13: Related Educational Activities | 85 |
| STANDARD 14: Assessment of Student Learning..... | 97 |
| Glossary of Abbreviations..... | 106 |
| Appendices | Located in Book 2 |



EXHIBITS AND SUPPORTING DOCUMENTATION

STANDARD 1

- 1.1.....COMAR Regulations
- 1.2.....Maryland State Plan for Postsecondary Education
- 1.3..... 2011 Employee Survey
- 1.4..... Career Program Advisory Boards
- 1.5.....Awards and Recognitions

STANDARD 2

- 2.1..... Facilities Master Plan
- 2.2..... Information Technology Plan
- 2.3..... Compendium of Grant Development Projects

STANDARD 3

- 3.1.....Maryland Association of Community Colleges Databook, FY2010
- 3.2..... Specifications for Smart Classrooms
- 3.3..... Facilities Master Plan

STANDARD 4

- 4.1..... College Senate Constitution, Article IV
- 4.2.....Senate By-Laws
- 4.3..... CCBC Board Retreat Report, November 4, 2011
- 4.4.....2007-2011 Employee Surveys

STANDARD 5

- 5.1.....Position Description, President
- 5.2..... Position Descriptions, Vice Presidents
- 5.3.....Office of Instruction Newsletters
- 5.4..... Supervisor Evaluation by Constituency Instrument
- 5.5.....CCBC Hiring and Search Process
- 5.6.....Professional Development Compendium

STANDARD 6

- 6.1.....Full-time Faculty Contracts
- 6.2..... 2010 and 2011 Employee Surveys
- 6.3..... Intellectual Property Policy

STANDARD 7

- 7.1.....2011 Student Learning Outcomes Assessment Report
- 7.2..... INPARC Progress Reports
- 7.3..... CCBC FY2011 Operating Budget



EXHIBITS AND SUPPORTING DOCUMENTATION

STANDARD 8

- 8.1 Consultant's Enrollment Management Plan
- 8.2 Student Communications Plan
- 8.3 Annual Student Profile and Trends
- 8.4 IPEDS Financial Reports, 2009-2011
- 8.5 Implementation Guidelines for the Opportunity Grant, FY2012
- 8.6 Business Process Review, Financial Aid
- 8.7 Financial Aid Student Brochures
- 8.8 Financial Aid literacy DVD
- 8.9 Title III Grant Project Plan
- 8.10 Business Process Review, Registrar's Office
- 8.11 Profile of Parallel Enrollment Students, Fall 2006-Fall 2010
and Spring 2007-Spring 2011

STANDARD 9

- 9.1 Behavioral Intervention Team Plan
- 9.2 2006-2010 Student Satisfaction Surveys
- 9.3 Academic Advisement Model, 2010
- 9.4 Student Advising Packets
- 9.5 Academic Advising Lab Evaluation
- 9.6 Faculty Advising Handbook
- 9.7 Title III Grant Project Plan
- 9.8 2010 CCSSE Results, Support for Learners
- 9.9 2010 Student Satisfaction Survey
- 9.10 CCBC Information Security Plan
- 9.11 Children's Learning Centers Fee Schedule

STANDARD 10

- 10.1 Minority Advertising Publications
- 10.2 Faculty Contracts
- 10.3 Annual Professional Summary Document
- 10.4 Course/Instructor Evaluation Questionnaire
- 10.5 Connections Project Reports
- 10.6 ESP Board Proposal
- 10.7 Sabbatical Reports
- 10.8 Board of Trustees Policy No. 5.02
- 10.9 Adjunct Faculty/Full-time Advancement Worksheets
- 10.10 TLR Annual Reports
- 10.11 Pedagogy Project Reports



EXHIBITS AND SUPPORTING DOCUMENTATION

STANDARD 11

- 11.1.....Global Distinction Program
- 11.2.....Service Learning Activities
- 11.3.....Community Book Connection Activities
- 11.4.....Co-Curricular Activity Grant Program Brochure
- 11.5.....Articulation Agreement with Baltimore County Public Schools and
the Community College of Baltimore County

STANDARD 12

- 12.1.....GREATs Data Reports
- 12.2.....Global Education Advisory Board Report and
2010-2011 Workshop Series
- 12.3.....Connections Project Reports

STANDARD 13

- 13.1.....Developmental Education Plan 2008-2012
- 13.2.....Developmental Education Portfolio
- 13.3.....2010 CCSSE Results
- 13.4.....Continuing Education Manual for Maryland Community
Colleges, MHEC Revision FY2012
- 13.5.....Continuing Education Completers Report
- 13.6.....Continuing Education and Economic Development Business Plan
- 13.7.....Distance Education Task Force Report
- 13.8.....Course Completion Rates in Online Courses, Fall 2005 to Fall 2010
- 13.9.....Distance Education Plan
- 13.10.....DLAB Policy Compendium

STANDARD 14

- 14.1.....Program Review Procedures Guide and Analytic Rubric
- 14.2.....Developmental Education Plan 2008-2012

Supporting Documentation for Resource Room

- CCBC Fact Book, Fall 2011
- Marketing and Outreach Materials
- Compendium of President's Messages to College Community
- Board of Trustees Agenda and Minutes
- Senior Staff Agenda and Minutes
- Extended Leadership Team Agenda and Minutes
- College Senate Agenda and Minutes
- College Senate Open Fora Agenda and Minutes



SELF-STUDY COMMITTEE MEMBERS

STEERING COMMITTEE

Dr. Mark McCollochChair
Vice President of Instruction

Professor Jane Mattes..... Co-chair
Assistant to the Vice President of Instruction

Professor Lynne Mason..... Co-chair
Faculty Member and Program Coordinator

Dean Michael CareyMember
Executive Dean of Continuing Education and Economic Development

Dr. Avon Garrett.....Member
Dean, School of Business, Social Sciences, Wellness, and Education

Ms. Terry Hirsch.....Member
Senior Director, Office of Planning, Research, and Evaluation

Dr. Rose MinceMember
Dean of Instruction for Curriculum and Assessment

Dr. Dennis Seymour.....Member
Dean, School of Justice

Dr. Barbara TowerMember
Interim Dean of Enrollment Management

SELF-STUDY COMMITTEE MEMBERS

STANDARD COMMITTEE CHAIRS AND CO-CHAIRS

- Standard 1:** David O’Neill, *Department Chair, Science*
John Kozarski, *Director of Planning*
- Standard 2:** Dennis Seymour, *Dean, School of Justice*
Gail Knapp, *Finance Manager*
- Standard 3:** Robert Kraft, *Assistant Vice President of Administrative Services*
Hal Rummel, *Department Chair, Art, Design, and Interactive Media*
- Standard 4:** Carol Sullivan, *Dundalk Campus Dean*
Michael Ehrlinger, *Faculty*
- Standard 5:** Avon Garrett, *Dean, School of Business, Social Sciences, Wellness,
and Education*
Evan Balkan, *Faculty*
- Standard 6:** Timothy Davis, *Assistant Dean of Business, Social Sciences,
Wellness, and Education*
Alvin Starr, *Essex Campus Dean*
- Standard 7:** Donna Mandl, *Department Chair, Legal Studies*
Natasha Miller, *Director of Planning, Research, and Evaluation*
- Standard 8:** Carol Eustis, *Dean, School of Health Professions*
Theresa Carr, *Dean of Enrollment Management*
- Standard 9:** Caroline Scott, *Dean, College Life*
Christine Mirbaha, *Faculty*
- Standard 10:** Michael Netzer, *Dean, School of Applied and
Information Technology*
William Watson, *Department Chair, Performing Arts
and Humanities*
- Standard 11:** Donna Reihl, *Dean of Community Education and Service*
Karen Dalton, *Faculty*
- Standard 12:** F. Scott Black, *Dean, School of Liberal Arts*
Jennifer Kilbourne, *Faculty*
- Standard 13:** Donna McKusick, *Dean of Developmental Education and
Special Academic Programs*
Dell Hagan Rhodes, *Director of Student Life*
- Standard 14:** Rose Mince, *Dean of Instruction for Curriculum
and Assessment*
David Stewart, *Dean, School of Math and Science*



PRESIDENT'S MESSAGE

The simplest way to describe the Community College of Baltimore County is a continuous work in progress. Over the past ten years our College has advanced an aggressive agenda of change that has positioned CCBC now as the largest community college in the state as well as one of the most progressive. Inspired by a mantra of “the power of one built on the strength of three,” we have transcended the growing pains of merger which dominated the first half of this decennial period and blossomed into the largest provider of post-secondary education in our region. We have worked hard to transcend the fiscal challenges that have beset our state, county, and region over the past five years and focused our formidable collective talent and strength on ensuring that Student Success forms the umbrella under which all of our work is done. Although we recognize that our visit could not take place in a less favorable fiscal climate, with careful disposition of resources—intellectual, capital, fiscal, and human—we have prospered on many levels of achievement while simultaneously weathering serious economic challenges.

Over the past ten years, CCBC has crafted a planful approach to transforming our College from the inside out. We at CCBC have tackled the challenges and issues besetting our sector and are taking the lead nationally in crafting proactive solutions—acceleration of developmental education, completion, resource compression, outcomes assessment, planning, etc. In short, CCBC has focused on achieving state-of-the-art currency in everything we do: curriculum, facilities, equipment, institutional systems, and faculty and staff expertise. From an institution just beginning to stretch its muscles as one College in 2001, CCBC has grown into a viable contender statewide. Now serving 72,000 students in our credit and non-credit programs, CCBC has become a powerhouse that contributes mightily to the social and economic well-being of our region. This stature continues to grow in spite of the fiscal setbacks brought on by the past five years of the Great Recession.


Thus, as the College's Self-Study shows, since earning Middle States Accreditation as one College in 2002, CCBC has engaged in nothing short of institutional transformation. With “Student Success” as the centerpiece of that effort, our mission and vision are clear; our faculty and staff are engaged; our systems are growing progressively solid; and our progress on all of these levels is steady. Best of all, the benchmarks of student success—i.e., the number of degrees, certificates, transfers, and workplace certifications awarded each year—are growing exponentially. Given that CCBC is the size and heft of a small city with the population to match, we can have no small conversations as we work to strengthen our Student Success agenda. We must develop strategy that advantages thousands of students. Thus, we know that although we have accomplished much, we have much yet to do.

CCBC's Self-Study is a testimony 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 must continue to address. While those challenges differ from those the College faced in 2002, they are nonetheless significant, and our large and diverse College has faced them together as a community. CCBC has worked hard to prepare for this visit; we hope that you will find our efforts reflective of a College still in transition but one firmly in charge of its destiny.

I thank our courageous and hardworking Steering Committee and all the members of our many Standard Committees for their hard work on our behalf. They—along with many members of our College community—have dedicated the last 24 months to examining every inch of our College infrastructure on our collective behalf. For that we are grateful. I thank the faculty and staff of the Community College of Baltimore County 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 the next phase of our institutional life cycle.

We welcome our peer reviewers to our campus, and we extend our full commitment to assisting you as you review and assess our inner workings. Engaging in the Self-Study process has been enormously helpful in enabling us to better understand ourselves as well as to sharpen both vision and planning for the next decade. We welcome you to our College and look forward to your thoughtful analysis, input, and feedback.

A handwritten signature in black ink, consisting of a stylized, cursive 'S' followed by the name 'andra Kurtritis' in a simple, legible script.



INTRODUCTION

The Community College of Baltimore County (CCBC) is a comprehensive community college that provides access to affordable, high-quality education. Created from the merger of three community colleges in Baltimore County (Catonsville, Dundalk, and Essex Community Colleges), CCBC was accredited as one multi-campus institution by the Middle States Commission on Higher Education in 2002. This is the College's second Self-Study since the merger.

CCBC is the largest community college in Maryland, meeting the educational needs of about 72,000 credit and non-credit students, most of whom are non-traditional in age attend part-time. This number represents approximately half of all Baltimore County residents attending college in Maryland as undergraduates. The College's credit enrollment grew approximately 35% between FY2008 and FY2011. CCBC serves a diverse student population. Current demographics indicate that minority students outnumber white, non-Hispanic students in the credit population and make up about one-third of the continuing education enrollment.

CCBC is ideally located, surrounding a large metropolitan area in central Maryland with three main campuses and three extension centers strategically situated to serve every area in the county. Within this geographic location are major employers in both the public and private sectors, including over 30 general and specialty medical centers and healthcare systems and large government agencies, such as the National Security Agency, the Social Security Administration, Centers for Medicare and Medicaid Services, and the Veterans Administration Health Care System. To strengthen the workforce of these and other regional employers, CCBC offers an exceptionally wide array of career and transfer credit programs and a full complement of career training, personal enrichment, and basic education non-credit offerings for lifelong learners. The College offers 25 accredited programs for which students have the opportunity to sit for national certification exams and maintains articulation agreements and specialized transfer arrangements with both in-state and out-of-state four-year institutions to maximize opportunities for CCBC students to continue their education.

Over the last five years, the College has made major capital improvements in the form of new construction and extensive restoration projects, expanding both facilities and locations. In FY2010 to FY2011, CCBC opened a new library building on the Catonsville Campus and a new extension center, the Liberty Center, to serve the Randallstown community in northwest Baltimore County. This Center is co-located with the Baltimore County Workforce Development Center and the Department of Social Services, opening opportunities for job training partnerships. The Science and Mathematics Building on the Essex Campus is undergoing major renovation, and the Dundalk Campus completed renovation of its library and cafeteria services. A groundbreaking ceremony was held in 2011 for the new Owings Mills Center, which will house smart classrooms, computer labs, faculty and administrative offices, and a corporate training center. This initiative represents a unique community partnership between CCBC and the Baltimore County Public Library to share space and resources to create a learning center.

Driven by a long-standing commitment to and practice of a culture of evidence, the Community College of Baltimore County is guided by a strategic plan that forms the framework for all institutional planning, program development, and student services activities. This plan includes four strategic directions—Student Success, Teaching and Learning Excellence, Organizational Excellence, and Community Engagement—and is built on a commitment to achieve the following in each of the four areas:

- Student Success—CCBC will guide students to develop realistic yet challenging goals and provide appropriate student support services to assist them in achieving their goals, whether those goals lead to earning a degree or certificate, obtaining transfer credits, developing specific skills or enriching their personal lives.
- Teaching and Learning Excellence—CCBC will provide and support a quality educational experience for students by ensuring state-of-the-art teaching that combines outstanding faculty with committed support and services staff and offers exceptional technology and facilities.
- Organizational Excellence—CCBC will promote an organizational culture that encourages excellence and success by developing and supporting individuals, teams, and processes that contribute to the effective and responsible management of teaching and learning, student success, human resources, facilities, services, technology, and finances.
- Community Engagement—CCBC will earn the support and respect of our communities by being a good neighbor and by providing beneficial learning experiences that are highly valued by individuals in our communities and by community organizations, businesses, industries, and the County government.

CCBC chose a special topics approach to its Self-Study to analyze in a concentrated way the challenges the College faces with student success and to develop strategies to fulfill the recently added strategic direction of Student Success. The Self-Study process was led by a nine-member Steering Committee which was chaired by the Vice President of Instruction and facilitated by two co-chairs. The work of the Self-Study was conducted by 14 Standard Committees comprised of over 120 members, with wide representation from all locations and all major areas of the College community. The President appointed College leaders to chair and co-chair each Standard Committee and invited individuals with pertinent job responsibility and oversight to serve as committee members. Participants included administrators and deans, faculty, academic advisors, counselors, staff, and students. Representation also included one Trustee member, who served on the Mission and Goals standard.

During a full membership kickoff event in December of 2009, each committee was charged with studying the Fundamental Elements respective to the standard and was provided examples and non-examples of effective guiding questions, a preliminary list of documentation with links to surveys and data, and a timetable for developing eight to ten analytical questions to advance the research of the committee. Committees were also charged with building a final report from an iterative writing process based on a study of both documentation and data and were asked to summarize the findings of the committee in terms of strengths, suggestions, and recommendations. Steering Committee members assumed a liaison role with the Standard Committees and served in ex-officio fashion to lend ready support and to bring questions and concerns to the attention of the full Steering Committee. To round out preparation to launch the Self-Study, in Fall 2009 the Vice President of Instruction and Self-Study co-chairs attended the Middle States Commission on Higher Education Self-Study Institute.

In Spring 2010, the work groups began their research, working toward the goal of submitting a first draft report in November 2010. During this timeframe, the Steering Committee and Standard Committees met approximately every two weeks, with the Steering Committee meeting more frequently when reviewing draft reports. Once the final writing process began, the Steering Committee met once a month or as needed, and the Standard Committees met if called upon to provide further deliberation on an aspect of the Committee's report. In September 2011 and January 2012, to promote public discussion and elicit feedback, drafts of the Self-Study report were shared with the College community through a series of fora held on each of the three main campuses.

The Board of Trustees was briefed regularly on the progress of the Self-Study, with a final draft of the Self-Study document presented to the Board for endorsement at its February 2012 meeting.

Through the work of the Standard Committees, areas of concern were identified that could be addressed during the course of the Self-Study. These concerns congealed into a quick fix list and became action items for each major area of the College. In all, 16 items were resolved or are nearing resolution. Examples of items that have been resolved are:

- The distance education student evaluation instrument moved from the pilot phase to full implementation for the Fall 2011 semester.
- Gainful Employment Disclosures were published in the College catalog.
- Credit-hour provision language was crafted and is awaiting approval from the College Senate.
- Steps are being taken to improve e-mail communication to students by making better use of the Student Portal.
- All standard College handbooks were updated.

The 2012 Self-Study and accompanying examination of all major areas of the College has affirmed CCBC's commitment to success for all students. By emphasizing high-impact, creative academic initiatives and strengthening student services, CCBC is well positioned to support students in meeting academic and career goals. With oversight by its 15-member Board of Trustees and under the transformational leadership of President Sandra Kurtinitis, the Community College of Baltimore County is a fiscally stable and an extraordinarily strong institution of higher learning that fulfills its mission to students, employers, and the community at large.



EXECUTIVE SUMMARY

Overview

In Fall 2009, the Community of Baltimore County (CCBC) entered into a Self-Study process to prepare for its 2012 decennial reaccreditation by the Middle States Commission on Higher Education. At the direction of President Sandra Kurtinitis and under the purview of the Board of Trustees, the Vice President of Instruction initiated the Self-Study by selecting two co-chairs to lead the process and six Dean/Director level College leaders to complete the membership of the Steering Committee. To demonstrate CCBC's compliance with the 14 Characteristics of Excellence, the 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 directions.

The Steering Committee developed and submitted to Middle States a Self-Study Design that described the nature and scope of the Self-Study as a comprehensive model with a special emphasis on student success, presented the research questions for each of the 14 standards, outlined a format and communications plan, and established a timetable. The College broadly defines student success as degrees, certificates, transfers, and workforce certifications. Five desired Middle States Self-Study Outcomes were created to maintain a focused approach on the process, the product, and the parameter of student success as follows: 1) To promote inclusiveness by involving and informing all constituent groups in the Self-Study process; 2) To produce a Self-Study document which, based on a thorough review of relevant sources, fully illustrates how the College has met the Fundamental Elements for the Characteristics of Excellence through implementation of its mission and strategic directions; 3) To examine CCBC's ongoing efforts in developing and implementing curricular and pedagogical improvements to assess the impact on student achievement and retention and the effectiveness of these improvements in meeting the educational needs of the College's constituents in Baltimore County and the surrounding region; 4) To use CCBC's participation in the Achieving the Dream initiative as one means of assessing its progress in fulfilling its strategic direction of Student Success; and 5) To use the results of the Self-Study to inform CCBC's institutional planning and assessment efforts and the development of future strategic plans.

Armed with an award winning developmental education program, an evidence-based culture, and an integrated institutional assessment plan, a solid foundation was in place for CCBC to rise to this imperative. Acceptance into the national Achieving the Dream (AtD) project framed the methodology to implement four high-impact priorities: a first-year experience in the ACDV 101 Transitioning to College course; an accelerated learning plan (ALP) to increase success in gatekeeper courses; a comprehensive advising plan; and strategies to close the achievement gap. Additional strategies that focus on increasing students' financial literacy skills are also woven into the plan through outcomes built into ACDV 101 and closing the gap activities.

As these strategies were being operationalized, CCBC underwent a broadly represented strategic planning process to develop its FY2011 to FY2013 Strategic Plan and vetted a fourth strategic direction, Student Success, with the College community, which was ultimately approved. This new goal signals to both internal and external constituents that CCBC is committed to the success of all students and adds the lens of student success to all College activities, prioritizing budgetary, human, technology, and student support resources to meet this goal. Subsequent participation in the national

Completion Agenda as well as the award of a second Title III grant in ten years has leveraged increased resources and greater attention to the urgency of student success.

A recent report published by the University of Texas Center for Community College Student Engagement entitled “A Matter of Degrees: Promising Practices for Community College Student Success” (February 2012: See: http://www.ccsse.org/center/resources/docs/publications/A_Matter_of_Degrees_02-02-12.pdf) focuses on success and completion data compiled from various student engagement surveys, including the CCSSE. The report advances 13 practices for success that fall within three categories: Planning for Success, Initiating Success, and Sustaining Success. The College is committed to scaling up and institutionalizing best practices to create a body of evidence characterized by improved student success indicators and completion rates. CCBC has implemented broadly many of the 13 practices identified in the report, which affirms that the College’s student success efforts to date are sound and grounded in survey research.

Summary of Findings and Recommendations

Standard 1: Mission and Goals:

This Standard demonstrates that CCBC’s mission, goals, and strategic plan are clearly stated and communicated, both internally and externally, drive the work of the College, and are rigorously assessed. It further demonstrates that these goals were developed with full participation by stakeholders, including the Board of Trustees and a Strategic Planning Summit with broad participation by faculty and staff members.

Recommendations: None.

Standard 2: Planning, Resource Allocation, and Institutional Renewal:

This Standard demonstrates that effective planning is integrated at every level at CCBC, with the mission and strategic plan at the center. All of these plans have Student Success as a critical element against which activities are considered. Assessments are built into each plan. Resources are allocated according to the planned needs of the College.

Recommendations: None

Standard 3: Institutional Resources:

This Standard demonstrates that despite the prolonged economic downturn, which has required the College to budget even more tightly than in the past, and a 35% growth in enrollment, the resources are available to support the goals and objectives of the College. The Self-Study reveals that spending is organized to support the strategic directions of the College. Salary and benefits remain the chief component of the budget. When compared to other Maryland community colleges, CCBC operates in a more cost efficient manner.

Recommendation: While steps have been taken to balance the experience and expertise of top administrators with the need for greater budgetary autonomy by mid-level managers, the process needs to be monitored to ensure a more decentralized model regarding budgetary decisions.

Standard 4: Leadership and Governance:

This Standard demonstrates that CCBC has a clear, effective, and collegial governance system. Leadership is provided by an autonomous and well assessed Board of Trustees. The Board appropriately delegates critical responsibilities to the President. It demonstrates that CCBC has shared governance procedures, primarily through an effective Senate, in which faculty members comprise the majority of membership. The Senate participates in the major decision-making processes of the College in a demonstrable way. The functioning and effectiveness of the governance system are regularly assessed. Student Success is a major concern of the Board of Trustees and of the Senate.

Recommendations: None.

Standard 5: Administration:

This Standard demonstrates that the College's administrative structure supports its mission. The performance of the leadership at all levels is reviewed and assessed appropriately. The streamlined executive structure has made for more efficient and effective leadership. Search processes for administration and staff are fair and equitable but need improvement to function more efficiently. The administration has the proper technological and research tools to work effectively. The Administration is focused on Student Success and has effectively steered the College through a challenging financial environment. Managerial processes are under continuous review and are being made more efficient.

Recommendation: The hiring process needs to be streamlined to more effectively bring candidates into and through the process. In so doing, the College will be better positioned to secure top candidates.

Standard 6: Integrity:

This Standard demonstrates that the College's policies and practices adhere to clearly articulated ethical standards. These policies govern both academic life and student conduct. Employment issues are also included in these ethical standards. Policies have been developed with wide representation from the College community, and there have been energetic efforts to communicate them to constituencies. Procedures for appeal and redress of any perceived injustices are in place and are effective. Through employee surveys, both faculty and staff offer a positive assessment of the integrity of CCBC's policies and procedures. There is also considerable employee support for the goal of Student Success and the corresponding actions needed to foster it.

Recommendations: None.

Standard 7: Institutional Assessment:

This Standard demonstrates that, to an exceptional degree, CCBC utilizes a continuous loop process for a mature and robust system of planning, assessment, assessment review, and revised planning. This process began with and is strongest in the area of Instruction and has been extended and has grown across the College. There is strategic planning and planning at the Division and Dean levels, with unit goals for each year's operation. The entire process is reviewed by INPARC, which links assessment into all the aspects of the College's functioning. One of the key benchmarks of these plans and assessments is Student Success.

Recommendations: None.

Standard 8: Admissions and Retention:

This Standard demonstrates that the College has clear and effective policies with regard to admission. Almost all credit is open admission, so effective placement and developmental education efforts are key to student success. Selective entry policies are followed with regard to almost all Allied Health credit programs. These policies are fair and effective. Continuing Education has effective admissions policies that have led to increased enrollment and retention over the last five-year period. The College also has effective policies with regard to retention that are anchored within its strategic goal of Student Success.

Recommendations: None.

Standard 9: Student Support Services:

This Standard demonstrates that CCBC has student services that support its mission, foster student success, and address a wide array of student needs. The delivery of services has become more systematic and comprehensive in a range of areas, from academic advising to counseling to athletics and co-curricular activities. One example is the development of the Comprehensive Academic Advising Plan, which has more than doubled the number of students who receive advising in a given semester. This effort by nature requires more effective planning for and use of technology. In

September 2011, CCBC was awarded a major Title III grant to further improve the delivery of key student services.

Suggestion: Through an integrated program of student support services, CCBC will improve student satisfaction with student services and measure student success through improved retention and graduation rates.

Recommendations: None.

Standard 10: Faculty:

This Standard demonstrates that CCBC attracts, develops, and retains a qualified faculty. The Comprehensive Academic Plans for FY2008-2010 and FY2011-2013 made this one of the highest priorities. Faculty hiring has been prioritized and has grown, even during recent times of economic challenge. Supported by the best pay scale and conditions in the state for community college faculty, recruitment of well-qualified faculty has been possible in all areas. Faculty development has expanded to record levels, and faculty members are well supported in terms of travel and educational benefits. Faculty development opportunities have expanded to include many offerings on strategies for improving student success. Academic freedom is well protected through College policies and a vigorous shared governance system.

Recommendations: None.

Standard 11: Educational Offerings:

This Standard demonstrates that CCBC's course offerings are rigorous, have academic integrity, and form a coherent whole. These offerings have clearly articulated educational outcomes that are communicated to students. Courses and programs are continuously reviewed and assessed. Courses feature various effective methods of delivery and are supported by adequate technology and support services. The shaping of the curriculum is faculty driven through the Senate's Curriculum and Instruction Committee. A wide array of co-curricular activities is available to faculty and students to extend the learning experience outside the classroom. CCBC and its additional locations provide extensive learning and library resources, including an extensive library instruction program. Transfer policies are defined in the College catalog, and there are policies in place for students to appeal a negative transfer decision.

Suggestion: Course review processes are in place through the Curriculum and Instruction Committee and the General Education Review Board to ensure information literacy outcomes are embedded in all courses. Close monitoring of the Information Literacy Taskforce Plan will be required to ensure the plan moves forward according to the prescribed timetable and the goals of the plan are fully implemented.

Recommendations: None.

Standard 12: General Education:

This Standard demonstrates that CCBC has a curriculum that allows students to learn and demonstrate knowledge of basic General Education skills. CCBC's General Education conforms to the state of Maryland expectations and standards. The program is continuously monitored, assessed, and revised to promote student success. Especially important is the work of the General Education Review Board. Both the program and the assessment plan have been nationally recognized as exemplary. Gaps in achievement of cultural skills are addressed in a number of ways, many of which are organized by the Global Awareness Education Board.

Suggestion: While many steps have been taken to ensure wide communication and understanding of the general education program, CCBC should incorporate more methods of conveying the importance of general education program skills and what makes a course a general education course to both full-time and part-time faculty and to students.

Recommendations: None.

Standard 13: Related Educational Activities:

This Standard demonstrates that CCBC's offerings that feature special content, delivery mode, location, or sponsorships meet appropriate standards. CCBC is a national leader in accelerated developmental education and in academic support services. Its non-credit offerings are vast, (substantially the largest in the state), varied, and of high quality. Students at additional locations have educational opportunities and support comparable to those at the three campuses. CCBC's distance education offerings are monitored and assessed for quality, largely through the Quality Matters process. External partnership offerings are reviewed, assessed, and monitored.

Suggestion: CCBC is developing a more effective and consistent strategy for overseeing, organizing, and promoting the APL program and for informing students of the opportunities available to them. An APL committee with broad constituent representation has produced a report for Senior Staff that incorporates proposed revisions to the APL program and a cost/benefit analysis for consideration. After the report has been vetted and ultimately approved, an objective will be added to the unit operational plan for Enrollment and Student Services so that implementation of the revisions can be monitored and assessed.

Recommendation: The College is committed to improved outcomes for distance education students in courses and programs, as measured by retention and success rates, through its Distance Education plan. The Distance Learning Advisory Board has been charged by the Vice President of Instruction 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.

Standard 14: Assessment of Student Learning:

This Standard demonstrates that CCBC has an exemplary program of learning assessment. The assessment program is guided by the Learning Outcomes Assessment Advisory Board, which tracks progress on both course-level and general education assessment projects. CCBC was an early adopter of assessment, and the process has continuously been improved. It is now a mature system with demonstrated feedback loops resulting in continuous improvement. Faculty buy-in to the process has increased significantly over the last ten years. In different forms, assessment is extended to Continuing Education. The College has been nationally recognized as a leader in assessment and has won many awards for its work in this arena, most recently winning the Bellwether Prize for the totality of its work in this field.

Suggestion: The existing allotment of a combined 12 credits of reassigned time per semester for an Outcomes Associate and a GREATs Coordinator and the reliance on the Academic Deans to release full-time faculty members from a significant amount of their teaching load to hold these positions is no longer tenable. The viability of this staffing arrangement needs to be evaluated.

Recommendations: None.

Conclusion

The 2012 decennial Self-Study reveals that the Community College of Baltimore County meets the Characteristics of Excellence in all standard areas. The multi-year process has allowed the College to focus its attention on deepening organizational efforts in all areas but particularly on behalf of its newest strategic direction of Student Success. At the end of the Self-Study process, with both strengths and challenges clearly identified, CCBC stands as an even stronger and more effective institution than when it began and is ready to move forward to address the suggestions and recommendations put forth in this document.



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement: Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements Effective November 8, 2011

The Community College of Baltimore County
(Name of Institution)

is seeking (*Check one*):
 Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)

(Chief Executive Officer)

2/22/12
(Date)

(Chair, Board of Trustees or Directors)

2/22/12
(Date)

STANDARD 1: MISSION AND GOALS

The Standard 1 committee was charged with review of the College's mission and goals to determine the extent to which it adheres to Standard 1 principles:

The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Overview

The Community College of Baltimore County's (CCBC) mission was revised in 2007 and served as the foundation from which the FY2008 to FY2010 Strategic Plan was produced. The mission is "to provide accessible, affordable, and high quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community." Other elements of the FY2008 to FY2010 Strategic Plan included a vision statement; a complement of institutional values including learning, responsibility, integrity, inclusiveness, and excellence; a set of strategic directions including Teaching and Learning Excellence, Organizational Excellence, and Community Engagement; and institutional goals derived from each of the strategic directions (See FY2008 to FY2010 Strategic Plan).

In January 2010, the College held a Strategic Planning Summit that brought together representatives of all of the College's constituencies to frame the broad outlines of the FY2011 to FY2013 Strategic Plan. CCBC reaffirmed its mission, vision, and values as appropriate drivers for its strategic directions. However, to the existing goals was added a new strategic direction of Student Success. This sharpening of focus was informed by the College's participation in Achieving the Dream and its commitment to national and state initiatives to promote the Completion Agenda.

The centrality of the College's mission and the efforts to fulfill it guides institutional goals and plans. An integrated, synergistic planning process coupled with ongoing assessment translates into a high level of institutional effectiveness that is monitored with a focus on continuous improvement.

Important References to Review

FY2008 to FY2010 and FY2011 to FY2013 Strategic Plans
Achieving the Dream Implementation Plan
2011 Performance Accountability Report

Analysis of Evidence

Compliance with Code of Maryland Regulations

Through its strategic planning process, CCBC documents compliance with requirements in the Code of Maryland Regulations (COMAR) regarding its mission statement. Per COMAR, all colleges must develop a mission, update that mission regularly, develop a performance accountability plan based on that mission, and conduct periodic reviews to determine if the college mission is in compliance with the Maryland State Plan for Postsecondary Education (See Exhibit 1.1, COMAR Regulations).

In addition to developing and assessing its mission statement as part of the strategic planning process, CCBC aligns the strategic directions of Teaching and Learning Excellence and Student Success with the goals in the Maryland State Plan for Postsecondary Education (See Exhibit 1.2). These goals include quality and effectiveness, access and affordability, diversity, student-centered learning, and economic growth and vitality. For example, the College's Achieving the Dream Implementation Plan

includes four priorities that promote one or more of the five goals in the Maryland State Plan for Higher Education. The four priorities include completion of gatekeeper courses by developmental learners, academic development for all first-time degree-seeking students, comprehensive academic advising, and closing achievement gaps (See Appendix A, Achieving the Dream Implementation Plan). CCBC also submits a Performance Accountability Report (PAR) annually to the Maryland Higher Education Commission (MHEC) to document its compliance with the five goals incorporated in the Maryland State Plan for Higher Education (See Appendix B, 2011 Performance Accountability Report).

Strategic Planning Process

CCBC's strategic planning process is methodical, integrated, comprehensive, and inclusive. The planning framework is described by the College's Institutional Planning and Assessment Review Committee as "a collaborative process that examines internal and external scans and the concerns of a wide array of stakeholders, evaluates the implications of this evidence for how the College can best accomplish its mission, and decides what goals need to be set to achieve the mission of the College."

The strategic planning process is strengthened by a review of internal and external environments. As has been the case for over a decade, the CCBC Environmental Scanning Committee researches and publishes a series of eight environmental scanning research briefs covering key elements considered critical by environmental scanners as the basis for a credible and comprehensive environmental scan. These eight areas are demographics, education, technology, labor force, competition, politics, social values/lifestyles, and economics. The Environmental Scanning Committee is made up of Planning, Research, and Evaluation (PRE) staff and a member of the teaching faculty, all of whom engage in activities to identify external environmental trends and their possible implications for the College and the region it serves.

Conducted on a three-year cycle, the scanning process is the informal beginning of the planning process. Individual members of the Environmental Scanning Committee take responsibility for updating one or more of these key trends. Revisions are reviewed by internal content advisors and external subject-matter experts who assess validity, timeliness, and inclusiveness. Once completed, the final environmental scans are disseminated to CCBC leadership, Board of Trustees members, and the general College community a few months prior to the launch of the next planning cycle. Copies of CCBC's 2008 environmental scans can be found at <http://student.cbcmd.edu/IR/EnvironmentalScans2008.htm>. Updated scans for FY2012 will be released in February 2012 and will ultimately be located on the PRE SharePoint site.

In August 2009, the President appointed a Blue Ribbon Strategic Planning Oversight Team (SPOT) as part of the strategic planning process. This oversight team reviewed the environmental scan data, assessed the continued efficacy of the existing Strategic Plan, and recommended changes and new directions. For each subsequent cycle of the strategic planning process, the Blue Ribbon Committee includes several representatives of the former SPOT team as well as those who are newly appointed, giving continuity to the planning process. A writing team incorporates the recommended changes into the revised Strategic Plan.

A series of redrafts of the revised Strategic Plan are shared with key stakeholders. These include the College's leadership, governance, and management teams. Final drafts are shared with the College community at large at various planned events, town hall gatherings, and campus fora to ensure that all constituents have input into the process. A draft of the Strategic Plan is then presented to Senior Staff for review. With Senior Staff approval, the Strategic Plan is submitted to the Board of Trustees at its June Board meeting for final approval (See FY2011 to FY2013 Strategic Plan).

Mission-centric Programs and Practices

The CCBC Mission and Strategic Plan are the basis for all organizational plans developed within each major area of the College: Instruction, Institutional Advancement, Enrollment and Student Services, and Administrative Services. Following the development of the Strategic Plan, each Vice President prepares a three-year unit plan to guide the operations of that area of the College (Refer to Standard 2). These planning documents are prepared with a focus on alignment with the College's mission and prudent use of the College's resources. The result is that mission-centric programs and practices are developed and implemented, as evidenced in the examples that follow.

Before any new academic program can be brought forward for executive review and decision, the Academic Dean 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. Projects that are not closely aligned can be eliminated from further consideration. This vetting process supports the strategic direction of Student Success and the fulfillment of the institutional goal to provide quality academic programs that have depth and value and that challenge and develop the abilities of all students. The strategic direction of Teaching and Learning Excellence and the related institutional goal of maintaining CCBC's strong commitment to providing quality programming and services that have currency and market viability are further supported through this process. The careful research that is performed in the development of newly approved programs facilitates their adoption within established planning and resource allocation processes.

Academic programs are reviewed on a five-year cycle. As part of CCBC's program review process, program coordinators must document how program learning outcomes were developed and validated and how the outcomes relate to the College's mission. As another component of this process, program coordinators define the administrative goals to be achieved for the program during the next five years. The relationship of the administrative goals to the College's mission must be clear as well. The program review process supports the strategic direction of Student Success and fulfillment of the related institutional goal to measure and assess student outcomes routinely, evaluate multiple measures of student achievement and success, and act upon the results to improve student outcomes.

Promoting the personal and workplace growth of employees through professional development opportunities is an ongoing goal within the strategic direction of Organizational Excellence. To fulfill this goal and to support scholarly and creative activity, CCBC's sabbatical leave policy allows professional staff with a minimum of seven full consecutive years of service at CCBC to apply for sabbatical leave. In the review and evaluation of sabbatical applications, priority is given to proposals that enhance the quality of instruction, programs, or services of the College as well as those designed to enhance the credentials and/or scholarship of the proposer. While a ceiling is placed on the number of approved proposals due to funding limitations, it is noteworthy that virtually all sabbatical requests have been granted since CCBC's Periodic Review Report was filed in 2007, documenting the College's institutional commitment to Organizational Excellence and the ongoing development of its professional staff (Refer to Standard 10).

CCBC's highly successful grants development process connects the College's mission and planning process with grant solicitations. Faculty, staff, and administrators from across the College identify projects contained within their unit operational plans. The Office of Grants Development locates appropriate funding sources for these proposed projects. Before any resources are expended in pursuing a grant opportunity, members of the Senior Staff review the proposal to ensure alignment with the College's mission and Strategic Plan and assessment of in-kind resources. This process supports the strategic direction of Community Engagement and the related institutional goal to seek external funds for learning and student success, support, infrastructure renovations, maintenance, development, and college sustainability efforts to advance strategic initiatives.

Using the College's mission and Strategic Plan as the foundation from which all College plans and decisions emanate has resulted in other positive concomitant effects. For example, results from the 2011 Employee Survey show that 94% of survey respondents indicated they understood how their jobs support the mission of the College, and 97% understood their role in helping students to succeed (See Exhibit 1.3, 2011 Employee Survey).

Communicating the Mission to Key Internal and External Stakeholders

As the key champion and spokesperson for the College, CCBC 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 communication. 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 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.

Appendix C, Mission-centric Communication Methods, highlights CCBC's outreach communications to key internal and external College stakeholders. These communication vehicles connect CCBC's audiences to the resources that make CCBC accessible and affordable in helping them achieve academic, transfer, and career success. They also promote CCBC's success in strengthening the regional work force and enriching the surrounding community.

It is apparent that the efforts to convey CCBC's mission, goals, and accomplishments to several key constituents have been successful. For example, CCBC Trustee H. Scott Gehring made the following remarks regarding CCBC's mission: "It is very clear to the Board of Trustees that CCBC takes seriously the responsibility to communicate to both external and internal stakeholders regarding the mission of the College."

Elected officials have also publicly commented on the significance of CCBC's mission in benefiting Baltimore County and the surrounding region. County Councilman John Olszewski, Sr., published the following remarks in the *Dundalk Patch*, October 20, 2011, after attending one of CCBC's legislative breakfasts that the President hosts every fall.

More than 70,000 students each year come to CCBC with high expectations of earning degrees, beginning to build careers and improving their lives . . . It is indeed an honor and privilege to be a representative of Baltimore County government with one of the fastest growing colleges in the United States, one of the nation's top 100 associate degree producers and Maryland's top transfer preparation school. Quite impressive!

Assessment Methods

The College uses multiple methods to assess its effectiveness in fulfilling its mission, vision, values, and strategic goals, including:

- Accreditations and certifications
- Community College Survey of Student Engagement

- Federal and state reports, accountability indicators and benchmarks (Integrated Postsecondary Education Data System; Fiscal Operations Report and Application to Participate; 2011 Student Learning Outcomes Assessment Report; and 2011 Performance Accountability Report)
- Curriculum Advisory Boards (See Exhibit 1.4, Career Program Advisory Board membership lists)
- Public opinion via routine monitoring of media coverage by the Office of College Communications
- External awards and recognitions (See Exhibit 1.5, Awards and Recognitions)

Findings and Conclusions

CCBC's mission statement represents the central core of the College's essence and animates the goals, directions, and outcomes of CCBC as it supports the educational goals and economic development of Baltimore County and the surrounding region.

Recommendations

None

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

The Standard 2 committee was charged with review of the College's planning process to determine the extent to which it adheres to Standard 2 principles:

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

Overview

The Community College of Baltimore County's (CCBC) planning process is comprehensive, integrated, and inclusive with broad representation from many constituent groups. The mission and Strategic Plan serve as the foundation from which unit operational plans are developed and implemented. Budgeting and resource allocation activities support the needs identified from the planning process. Ongoing assessment of institutional plans is guided by the Institutional Planning and Assessment Review Committee (INPARC) and monitored by the Office of Planning, Research, and Evaluation (PRE) to determine where modifications are needed in planning functions. These activities are coordinated with the Office of Budget and Finance, which is responsible for resource allocation tasks to promote alignment between planning and budgeting processes.

CCBC has planned and implemented a host of improvement activities that document its commitment to institutional effectiveness across the four major areas of the College. A robust program of grants development has enabled the College to secure supplemental funding to support these efforts that are aligned with the College's mission and strategic directions.

Important References to Review

CCBC Operational Plan, FY2011 to FY2013
Vice Presidents' Unit Operational Plans

Analysis of Evidence

The CCBC Strategic Plan is the basis for all organizational plans developed within each major unit of the College (Refer to Standard 1). The CCBC Strategic Plan informs the related parts of the integrated planning process. The Vice Presidents of each major area of the College have produced the following three-year plans as illustrated in Appendix D: Administrative Services—Comprehensive Long-Term Administrative Services Plan (CLASP); Instruction—Comprehensive Academic Plan (COMAP); Enrollment and Student Services—SOAR (Success, Opportunity, Access, Respect) Higher; and Institutional Advancement—Institutional Advancement Plan (See Unit Operational Plans).

Organizational Planning

The staff members who report to each Vice President participate actively in the development and review of the Vice Presidents' unit operational plans before they are finalized. These plans include multiple initiatives that operationalize the goals included within the Strategic Plan.

Instructional goals and objectives drive most critical decisions of the College. Therefore, the College's Comprehensive Academic Plan is a key component to which other unit plans are tied. For instance, the Accelerated Learning Program (ALP), which seeks to increase student success rates in developmental education, is an Achieving the Dream initiative outlined in COMAP. In order for ALP to succeed, there is an increased need for classroom space that can accommodate a computer for each

student in the classroom. These types of anticipated needs are considered when developing the Comprehensive Long-Term Administrative Services Plan, specifically in the Facilities Master Plan and the Information Technology Plan (See Exhibit 2.1, Facilities Master Plan, and Exhibit 2.2, Information Technology Plan).

Within the vision of the institution's Strategic Plan and the Vice Presidents' unit operational plans, the planning and assessment process is replicated throughout the College. For instance, each academic school develops a three-year unit plan that is integrated with and supported by the Vice President of Instruction's unit operational plan (COMAP).

To assure accountability and accomplishment of goals and objectives within the unit plans, PRE developed a common template for each area to report progress on unit objectives on an annual basis. These templates identify the College's strategic direction on which the goal is focused, specific goals associated with the strategic direction, objectives tied to the accomplishment of goals, key performance indicators, metrics, and a completion date for the metrics indicator(s) or progress citation (See Appendix E, Unit Operational Plan Template).

To assure CCBC's institutional assessment plans and procedures are coordinated and tied to the College's mission and goals, the process is guided by INPARC. With broad constituent representation, INPARC's membership includes the four College Vice Presidents, one Campus Dean, representatives of PRE, the Dean of Instruction for Curriculum and Assessment, the Dean of Enrollment Management, the Executive Dean of Continuing Education and Economic Development, and the Dean of Continuing Education Administration and Client Development, among other College staff. INPARC receives all unit plans from the Vice Presidential level down and reviews them for overlaps and conflicts.

To provide additional continuity to the planning process, a complementary three-year Operational Plan is developed with the input of the Vice Presidents and their staffs under the guidance of PRE. The Operational Plan connects the components in the planning process. Each strategic direction is identified in the Operational Plan along with the institutional goals (also known as the major operational objectives) that support the fulfillment of that strategic direction. The objectives identified within the unit plan templates that are essential to fulfilling each institutional goal or major operational objective in the Operational Plan are listed along with the key performance indicators and the Vice President(s) responsible for achievement of the objectives. This process ensures that key goals and objectives within the unit plans have been acknowledged to facilitate alignment with associated budget, technology, and resource development planning.

Budget Planning

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. Organization managers are asked to submit budget requests based on normal operational needs within the parameters of strategic and departmental goals. Operating budget policies and budget development procedures are covered fully in Standard 3.

Technology Planning

Technology planning is critical in making resource allocation decisions and is, therefore, tied to both the Strategic Plan and the budget process. The technology infrastructure in classrooms and beyond is carefully planned and managed in support of the strategic direction of Organizational Excellence and the goal to revitalize and enhance the physical infrastructure, including buildings, grounds, offices, and classrooms.

In 1996, CCBC instituted a student technology fee to fund instructional program technology needs and to support a new enterprise management system – Banner. The student technology fee remains

the primary funding source that maintains and develops state-of-industry technology labs and classrooms for instructional programs. The Instructional Technology (IT) staff uses information provided by the IT Department asset inventory to identify classroom/lab technology that has reached the end of its warranty to begin the classroom replacement process. Faculty and staff computers are on a five-year replacement cycle that is also funded by the student technology fee.

In October 2010, President Kurtinitis requested that members of the IT Council form a Budget Committee to assist in addressing and clarifying budget issues and definitions. In addition, the committee was formed to serve as a steering committee on an ongoing basis to provide more immediate consultation on when and how technology fee funds are to be spent. The IT Council Budget Committee reviews the recommended replacement plan and new project concept proposals for instructional technology projects that have been developed by the academic schools. In this way, the College is able to prioritize and make strategic decisions as to which instructional projects will be funded with technology fee revenue in conjunction with the College's overall Information Technology Plan. If the number of proposed projects exceeds budgetary limitations, the Budget Committee prioritizes the proposed projects and forwards them to the Chief Information Officer and Senior Director of Instructional Technology for inclusion in budget preparation for the next fiscal year. The project sponsor is asked to provide feedback to the IT Council on the success/impact of the project in the year after funding was received.

The technology infrastructure beyond classrooms is aggressively managed and supported by a rolling five-year projection of useful equipment and system upgrades that will be required by emerging technology. This projection includes life cycle plans for switches, bandwidth expansion, and the growing need for data management. All funding projections and budget requests are built upon continuous reevaluation of CCBC's current system component life cycle and the potential adoption of more efficient emerging technologies.

As the number of faculty, staff, and students increases, a fundamental strategy for cost reduction and efficiency has been to outsource services that are not unique to CCBC. Services such as Blackboard and CCBC's student e-mail system currently handle a volume of users that would burden the College beyond the space and personnel that it could sustain without incurring prohibitive costs. In essence, cost of ownership is always considered as a fundamental analysis when making decisions regarding outsourcing versus internal hosting.

All contracted services involve negotiated pricing for goods and services through a formal request for proposal process, utilizing consortium contracts when practical and leveraging existing contracts. Further cost reductions are realized from purchasing long-term (usually three to five years) software service upgrades that can be phased in through an incremental payment structure. Hardware, software, and services contracts are reviewed annually from a sunset perspective as a component of institutional budget development. Contracts that are no longer in the strategic interest of the College are aggressively phased out and/or replaced with more relevant technology solutions.

Resource Development Planning

In addition to operating funds, identifying external sources of funding continues to be a priority of the College, especially as state funding has diminished since FY2008. In order to better focus this external resource development toward strategic goals, the College solicits institutional funding priorities from each of the Vice Presidents by strategic direction. The items received are prioritized by Senior Staff, and those items that directly support and advance the College's institutional goals are given top priority. This process enables the College to focus its external resource development on its vision and mission and ensures that the four strategic directions serve as guiding principles for fundraising strategies (Refer to Standard 3).

The College's Office of Grants Development (OGD) leads a robust program of grant development and identifies numerous supplemental sources of funding. A summary of major achievements in this area in FY2011 to FY2012 is included in Appendix F and detailed in the OGD Compendium of Grants Development Projects (See Exhibit 2.3).

The College is also a subcontractor for two projects funded through the American Recovery and Reinvestment Act (ARRA). The first is based on participation in a consortium to train students in the Health Information Technology fields, with Tidewater Community College located in Norfolk, Virginia, as the lead institution. The second is based on participation in a consortium to train students to become qualified for home energy audit and/or weatherization jobs, with the Maryland Department of Housing and Community Development as the prime grant recipient.

Institutional and Unit Improvement Efforts and their Results

Each of the four major areas of the College has instituted and assessed significant improvements designed to fulfill strategic goals and unit goals and objectives. Assessment results are used to inform and modify future plans and to promote institutional renewal.

Assessment and Instruction. As part of the Achieving the Dream initiative, data was analyzed to reveal lower-than-desired retention rates and low levels of engagement among students. These assessment findings led to the creation of a new one-credit required Academic Development course, ACDV 101—Transitioning to College, for all students who are new to college and pursuing a credit degree or certificate. The implementation of this course required a considerable adjustment in the budget based on the need for more classrooms and the use of faculty members from across all academic schools in the College. The course was first piloted in Spring 2010, enrolling over 1,500 students in approximately 100 sections. Preliminary assessments of the impact of the course on retention rates are encouraging. This course was launched college-wide in Fall 2010 (Refer to Standard 13, Table 13.3).

Assessment and Institutional Advancement. In the area of Institutional Advancement (IA), internal assessments and evaluations were conducted that resulted in an evolution of its Office of Grants Development. In the past, a reactive approach to grants development was used in which grants were first secured and then aligned (if possible) with CCBC's mission and goals. A proactive process was instituted whereby grant proposals are first reviewed for their application to and support of the College's mission and goals before any grant application is filed. As part of its own plan, the OGD reviews all unit plans to determine the main institutional goals and objectives for each academic school and non-academic area. Grants development staff members meet with the Academic Deans, faculty, and staff to solicit possible programs or avenues for grant development. In this way, staff members seek specific, targeted grants to support those goals and objectives. IA now maintains a quality control process for grant administration and has hired a Grants Compliance Officer to ensure the College is able to provide, and does provide, what a grant requires. These changes have resulted in a more process-oriented and ultimately more effective administration of grants, from the pre-application phase through grant completion.

As a result of the changes and proactive approaches adopted by OGD, grant dollars won have more than doubled, from approximately \$4 million in FY2006 to over \$11.2 million in FY2011. By 2008, the win rate on grants was more than 70%. The number of grants submitted annually has also more than doubled, from 25 submitted in FY2007 to over 50 in FY2011. Due to the demand for grant services, OGD staff has grown significantly to include a Director, two full-time Grants Development Coordinators, a Grants Compliance Officer, and an Administrative Assistant. However, more important than the total dollars won is the usefulness of the grants awarded to the College.

Assessment and Administrative Services. Each of the Administrative Services units utilizes the results of the Employee Survey as a means of assessing its performance and for implementing

improvements. As a result of survey responses and a concern for campus safety, the Public Safety Department enlisted the support of the International Association of Campus Law Enforcement Administrators to conduct a thorough assessment of its practices and procedures. The Department also assessed the Virginia Tech incident and others to evaluate its ability to deal with campus emergencies at CCBC. As a result of these efforts, CCBC's Public Safety Department was reorganized and the Public Safety Officer position was upgraded, requiring more training and giving officers more police power. The reorganization led to the creation of a new eight-week Public Safety Officer Academy that all Public Safety Officers must successfully complete before assuming the new position of Certified Public Safety Officer.

Assessment and Enrollment and Student Services. During FY2008 to FY2009, CCBC reorganized the Enrollment and Student Services area. The College enlisted the services of an outside consultant to conduct an assessment of enrollment management functions and to develop an enrollment management plan. This assessment informed internal planning efforts, and a one-stop shop enrollment environment was envisioned to allow students to conduct business at a single location. The one-stop shop service will provide a co-location of enrollment functions such as admissions, registration, financial aid, and the bursar and is slated to serve both credit and continuing education students. In addition, the new one-stop shop service incorporates a single point of entry, cross functional teams, consistent information practices, authoritative referral strategy, and an "anytime/anyplace" strategy (Refer to Standard 8).

Findings and Conclusions

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 directions developed in the Strategic Plan. The unit plans, with metrics for measuring the extent to which each goal and objective is achieved, are an effective means of assessing the College's overall effectiveness.

The College allocates resources based on the strategic needs enumerated in the various plans. This emphasis on matching resources to strategic needs is 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.

Recommendations

None

STANDARD 3: INSTITUTIONAL RESOURCES

The committee was charged with review of the College's policies and procedures to determine the adherence to Standard 3 principles:

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

Overview

The planning and budgeting process utilized at the Community College of Baltimore County (CCBC) to ensure that an adequate level of funding is directed to teaching and learning, human resources, technical resources, and physical resources was reviewed along with the assessments that are conducted to assure that the institutional resources are utilized in support of the mission and strategic directions of the College and its planning efforts, as described in Standards 1 and 2 of this report.

With the fiscal constraints imposed by the recession, prudent financial management has enabled the College to use its institutional resources effectively. Through the efforts of the dedicated staff of professionals in the Finance Office, the College has received an annual Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the United States and Canada for 13 consecutive years, up to and including FY2010.

Important References to Review

Institutional Financial Documents

Analysis of Evidence

Budget Development

CCBC is required by the state to prepare annually an operating budget and capital budget in accordance with procedures prescribed by the Maryland Higher Education Commission (Title 13B Subtitle 07). 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. 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.

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 directions and prioritizes projects based on funding.
- CCBC will review tuition and fee charges to include provisions for adjusting these fees 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. The organization managers develop their operating budgets based on these parameters and forward their budget requests, along with detailed line item justifications, to the Finance 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.

While the budget planning process integrates planning and resource allocation functions, budget managers expressed concerns in open fora held during the self-study process that they desired to have more input into budget development. Some budgetary decisions that were once made at the Dean level have been removed from that level, resulting in final funding decisions being made at the top of the organization and thereby impacting the College's planning and management capabilities. This concern became an item for Senior Staff discussion, and steps have been taken to afford budget managers more input into budget development. Campus-based fora and departmental meetings are being held with all concerned groups to promote a more inclusive budget development process. This new procedure will need to be monitored over the next several budget cycles and evaluated.

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 the Baltimore County Office of Budget and Finance (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).

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 on 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. 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 categories (i.e., salaries and fringe benefits, contracted services, supplies and materials, communications, conferences and meetings, mandatory transfers, utilities, fixed charges, and furniture and equipment) within a program. However, the Board of Trustees of the College may transfer funds among programs (i.e., instruction, public service, academic support, student services, institutional support, operation and maintenance of plant, and mandatory transfers) only with the prior approval of the County Council. College expenditures may not exceed the appropriation by program unless a Budget Appropriation Transfer is approved by the County Council.

Appendix G, 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 dark blue boxes. These two levels comprise 90% of the budget. The green boxes on the lowest level reflect expenses that are set in consultation with funding agencies or are market-driven auxiliary enterprises. The remaining light blue boxes on the lowest level complete the total budgeted expenditures and flow from the upper level decisions.

Enrollment Increases and Concomitant Effects on Planning and Budgeting

Between the years of FY2007 and FY2011, credit enrollment grew by 4,237 FTEs or 36%, as illustrated in Appendix H, Chart 3.1. The continuing education enrollment for the same period was significant but relatively stable, averaging 4,911 FTEs. Developing a balanced budget at the College during this period of surging enrollment growth has been challenging. The primary expense component at CCBC and similar institutions is salary and benefits.

The county and state appropriations have been a reliable source of funds over time, as illustrated in Appendix I, Chart 3.2. Baltimore County has funded the College at Maintenance of Effort (MOE) or level funding; however, each year, CCBC submits resource needs above and beyond the county's

MOE level as tier requests. These requests, if funded, would increase the county's funding level beyond MOE. Prior to submission to the county, as part of the budget process, tier requests are prioritized by Senior Staff based on the Strategic Plan and goals outlined in the organizational plans.

In both FY2011 and FY2012, the number one tier request to the county was to add 10 faculty positions to the College's budget. With a 36% growth in FTE students from FY2007 through FY2011 and the corresponding addition of adjunct faculty members, CCBC's goal of a 60/40 percent ratio of full-time to part-time faculty has become progressively difficult to meet. In an attempt to increase the number of full-time faculty to keep pace with enrollment growth, Senior Staff reallocated nine positions to faculty in FY2011 and built another eight faculty positions into the FY2012 budget.

In FY2012, while the county was not able to add any tier requests to the county's appropriation which remained at MOE, the College was able to use other revenue sources in the operating budget to add 31 new faculty and staff positions into the budget to meet the resource needs resulting from the increased enrollment. These new positions included 9 in Instruction, 8 in Enrollment and Student Services, and 14 in Administrative Services, including 4 Public Safety and 10 Custodial staff. These positions were added after reviewing several benchmarking measures of CCBC's efficiency to ensure that resources were being deployed appropriately.

One measure of cost efficiency used was the expenditure, or cost, per FTE student. When benchmarked against the 16 Maryland community colleges, using FY2010 data, CCBC's cost per FTE was the fifth lowest and almost 12% below the statewide average. Additionally, CCBC's cost per FTE has been consistently below the statewide average since at least FY2005.

Another indicator of CCBC's efficiency and need for additional staff is the number of staff per student FTE as compared to other Maryland community colleges. Using FY2010 data, it was determined that CCBC's staffing per student FTE was below the state average in every category of employee. CCBC also had significantly fewer administrators, professionals, and support staff per student FTE than the average Maryland community college. While CCBC had fewer full-time faculty members per student FTE than the statewide average, the College was relatively closer to the mean due to the continuing efforts to reallocate vacant positions to faculty in an effort to increase the full-time to part-time ratio (See Exhibit 3.1, Maryland Association of Community Colleges Databook, FY2010).

The Board of Trustees' operating budget, including the 31 new positions, was adopted by the County Council in May 2011. To accommodate the combination of a leveling trend in enrollment plus the state mandated change in the funding formula for Statewide and Health Workforce Shortage programs, budget managers have been requested during FY2012 to set aside 5% in all area budgets from overtime and temp-hourly budget lines and from non-salary expense lines. These measures will enable the College to exercise fiscal prudence while, as President Kurtinitis stated, "putting our money where our mission is." These budgetary restrictions will not undercut support for students or academic programming or negatively affect the College's dedicated faculty and staff.

Investments in Human Resources

At the core of employment policies and practices at CCBC is the underlying goal that the College aspires to attract and retain a high caliber of faculty and staff in order to fulfill its mission and strategic directives. As an underpinning to achieving this goal, the College utilizes a position control system of tracking information based on positions rather than employees. Each position has its own unique ID (position number) and is an entity separate from the incumbent(s) in that position. Information about the position can be tracked over time regardless of changes to the incumbent's history, FTE distribution, termination, or other elements. This tracking system allows for position history tracking separate from changes with incumbents. Positions can be tracked even when there are no incumbents to fill specific positions.

Using position control, budgets and analyses are based on positions rather than employees. Positions are approved for budgeting periods and must be tracked whether or not they are filled. By defining a budgeted cost for each position, the College assures that incumbent costs can be compared against those budgeted for the position. While employees grow and change jobs within the College, their job titles, salaries, and other attributes also tend to change. However, the budgeted cost for positions remains constant. This approach to tracking and defining positions rather than employees allows CCBC to more accurately plan current budget expenditures as well as future needs.

Compensation Reviews

Inasmuch as CCBC's personnel classification system still reflected the positions and compensation scales of the three original institutions, the College took an important step to engage a compensation/classification consultant to create a single classification system for all employees across the College. The College engaged MGT of America to design a compensation structure for faculty that would pay competitive salaries (within the top 15% of the salaries offered in Maryland community colleges) and provide a clear plan for professional advancement complemented by an effective evaluation system. The result of this evaluation was a new grade structure that was put into place on July 1, 2008 (Refer to Standard 10).

Following the MGT study and redesign of the faculty compensation structure, MGT was contracted to analyze the current classifications of positions and associated compensation for all other full-time employee groups at the College. This review included updating all job descriptions and determining the appropriate compensation/grade structures given the range of individual job responsibilities. This study brought staff compensation to current market levels as of July 1, 2009. This compensation structure was established to complement the simultaneous implementation of a step-and-grade salary system (Refer to Standard 5).

Professional Development

To fulfill the strategic direction of Organizational Excellence and the related goal to promote the personal and workplace growth of all employees through professional development opportunities, the College's evaluation and promotion procedures are designed to encourage continued professional development and attainment of graduate degrees. The employee benefits package includes educational assistance that consists of partial tuition reimbursement for undergraduate and graduate study and tuition waivers for employees enrolled in CCBC courses. Additionally, there is funding for employees who wish to attend and present at professional conferences designed to enhance workplace skills. Perkins funds are requested annually to supplement the professional development budget. Supplemental Perkins funding has averaged \$130,000 per year.

Overall, the resources for professional development are sufficient in spite of the recession and its budgetary implications. The College uses its professional development budget strategically; it does not spend a lot but obtains much in terms of professional development. For example, when national experts are invited to speak at the College, a large contingent of faculty and staff is in attendance. Also, when employees attend a conference, they regularly share their learning experiences with their colleagues.

Investments in Technology

In order for CCBC to achieve and maintain its cutting edge use of technology, there is a continual focus on and commitment to the level of investments being made to support College operations, as evidenced by the expenses presented in Appendix J, Chart 3.3. Over the six-year period FY2007 to FY2012, the College invested over \$75 million in technology. Some of the major achievements include the following:

- developing a strategy in concert with the Instructional Technology Council for all 450 classrooms to be smart spaces (See Exhibit 3.2, Specifications for Smart Classrooms)
- implementing wireless technologies throughout the three campuses;
- providing 7,000 computers which are deployed college wide;
- replacing faculty and staff computers on a five-year cycle and computers in most classrooms on a three-year cycle (systems with a remaining service life are utilized in less intensive service areas);
- externally hosting the distance education platform Blackboard in order to manage the increased demand for these services;
- installing upgrades to the SCT Banner Student System;
- providing SharePoint portals for faculty and staff whereby access to e-mail, administrative, and learning management systems is available 24/7; and
- implementing Schedule 25 to inventory and match the attributes of classrooms with those specifically needed for effective delivery of classroom instruction.

Five years ago, it would have been difficult to foresee the enrollment surge at CCBC. While this enrollment increase brings with it additional funds in both student technology fees and general tuition, it has become clear that the additional revenue is not keeping up with the costs of the technology expansion required to support it. In addition, the cost of contractual services and software upgrades continues to increase. Senior Staff recognized in the FY2012 budget process that reduced information technology funding in general was prohibiting the facilitation of best practice dissemination, professional project design, and effective technology integration enumerated in the College's Information Technology Plan. After careful analysis of CCBC's technology spending benchmarked against the mean and median spending of other similar educational institutions, Senior Staff made a decision to increase the dollars of operating funds supporting technology to better complement the technology fee expenditures. Chart 3.3 in Appendix J displays the percentage of technology expenditures that is dedicated to the specific named categories, although the amounts of funding are directly influenced by the greater enrollment, especially with the technology fee, which is assessed on credits. This is but one example of how the planning process guides the management of the budget, project planning, and of all critical decisions made at the College.

Facilities and Capital Budget Planning

CCBC's capital budget request for new facilities and infrastructure renewal are directly tied to CCBC's 10-Year Facilities Master Plan. The development of this plan is based upon the existing and anticipated enrollment over the period in concert with the mission, vision, values, and strategic directions of the College. To ensure currency, this plan undergoes major review on a five-year schedule. College-wide fora are conducted during the development of the ten-year plan as well as the five-year updates. The current CCBC Facilities Master Plan was issued January 31, 2011 (See Exhibit 3.3, Facilities Master Plan). Capital funding at the state and county levels are a direct result of the expansion and renewal plans/needs 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. Examples of such projects would be the newly completed CCBC Catonsville Library and projects currently under construction, such as the CCBC Owings Mills Education Center, the CCBC Essex Science Lab Renovation, and the CCBC Dundalk Library and associated renovations (See Appendix K, Chart. 3.4).

Prior to FY2012, budget and scope of work would have required these projects to be stand-alone line items in CCBC's county and state capital budget requests. However, the county now appropriates funds by bulk category. For example, the new CCBC Catonsville Science and Math Building is

funded under Project 103, CCBC Catonsville Renovations/Additions, but remains a line item project in the state capital budget request.

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, HVAC 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 \$6M.

The county and state capital budget request is prepared annually, but new county funding is appropriated on a biennial schedule, e.g. 2012/2013, 2014/2015, and so on. 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 internal 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, the Department of General Services, and the Maryland Higher Education Commission 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. Attendees at the hearing include Department of Budget and Management, Department of General Services, Maryland Higher Education Commission, and Department of Legislative Services. 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 2018. Planned funding for the upcoming biennia ranges from \$32.5M in FY2014/2015 to \$42.5M in FY2018/2019 and includes funding from local, state, and internal sources.

Assessment Measures

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 the strategic directions.

The College submits an annual accountability report to Baltimore County. The Managing for Results initiative requires a set of measurable outcomes that are associated with each line item of funding provided by Baltimore County. There are several additional reports that are provided to the county, including but not limited to the Comprehensive Annual Financial Report (CAFR) and the operating and capital budgets.

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.

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. Other formal internal assessments include periodic budget reviews, such as Review of the Budget by College Function. This assessment examines the budget by various College functions, such as Instruction or Facilities. A macro-level example is the function of Instruction. Approximately 51% of the budget is designated for this function and its related activities. This review allows the College to assess mid-cycle its expenditures and their alignment with the strategic directions of Teaching and Learning Excellence and Student Success. In the related Budget View by Objective, the budget is examined by its objectives, including areas such as salaries, benefits, and utilities. For example, the College has determined that 70% of the budget is designated for compensation. There are also quarterly grant reports provided to Senior Staff, Deans, and grant personnel that keep them informed of their specific budgets to date.

In addition, the College's Board of Trustees meetings contain updates of financial information. Portions of these meetings are well attended by College faculty and staff and are also open to the public. There are regular budget briefings and discussions at Senior Staff and Extended Leadership Team meetings. Minutes of these meetings are published on SharePoint.

Additional Revenue Sources

In addition to base operating revenues of the College that include tuition and fees, state aid, and county appropriations as funding sources, CCBC is focused on supplemental sources of funding such as grants and benefits from auxiliary operations, including the College Bookstores, Food Services, and the Children's Learning Centers. A focus on grants development to fund initiatives that fulfill the College's mission and strategic directions is further exemplified in Appendix L, Chart 3.5, which indicates that other grant funding will supply 5% of revenues in FY2012 (Refer to Standard 2).

Serving as a model of integrity, trust, and ownership toward CCBC and its many constituents, the Office of Institutional Advancement (IA) employs the following metrics to measure the unit's success:

- For grants, the dollar amount of public grants secured is used along with an assessment of whether the grants are supporting the College's mission and strategic directions.
- In the critical area of foundation fundraising, each CCBC Foundation Board member is expected to "give" or "get" \$2,500 annually to support CCBC students and programs. The goal is to achieve and maintain 100 percent Board giving.
- Reflecting the economy, the total assets of the Foundation were \$7.8 million in 2008 and declined to \$7.5 million in 2010. The projected goal for Foundation assets is \$8.5 million by 2013.
- Using the all-important metric of total number of donors in the category of development/fundraising, CCBC tracks and manages the number of donors and the amount given by them annually to CCBC. For example, CCBC increased the total number of donors from 500 in 2008 to 1,335 donors in 2010. The goal is to increase the number of donors to CCBC to 1,600 by 2013.
- Alumni participation is another important metric used in CCBC's Office of Institutional Advancement. The goal is to increase the number and percentage of alumni donors to CCBC from its current level of .05% to at least 2% by 2013.
- Corporate giving, both the dollar amount and the number of corporate donors, is tracked and measured using the Raiser's Edge Software. The goal is to increase the number and amount of support CCBC receives from this important constituent group.
- The number of mid-level gifts received by CCBC is an important metric. CCBC recently launched a new initiative, The President's Club for Annual Giving, which encourages donors to make gifts of \$500 or more to CCBC. Early indications are that the initiative is working, as evidenced by an increase in mid-level donors and amounts.

- Major and planned gifts is another metric CCBC employs to manage and measure the success of its fundraising programs. Major gifts are \$5,000 or more, and planned gifts are future or estate gifts to the College.

Management of the Foundation Endowment has been assigned to the University of Maryland System Foundation, which serves as the investment manager for the majority of universities and community colleges in the State of Maryland. This entity manages assets of nearly \$1 billion and has an outstanding track record for return on investment; their results are comparable to the top tier of the higher education foundation endowment returns. This structure allows the day-to-day portfolio management to be handled by some of the most qualified money managers in the world.

The evaluation process is designed to guide and hold the Office of Institutional Advancement accountable for its work to further public understanding and recognition of the College and its mission. IA's departments are responsible for a wide range of activities that provide the framework for building strong support and lasting relationships with a variety of constituencies, including alumni, community members, donors, lawmakers, businesses, and friends.

Expense Profile

CCBC's breakdown of expenses by function for FY2012 highlights the commitment to teaching and learning in concert with the Strategic Plan. The combined expenditures of Instruction, Academic Support, and Student Services account for approximately 70% of the budget. Expenses related to grants and auxiliary operations have been removed from Chart 3.6 in Appendix M to be more representative of traditional measures.

Findings and Conclusions

Human, financial, technical, and other resources are available and accessible in support of the College's mission and goals. At this point in the College's history, CCBC is under increasing pressure to support an expanding student population in an effective and efficient manner. As with all public institutions, there are financial pressures to contain costs and to do more with less funding given the recession's effects on state and local governments. Both the State of Maryland and Baltimore County are dealing with these economic issues in an exemplary manner. At the state and county levels, there is a true appreciation of support for higher education. While this does not mean CCBC has all the funding that could be desired, there is a consistent level of funds to support the primary needs of the institution. Additionally, with proper fiscal management to ensure the efficient use of resources and with a revitalized focus on securing external funds through grants and auxiliary operations, CCBC is well positioned to provide for continuing services to the students of the county and the surrounding region. These practices support the strategic direction of Organizational Excellence and the related goal to provide the highest quality managerial, administrative, and operational support as well as the strategic direction of Community Engagement and the related goal to pursue external funds to advance strategic initiatives at the College.

Recommendation

While steps have been taken to balance the experience and expertise of top administrators with the need for greater budgetary autonomy by mid-level managers, the process needs to be monitored to ensure a more decentralized model regarding budgetary decisions.

STANDARD 4: LEADERSHIP AND GOVERNANCE

The Standard 4 committee was charged with review of the College's leadership and governance processes to determine the extent to which they adhere to Standard 4 principles:

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Overview

The governance of the Community College of Baltimore County (CCBC) benefits from a Board of Trustees that operates as a policy board, a President who is committed to shared governance, and an active College Senate. The Board is effective in governing the College's programs, providing fiscal oversight, and establishing effective procedures to garner resources for the College.

Important References to Review

Board of Trustees Policy Manual

Analysis of Evidence

The authority of the Board of Trustees (BOT) and the duties of its members are stated in the Board of Trustees Policy Manual and By-Laws (Article 2.02, Sections C and D) (See Board of Trustees Policy Manual). The broad policies established by the Board enable the practices, processes, and structures of the College and promote the involvement of all College constituencies in policy development and decision-making. The Manual contains references to the role of the President (Article 3.03), administrative personnel (Article 5.08, Section C), and the role of faculty (Article 5.08, Section B) in specific aspects of policy development. The role of the President and the President's relationship with the Board is defined in the By-Laws (Article 3.02) and functions in accordance with the manner defined as indicated by the following provisions:

The President has the authority to appoint, terminate, discharge with good cause, and accept the resignations of College personnel in accordance with the terms of a delegation of authority approved by the Board and apprises the Board of Trustees of such action (Article 3.02). The President has the authority to define administrative titles and create an organizational structure for the effective functioning of the College (Article 3.03).

In practice, the Board has recognized 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, the Board Chair and the President host an annual luncheon for the College Senate to recognize the Senate's achievements during the past academic year. The constituency of the College Senate is well defined and ensures representation from each campus, each academic school, students, and all areas of the College, including unionized employees (See Exhibit 4.1, College Senate Constitution, Article IV). For example, the Essex Campus Vice Chair of the College Senate is the president of the Communications Workers of America, AFL-CIO Local 2111, a union representing a subset of CCBC classified staff. To assure that new members of the College Senate understand the mission and purpose of shared governance and their roles and responsibilities, a new Senator orientation is conducted each year.

The faculty has a vital advisory role in the functioning of the College through service in shared governance. Membership on the Senate's standing committees is open to all College personnel (See Exhibit 4.2, Senate By-Laws, Article III, Section A), and each committee determines its own agenda. For example, while members of the Senate serve as the chairs for Senate standing committees, non-senatorial members of the College community participate on these committees. The Senate organizes

regular campus fora on the three main College campuses. Each of these groups establishes its own agenda and is open to all members of the College community (See Exhibit 4.2, Senate By-Laws, Article II, and Section F).

Student leaders along with CCBC's President and Senior Staff attend monthly campus fora to update, discuss, and respond to College issues. In addition, six students (two from each Student Government Association) serve on the College Senate. The President and Vice Presidents also meet with student leaders as part of a student leadership retreat as well as at dinner meetings approximately three times a year to hear any concerns/issues they may want to share with Senior Staff. The Office of Planning, Research, and Evaluation systematically conducts annual satisfaction surveys that include current students and alumni (Refer to Standard 9).

Board of Trustees

In accordance with the Annotated Code of Maryland, Education Article Title 16, the selection process for the Board of Trustees of the Community College of Baltimore County is defined in Section 2.02 of the Board Policy Manual. Membership on the Board is limited to 15, two members appointed from each of the seven councilmanic districts in Baltimore County plus one at-large member. All are appointed by the Governor. Currently, there are 15 members. The Board is appointed for staggered five-year terms and serves without remuneration.

The Board's current composition reflects the constituency served by the College with diversity in age, gender, race, background, experience, and district. Biographies of each of the Board members are available on the CCBC website. The Board elects its own officers. 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 includes a staff member who serves as a liaison to the Board.

College trustees are sworn to "abide by the conflict of interest and ethical requirements that are applicable to the Board and strive to avoid even the appearance of a conflict of interest in conducting Board affairs" (BOT Policy Manual, Appendix B, Section B.9). As a part of the new Board orientation and as an annual activity, conflict of interest forms/affidavits are signed to affirm that no conflict of interest or unethical activity is engaged in, a process strongly enforced by the Board Chair.

One of the key roles of the Board of Trustees is to maintain the fiscal integrity and solvency of the College, including garnering fiscal support for both operational costs and capital projects. The impact of the Board's efforts to support the fiscal well being of the College is evidenced in Board member activities: presence at county budget hearings; support on behalf of the College at federal, state, and county lobbying events; informal meetings with legislators; participation in College fundraising events; and diligent advocacy in times of fiscal austerity. Trustees also open doors to the corporate world and are generous with both their time and private giving.

The President and the Board Chair meet individually with each new member in an extended orientation process prior to the first Board meeting, and the new trustees receive the Board of Trustees Policy Manual. Each year, all Board members are given a detailed orientation packet. Trustees review programs and policies for the College during their committee meetings, Board meetings, and annual retreat.

The Board meets regularly in formal session at least six times a year. One week prior to each regular Board meeting, Board members receive an agenda and a detailed briefing packet. During each Board meeting, the President, as the official channel of communication to the Board, presents her report. Vice Presidents and others present relevant information concerning the four major areas of the College, including regular updates on assessment and student success initiatives. The Chair of the College Senate delivers a report on the Senate's activities. As part of their policymaking duties, the Board directs and reviews all planning efforts; assesses the merits of academic programs that are proposed, significantly modified, or dissolved prior to being submitted to the Maryland Higher

Education Commission (MHEC); and examines academic program reviews. The Board is asked to review and endorse initiatives to promote institutional effectiveness, such as the Classification and Compensation Study, which focused on classified and professional staff position descriptions and compensation revision. In the interim periods between Board meetings, the Chair and Vice Chair conduct the Board's necessary business of a routine nature in finance and personnel areas and report actions taken to the full Board for information purposes during its next session.

The President serves as a conduit for communication throughout the governance system and in so doing holds herself accountable to the Board and to being responsive to the College Senate. In this role, the President keeps the Board informed on College activities by sharing with Board members the President's messages to the College community, minutes from Senior Staff meetings, and invitations to special events. The President also invites the Chair of the College Senate to participate in Senior Staff and Expanded Leadership Team meetings to present reports and proposals and informs the Senate Chair directly concerning policy decisions, followed by communication to the College community. In fulfillment of its responsibilities as a governing board, the Trustees affirm the College's compliance with accreditation and regulatory requirements. This information is disseminated and communicated through the Office of the President to the Middle States Commission on Higher Education, MHEC, the College community, and the general public, as appropriate.

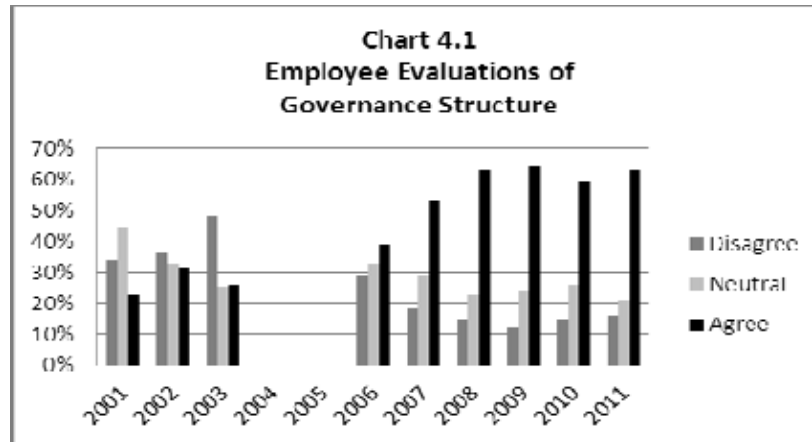
The President's office serves as a repository for all approved policies resulting from shared governance, assures that these policies are available on SharePoint, and ensures College handbooks are updated regularly to include new and/or revised policies. These responsibilities are assigned to a staff member in the President's office. A comprehensive list of policies is compiled annually and distributed to the Senate membership. These procedures promote greater transparency and integrity in the College's system of governance.

The Board participated in a self-assessment of its activities and functions in September/October 2011 using an instrument generated by the Association of Community College Trustees (ACCT). A written summary of the survey results was prepared by ACCT staff and discussed at the Board retreat in October 2011 under the guidance of an ACCT facilitator. The following areas were included as part of the evaluation instrument:

- Board Organization
- Policy Role
- Community Relations
- Policy Direction
- Board-CEO Relations
- Standards for College Operations
- Board Leadership
- Advocating for the College
- Board Education

The results indicate high satisfaction among Board members and reflect a highly functioning Board, with significant strengths in the areas of Board Leadership, Board Organization, and Board-CEO Relations. Three goals and accompanying objectives were developed to address areas for improvement in Advocacy, Education, and Community Relations (See Exhibit 4.3, CCBC Board Retreat Report, November 4, 2011).

The College governance structure is assessed to be working effectively as evidenced by the annual Employee Surveys 2007-2011 and illustrated in Chart 4.1 (See Exhibit 4.4, Results of 2007-2011 CCBC Employee Surveys, including breakdown of employee evaluations of governance structure by employee category).



Findings and Conclusions

The Community College of Baltimore County has a responsive shared governance system. From her arrival, President Kurtinitis demonstrated her commitment to shared governance by strengthening relationships among the College Senate, the President’s office, and the Board of Trustees and has promoted the autonomy of the Board in fulfilling its policymaking duties. The Board’s renewed focus on policy responsibilities has been recognized as a significant improvement as reported by the Board’s Chair and Vice Chair as well as by the former and current chairs of the College Senate.

The President’s office maintains a comprehensive spreadsheet of all proposals that come forward from the College Senate and their disposition. This spreadsheet is widely distributed to the College community. Likewise, in response to constituency assessment data, the College Senate has revised its by-laws to ensure impartiality and to protect against undue influence by granting the use of clicker technology to record voting results.

Notable procedures that improve the communication system and promote inclusiveness and transparency include the following: (Refer to Standard 6)

- Copies of the Board of Trustees meeting materials are available at the campus libraries prior to the regular meetings.
- Board meetings are open to members of the public. They are well attended by members of the College community.
- There is a sign-up process for public comment at regular Board meetings.
- The Board action synopses are published on the College’s intranet, the *Daily Post*, and SharePoint.
- The President informs the Senate Chair directly concerning policy decisions, followed by communication to the College community.
- A comprehensive list of policies is compiled by the Office of the President annually and distributed to the Senate membership.
- The President’s office serves as repository for all approved policies resulting from shared governance, assures that these policies are available on SharePoint, and ensures College handbooks are updated regularly to include the new and/or revised policies. These responsibilities are assigned to a staff member in the President’s office.
- The Chair of the College Senate as well as other College community leaders are often invited by the President to participate in Senior Staff and Expanded Leadership Team meetings to present reports and proposals.

Recommendations

None

STANDARD 5: ADMINISTRATION

The Standard 5 committee was charged with review of the administrative structure at CCBC to determine the extent to which it adheres to Standard 5 principles:

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Overview

Driven by the mission and under the direction of the Board of Trustees, the Community College of Baltimore County (CCBC) is guided by highly credentialed, innovative, and experienced leadership. The College's administrative organizational structure consists of four major units of operation that report directly to the President: Administrative Services, Enrollment and Student Services, Institutional Advancement, and Instruction. This structure is efficient in that it presents clearly delineated authority and reporting lines for a large multi-site organization. Each organizational area is managed by a Vice President. The CCBC leadership team, comprised of the President and Vice Presidents, is known as the Senior Staff. It is at this level that critical operational decisions are made which impact the organizational, administrative, and financial direction of the institution.

The level of leadership directly below the Senior Staff level is known as the Expanded Leadership Team (ELT). The ELT consists of approximately 125 members and includes Vice Presidents, Campus Deans, Academic Deans, Directors, governance, union representatives, and other key administrators across the College community. This style of organization offers opportunities for engagement and encourages collaboration, systemic thinking, and communication through interaction across all areas of the College. Additionally, because of its strong core of Deans and Directors, the current structure facilitates student learning, both credit and non-credit. Senior Staff and members of ELT comprise approximately 10% of the College's full-time workforce.

The President convenes a Senior Staff meeting weekly to discuss and address those issues, ideas, challenges, and strategies that affect policy, planning, and resource distribution. In addition, the President conducts one-on-one meetings with each Vice President weekly to discuss day-to-day issues and concerns. Twice a year, the President plans a Senior Staff retreat. These retreats focus on long-range planning, budget review, special projects, and other College initiatives that require more time for discussion than is allotted during weekly Senior Staff meetings. Once a month, the President leads an ELT meeting 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. The purposeful interaction among senior leadership that is woven into the administrative structure coupled with prudent master planning provides a platform for exchange of information that leads to collaborative and informed decision making and improved processes. This interconnected structure also promotes goal achievement and accountability within and among the major divisions of the College. Senior Staff and other key administrators are held accountable through operational planning and assessment and by an outcomes-driven performance review process.

CCBC is committed to a diverse employee workforce and achieves this through its hiring and recruitment process. Each step in the hiring process is intended to be consistent and nondiscriminatory. The College has a number of checkpoints throughout the selection and hiring process to ensure adherence to College guidelines and procedures and is piloting a more streamlined hiring process to improve hiring turnaround time and to enable hiring managers to secure top candidates.

As part of its "Great Colleges to Work For" commendation, CCBC was recognized in the "Confidence in Senior Leadership" category. With sound organizational structure, excellent

leadership, ongoing employee professional development activities, and a strong employee base as testaments, CCBC meets the fundamental elements of Standard 5.

Important References to Review

CCBC Organization Chart
Employee Handbook

Analysis of Evidence

Dr. Sandra Kurtinitis was appointed president of CCBC in 2005 and is the third chief executive officer to serve since three separate Colleges merged to form one institution. The President functions as chief executive officer and is responsible for bringing leadership, oversight, and supervision to all areas of the College to execute its mission and strategic directions (See Exhibit 5.1, Position Description, President). Dr. Kurtinitis's educational achievements include a bachelor's degree in British Literature from Misericordia College, a master's degree in British Literature from the University of Maryland, and a doctorate in American Civilization from The George Washington University.

Primary among the selection criteria for a new President was the need to function not only as an educational leader but also as a change agent, ensuring that all College members exhibit pride in an institution that supports every stakeholder. Of paramount importance in the selection of Dr. Kurtinitis as the new leader was the opportunity to leverage her demonstrated skills as a transformational leader with CCBC's need for leadership change in the office of the chief executive. Recognizing the need to fundamentally change the perception of senior level management, her initial action with the Board of Trustees and the Maryland General Assembly was a request to change the position title from Chancellor to President.

Also included was the need to articulate a vision, install sound planning and budgetary processes, redefine the support structure for instruction, and begin to make difficult structural decisions under conditions of limited resources. Dr. Kurtinitis's background as President of Quinsigamond Community College in Massachusetts, demonstrated her ability to make these kinds of decisions. While at Quinsigamond, Dr. Kurtinitis launched major renovations to upgrade long-neglected campus facilities; reorganized the College's structure around a premise of student centeredness; implemented a major curriculum reform keyed to market viability; turned the College into one of the most technologically advanced schools in central Massachusetts; and kept the College firmly focused on its instructional mission and maintenance of academic quality. Dr. Kurtinitis's successful tenure in Massachusetts as a mission-driven leader exhibited an ability to collaborate not only with elected officials but also to partner successfully with business, industry, and labor. All of these proven strengths favored Dr. Kurtinitis's selection as President.

One of Dr. Kurtinitis's greatest skills is the ability to manage with fiscal prudence. She has demonstrated the ability to manage and grow an educational institution in a fiscally responsible fashion during turbulent economic times. This sound, pragmatic approach has positioned the College to successfully reach out to the community of stakeholders for private support, which has resulted in significant financial progress for CCBC. These skills have also proved particularly useful during times of budgetary concerns. As colleges all over the state face dismal budgetary decisions, Dr. Kurtinitis has navigated CCBC through budget challenges with minimal retrenchment. She has continued to expand programs and hire full-time faculty, working to strike CCBC's desired balance between full-time and part-time faculty. Her ability to persist towards this goal is a direct result of keen budgetary and planning expertise, which sets CCBC apart from many other community colleges in the state.

Dr. Kurtinitis has forged many relationships in the community in her six-year tenure at CCBC and has established a reputation in the county and the state as a tireless champion of the community college.

She currently chairs the Baltimore County Executive’s Regional Advisory Board for Business and Education, serves on the Board of Directors of both the Greater Baltimore Committee and the Maryland Business Roundtable, and serves on the Education Council of the Manufacturing Institute. She was honored by the Women’s Leadership Council of the United Way of Central Maryland, received a commendation from the Baltimore County Council, and received the 2011 Mildred Bulpitt Woman of the Year Award from the American Association for Women in Community Colleges. In 2011, Dr. Kurtinitis was invited to and attended the first Regional White House Summit on Community Colleges. This summit brought together leaders from the Northeast in education, business, labor, government, and philanthropy to collaborate on community colleges' efforts to spur local economic growth through training programs, partnerships, and technology-driven learning and to discuss strategies for encouraging college completion.

As President, Dr. Kurtinitis assessed the existing administrative structure and created a new, more streamlined structure in which to build her management team. This structure emerged as four operational units, each led by a Vice President with college-wide authority and responsibility. To create the most qualified pool of candidates, a national search was conducted to fill these positions. These positions were filled by experienced and highly qualified administrators and educators with proven skills in their area of oversight. The Vice Presidents are charged with mobilizing the mission of the College by creating the vision for strategic and master planning, implementing operational plans, providing leadership to all service areas within their unit, and maintaining sound fiscal judgment (See Exhibit 5.2, Position Descriptions, Vice Presidents).

Senior Staff administrators are supported by an Expanded Leadership Team of Deans and Directors who conduct the work of the College and disseminate critical information to division, department, and other office staff. By employing an organizational structure that is inclusive, the College supports unit priorities and gives action to its mission and core values. Table 5.1 displays satisfaction data as reported in the Spring 2009, 2010, and 2011 Employee Surveys that demonstrates employee satisfaction with administrators is trending upward. Survey respondents number approximately one-half of all employees.

Table 5.1: *Employee Satisfaction with Senior Administration*

| Category | <u>% Satisfied</u> 2009 | <u>% Satisfied</u> 2010 | <u>% Satisfied</u> 2011 |
|---------------------------------------|----------------------------|----------------------------|----------------------------|
| President’s Office | 80% | 74% | 81% |
| VP of Administrative Services | 76% | 64% | 65% |
| VP of Enrollment and Student Services | 77% | 70% | 73% |
| VP of Institutional Advancement | 66% | 62% | 67% |
| VP of Instruction | 75% | 70% | 75% |

Source: Spring 2009, 2010, and 2011 Employee Surveys

Each of the administrative units has subordinate feedback mechanisms. The Vice President of Instruction (VPI) conducts an Academic Deans meeting every other week as well as a summer retreat including school deans, assistant deans, department chairs, Office of Instruction staff, and all key subordinates. He meets with core instructional staff once a week and holds a full instructional department meeting in the fall and spring semesters. This meeting includes Academic Deans, department chairs, program coordinators, and key instructional personnel from Continuing Education. The Office of Instruction, with oversight of the VPI, publishes a quarterly newsletter with contributions from each key Instruction area. This publication communicates to faculty updates on ongoing activities in developmental education, assessment, and pedagogical best practices; new initiatives and procedures, such as the new Adjunct Faculty Orientation and changes in evaluation instruments; areas of special college-wide emphasis, such as critical thinking; and professional

development opportunities (See Exhibit 5.3, Office of Instruction Newsletters). The Vice President of Enrollment and Student and Services conducts bi-weekly meetings with all Deans. Deans meet regularly with Directors, and Directors meet regularly with coordinators. Student Services holds a summer retreat for all staff and another retreat for Deans' staff only. The Vice President of Administrative Services conducts a weekly leadership team meeting, meets with department directors regularly, convenes an annual retreat, and uses SharePoint to communicate important organizational information. The Vice President of Institutional Advancement regularly meets with department directors and conducts a division-wide meeting during the fall and spring semesters (Refer to Standard 6).

Through the guidance of the Institutional Planning Assessment and Review Committee, the work of the College is assessed (Refer to Standard 7). Each Vice President tasks his or her senior leadership to develop a comprehensive three-year, outcomes-based operational plan reflective of unit priorities; guided by benchmark metrics and various master plans; and aligned with the College's mission, vision, values, and goals. From the comprehensive plan, institutional progress reports are prepared annually. Specific personnel within the units assume leadership responsibility for each priority. This accountability framework is facilitated by the streamlined organizational structure.

Administrators rely on the use of both data and technology to inform strategic and fiscal planning and day-to-day decision making. The Office of Planning, Research, and Evaluation (PRE) disseminates information in the form of regular reporting and on an as-needed basis in support of special projects. PRE compiles the CCBC Fact Book, a comprehensive, data-intensive resource that is updated four times a year. In this publication, administrators have concise access to trend data; accountability indicators; student, graduate, and employee characteristics; and finance information. The College's Banner System and the Argos reporting tool provide administrators access to student, enrollment, financial, and employee data. These technology systems are upgraded regularly with new reporting features. For example, several years ago, the College enhanced the accuracy and efficiency of its graduation audits by adding the Curriculum Advising and Program Planning (CAPP) feature. After assessing the efficiency and capability of the CAPP system against emerging, more robust technologies and with the support of Title III grant funding, the College made a strategic decision to move from CAPP to DegreeWorks to manage student academic information.

Each major area can cite numerous achievements based on effective use of data, technology systems, and financial resources. The Office of Instruction works closely with PRE to monitor student success data. In 2004, the College administered the Community College Survey of Student Engagement (CCSSE) for the first time. After receiving bleak results, the Office of Instruction confronted the problem immediately, researching student engagement strategies in support of student success, directing resources for professional development, and implementing pedagogical improvements across the curriculum. A major commitment was the College's decision to participate in the Achieving the Dream project (Refer to Standards 10 and 13). After three administrations of the CCSSE with CCBC students scoring below norms, 2010 results demonstrated significant improvement. The Administrative Services area retains a Chief Information Officer who oversees all aspects of technology planning. Under his leadership, the College has upgraded considerably the technology infrastructure, instructional technology resources, and technology support services for both staff and students. A major and highly successful fundraising event organized by the Office of Institutional Advancement is the annual CCBC Gala. Through the support of business sponsors and the CCBC community, the gala raises money to support student scholarships and academic programs. Institutional Advancement coordinates the Employee Giving Campaign, also designed to fund student scholarships, and has exceeded its target giving benchmarks each year. A critical area of support that falls within the Institutional Advancement office is the Grants Office. This office targets programs needing additional financial support, identifies funding sources, and secures the financial support

needed to maintain CCBC's quality programs (Refer to Standards 2 and 3). All of these initiatives rely heavily on database capability and forecasting data provided through PRE.

Through student and employee surveys, CCBC solicits data to identify areas of institutional strength and to call attention to burgeoning issues impacting the College. This process adds a measure of performance accountability for administrators. The Employee Survey solicits information concerning a number of perceptions with regard to the administration. To elicit candid responses, except for revealing employee classification as faculty, administrator, or staff and assigned campus, employees respond anonymously. The 2011 Employee Survey reports that 61% of respondents believe that the institution has dealt fairly with employees. The survey also reveals that 70% of respondents believe the institution has dealt fairly with faculty. This support not only reflects satisfaction with a more transparent atmosphere under Dr. Kurtinitis's leadership, it also reflects a positive response to the salary study and reclassification process.

An early area of concern for Dr. Kurtinitis was the salary structure at CCBC. For faculty, the President set a compensation benchmark of either first or second highest salary scale within each faculty rank in the state. After a compensation study, a salary upgrade was implemented for faculty in 2009. Additionally, financial compensation for promotions in rank increased substantially, encouraging faculty members to seek promotion and rewarding them for this achievement (Refer to Standard 10). Upon completion of the faculty salary structure reorganization, the College engaged the services of a consultant to conduct a classification and compensation study for classified and administrative positions. As a remnant of three Colleges merging to form CCBC, there were 400 different job titles for 800 staff members. To remedy this situation, the consultant's final report recommended changes in the structure of job classifications for professional and classified staff, which included reclassifying positions into new families of job descriptions. The reclassification process was inclusive of the College community. When the reclassification was implemented, employees were invited to appeal if they thought the new classification was inaccurate. There were 147 appeals by classified staff members. In 2010, all of these appeals were resolved. In 2011, 137 professional and administrative staff appeals were resolved. The process of resolving these appeals brought together CCBC administration, CWA union representatives, and members of Human Resources.

In addition to the Employee Survey, College administrators are evaluated annually to assess performance in operationalizing the strategic plan and carrying out the mission of the College. The President is evaluated annually by the Board of Trustees using a qualitative, open-ended, and ongoing observational data gathering method. The data used for review includes communiqués sent by the President to College constituencies and minutes from Senior Staff and Expanded Leadership Team meetings. The Board evaluates the President's leadership style, performance, and relationships with varied audiences such as elected public officials, Baltimore County Public Schools officials, and Chambers of Commerce members. Board members interact with students, faculty, and classified staff to assess the overall College atmosphere. The Board believes this atmosphere should be considered a direct correlate of the President's effectiveness and consequently is factored into the annual evaluation. Evaluative data is also collected from the President's Annual Performance Summary, which she designs, establishes criteria for, and presents in portfolio format to a subcommittee of the Board of Trustees. The subcommittee presents a summary to the Board for its review, refinement, and approval. The Chair and Vice Chair of the Board have expressed concern that the President's current benefits and compensation package may not be commensurate with other community college presidents of large, multi-campus colleges. In 2009, the Board retained the MGT of America consulting firm to assist in analyzing the tasks, responsibilities, and workload of the President to determine if the fiscal compensation is commensurate with the job requirements. Over the past three years, the Board has been progressively moving to meet the established compensation benchmark, with the likelihood that parity will be reached in FY2012.

Vice Presidents complete an annual self-evaluation. While the process used is less formal than that of other administrators in that the Vice Presidents do not use the Administrator/Professional Performance Evaluation form, their performance review is heavily pointed towards assessing actual productivity and goal achievement. Each Vice President prepares a lengthy assessment of accomplishments, challenges, and short- and long-term goals. These are discussed with the President to blend her perceptions with those of the Vice President's before preparing the final evaluation.

Other key administrators are evaluated annually using the Administrative/Professional Performance Evaluation form. Annual outcomes-based objectives tied closely to the strategic plan are determined in collaboration with respective Vice Presidents. All other employees are evaluated annually. To enhance the evaluation process, after a pilot period with a representative group of supervisors, the College implemented constituency evaluations of supervisors in Fall 2011. These evaluations will impact the FY2012 evaluation cycle (See Exhibit 5.4, Supervisor Evaluation by Constituency Instrument).

Currently, full-time, benefited faculty, administrators, and staff number 1,314. Based on ethnic self-identification, the breakdown of the CCBC workforce is 74% White/Caucasian, 21% African-American/Black, 2% Asian, 1% Hispanic/Latino, and 2% Other. The Human Resources Department (HR) is responsible for ensuring that hiring, recruitment, and equal opportunity processes and procedures are followed. When a position opens, the vacancy is posted on the HR website for internal and external candidates. Vacancy announcements are posted for a minimum of two weeks. Depending upon the position, HR may also advertise positions in local, regional, or national newspapers; professional journals and periodicals; minority publications; or with specialized online employment websites.

Search committees are required for all administrative, professional, faculty, and senior level classified positions. Each search committee must have a search specialist, who is responsible for assisting the search chair in following all hiring guidelines and procedures and for complying with EEO/Affirmative Action regulations. The search chair assists the hiring manager in the selection of a diverse screening committee comprised of administrative, academic, and classified staff members. The search committee develops a timeline and a set of specific criteria to use in evaluating applicants. The committee also develops the interview questions. The criteria and interview questions must be approved by HR before applicant review commences. The committee invites candidates who meet the established criteria for an interview. The hiring manager interviews each of the finalists advanced by the committee and then reviews the hiring decision and salary placement with the appropriate Senior Staff member prior to an official job offer being extended (See Exhibit 5.5, CCBC Hiring and Search Process).

In response to concerns expressed by hiring managers and reflected in Employee Surveys, HR is piloting a more streamlined hiring procedure in an effort to bring a greater sense of urgency to the recruitment process, from initial application to hiring decision. The goal is to improve turnaround time at each level of the process to assure CCBC secures top candidates. This pilot will need to be fully implemented and evaluated, with recommendations widely vetted prior to final deployment.

To attract and retain competent and well-trained staff, CCBC offers faculty, administrators, and professional employees a generous benefits package and competitive salaries and supports a variety of professional development opportunities, including tuition reimbursement to employees who wish to obtain undergraduate and graduate degrees. All new employees attend an employee orientation to become familiar with College policies, technology, and benefits. Faculty participate in an additional year-long orientation program, the New Faculty Learning Community (Refer to Standard 10).

In addition to many external professional development opportunities for employees, CCBC offers an annual on-site professional development day for all employees. This is a major event where current College information and initiatives are shared by key administrators; a variety of workshops and

breakout sessions that span topics such as technology training, college policy/procedure updates, pedagogical strategies and best practices, global/cultural initiatives, and personal interest are offered; and a luncheon with team-spirited activities are enjoyed (See Exhibit 5.6, Professional Development Compendium).

Retirement data for College leadership indicate that 53% of the 121 key leaders are currently eligible to retire, 16% are eligible to retire in five years, and 12% are eligible to retire in ten years. These figures are concerning in that the replacement process for positions at these levels is often lengthy. Once a position control number is released, it can take three to six months for a hiring decision to be made. In the interim, these positions are filled with internal staff, often requiring one person to oversee the responsibilities of two management positions. While no college-wide succession plan exists, steps are in place to maintain continuity and promote institutional memory. It should be noted that four Academic Deans have been hired from within the CCBC system, and all department chairs and program coordinators are hired from within. CCBC provides extensive leadership training opportunities, both internal and external, and encourages faculty and staff to participate in leadership activities. Additionally, the School of Business, Social Sciences, Wellness and Education created a Fellows Leadership Development Program. This leadership training program served as a model for Enrollment and Student Services, which implemented a similar program in January 2011.

The College Senate enjoys a constructive working relationship within the institution and with the administration. Data from the 2011 Employee Survey indicate that 66% of respondents agree that the governance structure at CCBC has been moving in the right direction. While the responsibilities of Senators are many, governance work is accomplished by providing Senators in leadership positions reassigned time to ensure they have adequate time to participate in governance activities. In addition, Senate service counts toward fulfillment of the college service portion of the faculty Annual Professional Summary. This sends a clear message to the College community that the institution values the contributions of shared governance.

Findings and Conclusions

CCBC's administrative structure supports the College's mission, vision, and values and is put under periodic review through various assessment measurements, ensuring efficient, effective, and transparent management institution wide. The President and administrators are held accountable for leading the institution toward achievement of its goals and are evaluated annually to determine continued adherence to job requirements. CCBC's realigned structure has produced a streamlined administrative organization that assures communication of administration decisions and dissemination of critical organizational information among administrative units. This structure connects all areas of operation within the institution and affirms the CCBC Organizational Excellence strategic direction.

The College maintains high standards in selecting and retaining a competent and diverse workforce and invests much time and capital in conducting an equitable search before hire and on orienting and developing employees after hire to facilitate smooth assimilation into the CCBC culture. Further, the College recognizes that timely, accurate, and complete information is essential to function efficiently and provides administrators adequate technological and data-gathering resources to manage, track, and analyze operational decisions.

Recommendation

The hiring process needs to be streamlined to more effectively bring candidates into and through the process. In so doing, the College will be better positioned to secure top candidates.

STANDARD 6: INTEGRITY

The Standard 6 committee was charged with review of the College's integrity in its operations to determine the extent to which it adheres to Standard 6 principles:

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

Overview

The Community College of Baltimore County (CCBC) Strategic Plan FY2011 to FY2013 defines integrity as inspiring public trust by maintaining ethical, honest, and trustworthy relationships with faculty, students, staff, and the community. The evidence that follows illustrates that CCBC has placed this value at the heart of all of its operations. As a further testament to the integrity of its operations, CCBC was included in the *Chronicle of Higher Education's* "2011 Great Colleges to Work For" and received plaudits in four categories including Collaborative Governance, Teaching Environment, Confidence in Senior Leadership, and Supervisor or Department Chair Relationship.

Important References to Review

Employee Handbook
Faculty Handbook
Adjunct Faculty Handbook
Board of Trustees Policy Manual

Analysis of Evidence

Integrity in Academics

An essential element of integrity involves curricular changes and improvements being made in a manner that respects all constituencies. At CCBC, policies and practices governing curricular improvements in credit, developmental, and continuing education courses are designed to ensure fair and consistent treatment for all members of the College community impacted by changes in courses and programs.

The processes surrounding curriculum development for credit courses invite participation among all vested constituencies. Changes in curricula are conducted in accordance with the College's shared governance structure and comply with all appropriate state regulations and those of regional and specialized accrediting bodies. Once approved, curricular changes are posted to the College website for dissemination to all affected parties. While department chairs and program coordinators have the primary responsibility for the accuracy of the information involving their programs, the College regularly ensures the consistency and currency of its offerings through various assessment mechanisms, such as the Curriculum and Instruction Committee, the General Education Review Board, the Learning Outcomes Assessment Advisory Board, and the Distance Learning Advisory Board. In addition, the academic integrity of CCBC's online courses is a significant aspect of the College's Online Teaching Institute.

All developmental education policies go through the Developmental Education Advisory Committee (DEAC). This committee has a large membership with representatives from across instructional areas, including Continuing Education and Student Services. Subcommittees are created with broad representation whenever a policy is created. After review by DEAC, the policy recommendation is passed on to the Senate Executive Committee to determine if it needs a full Senate vote. Collaboration and open communication are stressed to ensure the integrity of the process.

In the area of Continuing Education and Economic Development (CEED), program coordinators and directors consult with adjunct faculty, review content, recommend any changes necessary for open enrollment courses, and forward these to the CEED Dean for consideration and approval. The process is similar for contract training, except that an additional communication is held with the client decision maker. For licensure/certification courses, CEED works with other members of statewide affinity groups and also communicates with licensing agencies to incorporate any requirements for students to sit for certification or licensing exams (Refer to Standard 13).

All changes in policies and procedures surrounding curricula are clearly described in the College catalog, which is available online in html and pdf formats. The Assistant to the Vice President of Instruction has taken various steps to assure the accuracy of the CCBC catalog, including sending all non-academic information to the Director of Inbound/Outbound Communications in Enrollment Management for review, attending Curriculum and Instruction Committee meetings where new academic courses and programs are approved, comparing academic listings with Maryland Higher Education Commission information, cooperating with the Registrar's office, having academic areas review academic content, and then rechecking the review herself. Catalogs are archived and available for faculty, staff, and student reference from the CCBC website. To promote greater accuracy, efficiency, and effectiveness in producing the catalog, the College has secured approval from the Board of Trustees to purchase a new catalog management product, Acalog. This product is designed specifically to handle the unique requirements associated with production of academic catalogs.

In the spirit of promoting curricular improvement and encouraging program completion for students, department chairs and program coordinators review all approved courses in their programs to determine the regularity in which the courses are offered. This review ensures that required and elective courses are offered on a consistent basis to promote student completion and graduation. Clarifications regarding course availability have been entered in the appropriate course descriptions in the Banner information system.

Information on institution-wide assessments to current and prospective students, including graduation, retention, certification, and licensing pass rates, is available through CCBC's Consumer Information Page at <http://www.ccbcmd.edu/heoa/index.html> and within CCBC's 2011 Performance Accountability Report (See Appendix B). Required Gainful Employment Disclosures are posted in the College catalog.

The College has also taken steps related to the handling of exceptions to academic policies and procedures and to appeals. Exceptions to academic policies and procedures, such as when a Dean, department chair, or program coordinator overturns the decision of a faculty member concerning the assignment of a student's grade, are made known to all pertinent parties. The Deans retain a record of all such decisions. If a pattern of exemptions is found to be occurring, policy changes are considered.

The Registrar has centralized the grade and tuition appeals processes. Grade appeals can be forwarded by a Dean or designee or directly by a student. When a grade change is approved, it is entered in Banner, and a comment is applied to the student's record. Tuition appeals are reviewed weekly by the Registrar. For each case, once appropriate documentation is secured and College guidelines for refunds are considered, a decision is made about adjusting the student's account. As part of the latter process, all documentation is tracked, scanned, indexed, and filed. All documentation related to student records is, in turn, secured and scanned/indexed within Banner Extender, which is part of the CCBC information system. This centralization has expedited these processes and allowed for consistent application.

CCBC balances the creation and application of its academic policies and procedures with academic and intellectual freedom. Currently, three shared governance committees, Academic Standards, Curriculum and Instruction, and Professional Affairs, respond to issues related to the creation of

academic policies and procedures and academic freedom. These three committees have guidelines and procedures in place so that their responses are consistent. Each of these committees is comprised of faculty and staff. All Senate and committee activities are transparent as evidenced by minutes and agenda being posted for employees in SharePoint. All CCBC faculty and staff may attend Senate and subcommittee meetings and participate through dialogue with their school representative and/or the Senate officers. Additionally, faculty members are made aware of the College's stance on academic freedom through numerous sources, including faculty contracts (See Exhibit 6.1, Full-time Faculty Contracts), Faculty and Adjunct Faculty Handbooks, Board of Trustees Policy Manual, and the Senate's and its subcommittees' SharePoint pages.

Table 6.1 illustrates improvement in faculty satisfaction/dissatisfaction with the protection of academic freedom at CCBC from the 2011 Employee Survey (See Exhibit 6.2, 2010 and 2011 Employee Surveys).

Table 6.1: *Protection of Academic Freedom at CCBC*

| Semester | Spring 2009 | Spring 2010 | Spring 2011 |
|------------------------------|-------------|-------------|-------------|
| Percent Satisfied* | 65% | 72% | 74% |
| Percent Dissatisfied* | 12% | 7% | 6% |
| *Neutral responses not shown | | | |

In order to protect intellectual property rights, CCBC's Board of Trustees approved an intellectual property policy on September 21, 2011. This policy addresses ownership and use of materials, reflects policies and guidelines established by a number of different higher education associations and peer institutions, and applies to both individuals hired by the College and to students (See Exhibit 6.3, Intellectual Property Policy).

Integrity in Student and Personnel Matters

As with curricular matters, CCBC consistently applies principles of fairness, equity, and due process to its treatment of students, faculty, and staff. CCBC complies with all applicable laws such as the Family Educational Rights and Privacy Act (FERPA) and Americans with Disabilities Act (ADA).

In 2008, CCBC created the Office of Judicial Affairs to administer a disciplinary process that maintains the integrity of the academic community, protects student rights, and promotes standards of student behavior that support CCBC's mission, vision, and values of learning. The goals of the Office of Judicial Affairs are as follows: to provide opportunities to resolve student conduct issues before they escalate to Code of Conduct violations; to implement the Code of Conduct in a consistent, fair, and timely manner; and to educate the College community on issues related to the Code of Conduct. Effective January 2010, the Code of Conduct was linked to the Student Incident Report (SIR) form that is available on the desktops of all faculty, staff, and public-use computers.

In 2008, CCBC vetted a major revision to the section on academic integrity in the student Code of Conduct through its shared governance processes. This revision was implemented in July 2010. The changes were communicated to students and faculty in various ways, including the College catalog, the CCBC website, the Student Portal, the CCBC Student Handbook, the Judicial Affairs website, and presentations at a variety of in-house professional development activities. Having gathered sufficient data by the spring of 2012, the Office of Judicial Affairs will begin a yearly process of tracking decisions that were made in relation to violations of the academic integrity policy in order to assess consistency and to determine if any other conclusions might be drawn based on the data.

Since January 2010, Student Incident Reports have been submitted electronically through Maxient, a student conduct records management system. Between January 18, 2010, and December 31, 2011, CCBC's Office of Judicial Affairs received 643 SIRs reporting behaviors in the categories of academic dishonesty, student misconduct, and threatening/concerning behavior. The processes for

submitting formal academic complaints by students, such as non-admissions into selective curricula, grade disputes, and professorial judgments regarding academic matters, are detailed on the MyCCBC website, which is hyperlinked to the College catalog. The CCBC Syllabus Template, approved June 29, 2010, and updated in Spring 2011, requires all faculty members to embed a hyperlink in their syllabi to the MyCCBC website. CCBC responds to students' complaints progressively at the departmental and school levels and then at the College level. Additionally, students have the ability to provide anonymous feedback related to professorial judgment and interactions through the biannual administration of the Course Instructor Evaluation Questionnaire (CIEQ). Statistical results from the CIEQ student evaluations are reviewed at individual and departmental levels and are maintained for a three-year period in the Vice President of Instruction's office. In Spring 2011, an internally prepared student evaluation instrument was piloted in distance education classes and subsequently institutionalized as of Fall 2011.

In August of 2010, the Senate created a parallel process for non-class-related concerns about the operations of the College. These concerns are to be brought to the attention of the appropriate Campus Dean or the Coordinator of Evening and Weekend Campus Services for disposition.

Several significant projects implemented in the last three years demonstrate CCBC's commitment to assure equitable and consistent treatment for College faculty and staff. The Excellence, Security, and Professionalism (ESP) program, implemented in 2008, addresses important issues in hiring, promotion, evaluation, retention, and compensation for the full-time faculty (Refer to Standard 10). Paralleling the ESP program for faculty was the Classification and Compensation study, which focused on classified and professional staff position descriptions and compensation revision. Both of these processes were approached by the College with an appreciation for all the employees needing to have a voice in the process. Committees that worked on the proposals and implementation of these projects included representatives of faculty, staff, administrators, and the union. Inclusiveness was central to assuring equitable and consistent treatment.

Employee Survey results support this commitment to equitable and consistent treatment of faculty and staff at CCBC, as indicated in Table 6.2.

Table 6.2: *Selected Employee Survey Results*

| Questions | Spring 2009 | Spring 2010 | Spring 2011 |
|---|-------------|-------------|-------------|
| The administration at CCBC has dealt fairly with the faculty: | | | |
| Agree* | 77% | 73% | 70% |
| Disagree* | 10% | 12% | 16% |
| CCBC was effective at evaluating faculty: | | | |
| Agree* | 66% | 66% | 71% |
| Disagree* | 17% | 21% | 18% |
| CCBC values the diversity of its employees: | | | |
| Agree* | 72% | 71% | 77% |
| Disagree* | 9% | 9% | 8% |
| *Neutral responses not shown | | | |

The processes for handling complaints from various constituencies are regularly reviewed with a focus on continuous improvement by individuals with legitimate authority. Staff complaints tend to involve charges of unfair treatment from either supervisors or co-workers or sexual harassment. Harassment complaints are shared with Human Resources staff, who record them, provide advice, and, when possible, immediately resolve them. Because sexual harassment complaints are one of the most common categories, Human Resources staff has created a system to track individual participation in mandatory harassment prevention training at least once every three years; has added an online training capability; and has reinstated this training into the new employee orientation

program. As of January 2011, Human Resources staff has instituted a database to track complaints. Since January, there have been 34 complaints filed, 13 of which dealt with sexual harassment and 18 dealt with unfair treatment. Information for previous years is being compiled; this database is a work in progress.

In addition to sexual and other types of harassment, the Executive Director of Human Resources handles complaints from faculty and staff about supervisory actions that are inequitable, including union grievances. Union grievances tend to be based upon disciplinary actions taken by supervisors, procedural inequities, and terminations for cause. During the 2011 calendar year, only two second-step grievance hearings were held. Informal meetings between union leaders and management representatives have been helpful in building a strong relationship, which has resulted in fewer formal complaints and more informal resolutions of grievances. The Human Resources Department has instituted supervisory training to improve the preparation of supervisors who deal with staff. In addition, using a recently created system, the Human Resources Department tracks patterns of complaints and uses this information to plan future training. This tracking will include any examples where exceptions to policy, if any, are made to existing policy.

Formal lawsuits, Equal Employment Opportunity Commission (EEOC), and other formal complaints are handled by the Vice President for Administrative Services, who maintains a comprehensive file on each case. There have not been patterns noted in these matters other than discrimination-based equal employment opportunity charges. The Office of Human Resources reports that two EEOC charges have been filed against the institution in 2012, five in 2011, and two in 2010. No employee-initiated lawsuits have been filed against the College within the past two fiscal years. Faculty, staff, and students may make informal complaints as part of the satisfaction surveys that are conducted annually by the Office of Planning, Research, and Evaluation. All survey comments are read verbatim by the President, and unit-related comments are read by unit supervisors. Individual departments utilize this data in their planning for the coming year.

In order to preserve the reputation of the College, employees are expected to devote their best efforts to the interests of CCBC and the conduct of its affairs by maintaining high standards of honesty, integrity, impartiality, and conduct. To that end, any activities or business associations that represent or appear to represent a conflict of interest between the interests of the College and the employee are unacceptable. Guidance is provided in the Employee Handbook as to what may constitute a conflict of interest.

Employee dismissal is handled in accordance with the procedures described in the CCBC Employee Handbook. An employee who has completed the probationary period but who has failed to maintain acceptable performance shall be subject to termination. A progressive disciplinary process is utilized where appropriate and includes verbal warnings, written warnings, and suspension before discharge is considered. A discharged employee may appeal the termination decision in accordance with the appropriate grievance procedure, employment agreement or contract, and/or appropriate labor union agreement. Involuntary separations may also occur whereby termination is recommended during the probationary period for failure to meet performance standards or for permanent/chronic physical or mental ailments that prevent the employee from doing his/her job with or without reasonable accommodations.

Reporting Changes in Status

CCBC Senior Staff has communicated the Middle States Commission on Higher Education (MSCHE) substantive change policy and process to the pertinent members of its leadership team so that changes of a substantive nature that fall within the purview of this policy can be communicated to MSCHE in an accurate and timely manner. A new Accreditation Liaison Officer (ALO) was appointed at CCBC in 2009. The ALO reports to the Vice President of Instruction and stays abreast of

any changes in MSCHE rules and regulations and how they may affect institutional reporting in this era of increasing accountability. For instance, it was determined that CCBC's Owings Mills and Hunt Valley locations had expanded whereby they met the requirements to be classified as additional locations. Since the Owings Mills facility was reviewed as part of the evaluation team visit for Catonsville Community College in 1996, the Owings Mills location could be "grandfathered" as an additional location. However, it was necessary to file a substantive change request to change the status of Hunt Valley from an instructional site to an additional location. As part of the same substantive change documentation, approval was requested for CCBC Randallstown to operate as an additional location. Approval was secured in September 2011; CCBC Hunt Valley was reclassified to an additional location, and CCBC Randallstown was designated as an additional location.

A groundbreaking ceremony was held in July 2011 to construct a new facility for CCBC Owings Mills. Prior to the opening of this new site and credit classes being offered, a substantive change request will be filed for the new CCBC Owings Mills location to ensure CCBC's compliance with the MSCHE substantive change policy and processes.

Integrity in Communication and Respect for the Other

CCBC's Strategic Plan FY2011 to FY2013 defines inclusiveness as welcoming, respecting, and embracing the differences and similarities of employees, students, and the community served. The following are just a few of the areas involved in this important value:

- The College's Office of Multicultural Affairs (OMA) fosters the creation of a culturally conscious environment where equal educational access and opportunity are provided to persons of every race, ethnic heritage, gender, religion, ability, and sexual orientation. In collaboration with existing College programs and offices, the OMA promotes and facilitates the academic, professional, and personal development of the CCBC community with an emphasis on underrepresented groups.
- The Office of Professional and Organizational Development within the Human Resources Department provides information and educational training about issues related to compliance with regulatory standards, discrimination, harassment, diversity, and disabilities as well as data collection regarding these issues.
- In Fall 2009, CCBC was invited to participate in the national community college initiative Achieving the Dream (AtD). A major component of AtD focuses on CCBC's efforts to close the racial achievement gap. Such projects demonstrate the College's commitment to equality of outcomes for students and not just equality of treatment.

To promote honesty and truthfulness in public relations announcements, advertisements, and related admissions materials and practices, these and other types of communication are routinely examined during their respective production and publishing processes to ensure an accurate and truthful representation of the content they address. To ensure accuracy, project managers and creative staff consult the appropriate college experts for validation during the review and approval process prior to publication. This validation may come from curriculum experts in Instruction, data experts from Planning, Research and Evaluation, or experts from any number of other college wide functions such as the Registrar's office, Financial Aid, etc. depending on the specific communication in question.

One of the most important ways that CCBC has dealt with integrity is through improved communication. The push to improve internal and external communication at CCBC started with the President and has permeated every level of the College. These communications from the President highlight how CCBC is fulfilling its institutional mission and achieving its strategic goals.

During Dr. Kurtinitis's presidency, concrete and symbolic steps have been taken to improve communication as illustrated in the following examples.

- President Kurtinitis posts the highlights of her weekly schedule and the minutes of every Senior Staff meeting in the *Daily Post*, the College's intranet.
- The President gives three major College addresses each year at the following faculty and staff events: Fall Focus, the Teaching Learning Roundtable Fair, and the Professional Development Conference. These addresses are videotaped and made available to anyone who cannot attend.
- The President uses e-mail, individual letters, and articles in the student newspaper, *Connections*, and the *Daily Post* throughout the year to communicate important issues to faculty, staff, and students.
- Whenever there is a major issue that has a broad impact, such as a change in health coverage, fora are held on all three campuses and are videotaped for anyone who cannot attend.

To enhance the flow of information and promote workplace efficiencies, improved communication methods and technologies have been implemented strategically at the College. The College now uses SharePoint as an authoritative repository for official College documents, policies and procedures, forms, and institutional reports as well as a communication pathway for academic schools, departments, and committees. To assure that emergency messages are received and emergency situations are handled correctly, the Vice President for Administrative Services has had redundant systems put into place, including an Early Alert System with messages coming in multiple forms, soft phones and panic buttons at faculty stations in classrooms and labs, Blazer messages on all CCBC computers, the Axis Television system, and an external siren system. CCBC faculty, staff, students, and the community members it serves can view CCBC's Institutional Profile as well as its Self-Study Report, Periodic Review Report, and Evaluation Team Report from the CCBC website.

Findings and Conclusions

The Community College of Baltimore County is compliant with the Middle States Fundamental Elements of Integrity. In keeping with the institutional value of Integrity, CCBC's practices and procedures ensure that the College adheres to clearly articulated ethical standards and to its own policies.

Recommendations

None

STANDARD 7: INSTITUTIONAL ASSESSMENT

The Standard 7 committee was charged with review of the College's institutional assessment program to determine the extent to which it adheres to Standard 7 principles:

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

Overview

Following a period of leadership change and administrative restructuring, the Community College of Baltimore County (CCBC) is actively building upon its long history of success in the area of learning outcomes assessment and replicating this success throughout the College in the area of institutional assessment. CCBC's institutional assessment process is an integrated and proactive process that evaluates the College's achievement of its mission and goals and documents its culture of evidence through a system of feedback and continuous improvement.

CCBC has a long history of relying on data to identify and refine goals, to develop possible strategies for meeting those goals, and to measure progress. The College uses many measures to collect authentic data to assess student learning, general education, programs, and the accomplishment of organizational goals. With the support of the Office of Planning, Research, and Evaluation, the College interprets data against established benchmarks and develops appropriate interventions to increase student success, improve planning, and grow the overall effectiveness of the institution.

The College shares assessment information with internal and external constituents using venues such as fora, professional development activities, college-wide events, Board of Trustees presentations, and the College website. In addition, the up-and-down administrative structure facilitates the flow of information.

CCBC maintains a documented, organized, and sustained assessment process replete with evidence, widely communicated to College and community stakeholders and supportive of its strategic value of Excellence:

We strive for personal and organizational improvement and the wise and prudent management of our resources. We will continuously improve teaching and learning experiences to meet or exceed the needs of the workplace and the highest expectations of our community. (CCBC Strategic Plan FY2011 to FY2013)

Important References to Review

Unit Operational Plans

Learning Outcomes Assessment Annual Report

Analysis of Evidence

Institutional assessment at CCBC is defined, developed, and deployed through its mission, goals, and Strategic Plan. In the FY2011 to FY2013 Strategic Plan, three of the four strategic directions, Student Success, Teaching and Learning Excellence, and Organizational Excellence, specifically reference the use of assessment measures in meeting the direction. With its emphasis on partnerships, relationship building, and external development opportunities, the Community Engagement strategic direction is measured by examining survey feedback and metrics related to funding sponsorship.

CCBC, along with all other community colleges in Maryland, utilizes 35 indicators of institutional effectiveness developed by the Maryland Community College Research Group and refined by the Maryland Higher Education Commission (MHEC). These indicators are reflected in the Performance Accountability Report (PAR). Every five years, MHEC assesses the indicators to determine their

sustainability. The indicators provide critical assessment of how well a college is performing in six broad categories:

- Accessibility and affordability
- Quality and effectiveness, student satisfaction, progress, and achievement
- Diversity
- Economic growth, vitality, and workforce development
- Community outreach and impact
- Effective use of public funding

After input from CCBC's Office of Planning, Research, and Evaluation (PRE), benchmarks for each indicator are established by Senior Staff and are ultimately approved by the Board of Trustees. Each year, progress toward meeting the benchmarks is assessed, and the information is reported to Senior Staff and the Board of Trustees prior to submitting the PAR report to MHEC.

An additional checkpoint for effectiveness is the Student Learning Outcomes Assessment Report (SLOAR). MHEC requires Maryland public two- and four-year colleges to submit the SLOAR report every five years (See Exhibit 7.1, 2011 Student Learning Outcomes Assessment Report). This report summarizes all institutional assessment activities but focuses heavily on assessment of core learning outcomes, such as those embodied in a general education program. In this report, the institution must address how it adheres to the Middle States Commission on Higher Education fundamental elements to guide its planning and implementation of assessment activities and must provide information on direct and indirect measures of assessment, including a summary of interventions, results, and student outcomes.

The formation of INPARC resulted in a more comprehensive, proactive, and mindful approach to planning and assessment across the College. Yearly progress reports are submitted to INPARC and are used to refine unit objectives or develop new objectives based on the assessments (See Exhibit 7.2, INPARC Progress Reports). The annual progress check is completed by each department's Dean or Director in consultation with his/her respective staff and the respective Vice President, who assesses progress and assigns any further direction to the department to assure alignment with the College's Strategic Plan. At the institution level, PRE provides ongoing oversight to this process and analyzes results to offer summative feedback to each major area.

The progress feedback from the Vice Presidents and PRE is used by each College department to evaluate measures, methods, and processes associated with each objective and to document evidence of quality improvement activities that have occurred. Based on this annual evaluation, departments may adjust their resource allocation and/or processes to better accomplish identified strategic objectives. In this way, a rolling one-year review within a three-year plan becomes an effective way to allocate and utilize scarce resources, helping to facilitate renewal and positive change in each successive fiscal year.

For example, in support of strategic goals Teaching and Learning Excellence and Student Success, the School of Justice departmental goals developed during the College's program review process were aligned with the Office of Instruction's Comprehensive Academic Plan (COMAP) and the Enrollment and Student Services operational plan, resulting in a series of unit-level objectives designed to improve enrollment, retention, and graduation rates. Within the Administrative Services Unit, the Facilities Management Department developed a goal to move from a decentralized to a centralized organizational structure. The College engaged an external consultant to assess the existing Facilities Management structure and to recommend changes to implement a one-college, service-driven organization. The final reorganization plan includes streamlining of existing staff, thawing of positions to hire new staff, consolidation of office space, and implementation of a computerized maintenance management system. The addition of this system is significant in that it will increase efficiency in servicing maintenance requests and provide tracking from a central repository. This

initiative aligns with the Organizational Excellence strategic goal (See Appendix N, School of Justice and Facilities Management Unit Operational Plan Templates).

In support of the Student Success strategic direction, the Division of Continuing Education and Economic Development (CEED) in FY2010 to FY2011 developed an objective to enhance student services for select continuing education students/programs. Evaluative measures included a plan for new approaches and a report on students served. Initially, this objective was targeted for FY2013 completion. At the end of FY2011, performance indicators were such that the objective was deemed to have been completed. Strides were made for Continuing Education students in the areas of financial aid and academic advisement. The CCBC Opportunity Grants financial assistance program was extended to include Continuing Education students, with 178 students awarded \$67,560 in scholarships. To assist advising staff in servicing its students, CEED staff organized and collated informational materials for over 55 Continuing Education certificate programs. Financial and advisement support is critical for all students to successfully complete their goals.

In assessing progress toward achieving its mission, the College uses multiple direct and indirect assessment measures, both qualitative and quantitative, including trend data, internal survey data, pass rate data, learning outcomes assessment data, and program assessment data. The use of direct and indirect assessment provides cross-analysis of how CCBC is meeting the goals and objectives in the Strategic Plan. CCBC also utilizes a combination of nationally recognized and normed external survey instruments, such as the Course/Instructor Evaluation Questionnaire (CIEQ), the Community College Survey of Student Engagement (CCSSE), and the Measure of Academic Proficiency and Progress (MAPP) (See Institutional Outcomes Assessment, pp. 95-158, in Learning Outcomes Assessment Annual Report).

All assessment measures utilized at the College are vetted to assure the goals of each assessment will be satisfied through the use of the specific measure chosen. For example, when developing a learning outcomes assessment (LOA) project, if a nationally recognized assessment is not being used, the LOA team develops the assessment measure and then submits it for external validation through the use of external consultants in the field. The use of either nationally recognized instruments or other forms of external validation ensures the assessment tool is of the highest quality and produces results that the College can utilize with confidence in planning, budgeting, and resource allocation. CCBC is one of the few community colleges to include external validation as a key component in its assessment program.

Assessment at CCBC receives college-wide support from both faculty and administration. Past criticism from faculty and staff that the need for assessment and use of assessment results are not clearly explained nor communicated has been actively addressed through a wide variety of internal events and dissemination measures. These events educate faculty and staff on the need for assessment, the CCBC assessment process, and how the results are used to improve College services.

The Learning Outcomes Assessment Advisory Board (LOAAB), established in 2001, provides ongoing oversight of and guidance for all assessment activities but particularly those activities related to instruction, including general education, course-level, and program-level assessment. The main functions of LOAAB are to support and communicate assessment activities, to coordinate assessment projects so that one effort supports another, to disseminate assessment results, and to organize professional development activities where faculty share best practices in assessment as well as assessment results and improvements. Membership includes faculty, staff, and administrators from academic and student services constituencies of the institution. Members serve as assessment advocates through planning and participating in professional development activities and communicating assessment events to their areas of responsibility to widen participation.

CCBC began its LOA assessment program over 10 years ago. During that timeframe, over 25 assessment projects have been completed. At any specific period in time, CCBC will have multiple

LOA projects in various stages of completion. The results of these projects are shared college wide through the Learning Outcomes Assessment Annual Report. This report is a comprehensive document that describes in detail the status of all assessment projects and highlights improvement interventions employed by each. Interventions implemented as a result of LOA project data typically result in improved student learning and success (See Appendix O).

The LOA Annual Report also provides an opportunity to contemplate data that does not demonstrate results that were hoped for, offering a means to reflect on strengths, weaknesses, and avenues for improvement. This way of thinking about assessment moves the conversation beyond anecdote to effective institutional change.

CCBC has administered The Community College Survey of Student Engagement (CCSSE) four times beginning in 2004, with the 2010 results much improved from previous administrations. These results are the outcome of concerted efforts made by the Office of Instruction to increase student engagement and by Enrollment and Student Services' reliance on this data to guide strategic planning for improvement (See 2004, 2006, 2008, 2010 CCSSE Trends Report, in Learning Outcomes Assessment Annual Report, p. 97). The next administration of the CCSSE will occur in 2012. The College plans to continue to use CCSSE as a tool to inform assessment and student success strategies.

The results of all institution-level assessments are shared with the President and Senior Staff throughout the year and with the Board of Trustees. Each Vice President is responsible for distributing assessment data to his or her staff. PRE shares assessment results with the College community through college-wide e-mails and postings on the College's intranet. Assessment results are also shared at various annual college-wide events through presentations and best practices workshops. A progress report that indicates how successful CCBC has been in meeting its operational plan objectives is officially presented to the College community at the Fall Focus meeting. This information is also reported to the College's Board of Trustees, the County, and the broader community at large and is used to develop subsequent strategic plans.

Each May during Professional Development Day, the President shares major College initiatives and the results of the prior year's Employee Satisfaction Survey, addressing concerns of faculty and staff that were revealed in the survey results. Specific improvements as a result of the Employee Satisfaction Survey include the following:

- Increased internet capacity
- Improved sound and projection systems in classrooms
- Expanded employee benefits
- Reorganization of the Human Resources Department
- Increased security measures by increasing Public Safety officer force, installing security cameras, and installing panic buttons in high-service areas
- Implementation of a single College phone number
- Expansion of shuttle service to the three main campuses

Given the emphasis on user-centric web design coupled with improved web technology, CCBC has recently undertaken a comprehensive assessment of its website and associated content management system with the assistance of a national consultant. The current information architecture of CCBC's website is largely based on the College's organizational structure, which was common practice when the system was designed nearly ten years ago. Senior Staff is committed to upgrading the current structures to provide for more dynamic content delivery. As the next step, a vendor for the implementation will be identified through the College's RFP process; and Board of Trustees approval will be requested at the April 2012 meeting. It is anticipated that a new website will improve the accuracy, integrity, and timeliness of internal and external College communications to support the

strategic direction of Organizational Excellence and the related institutional goal to improve communications to inform, engage, and involve internal and external communities.

CCBC's institutional assessment process is supported from the highest levels of administration, resulting in a substantial funding and resource commitment. Despite external funding cutbacks, the President and Senior Staff have committed to providing the necessary institutional resources for assessment and for the improvements implemented as a result. The College's budgets from FY2009 through FY2011 illustrate this commitment, with significant increases in monies targeted for instruction (+14.5%), academic support (+7.3%), student services (+10.6%), and institutional support (+1.2%). Resources have been targeted to many assessment activities, including the following:

- Administration of the MAPP, CIEQ, and CCSSE
- Internal surveys and scans for student satisfaction, graduates, non-returning students, continuing education students, and online students
- Increased hiring of temporary and full-time advising staff after reviewing assessment results, leading to a budgetary increase of \$1 million over a three-year period (Refer to Standard 9).
- Multi-year assessments for learning outcomes and general education assessment, which include costs for external evaluation or purchasing of nationally recognized assessments, expenses associated with reassigned time for assessment coordinators, faculty stipends, costs for data collection and review, and costs associated with design and implementation of course-level and program-level improvements

In July 2009, CCBC announced its participation in Achieving the Dream (AtD), a nationwide initiative to improve success rates among community college students (Refer to Standard 13). Detailed information related to this initiative was communicated to the College during the 2009 Developmental Education Symposium and Fall Focus, two events which kick off the academic year. The components of the project and assessment data compiled during the AtD study were shared, and attendees were invited to participate in breakout sessions related to AtD. Post-event fora were scheduled on each campus throughout the Fall 2009 semester to present the project. In addition to relaying pertinent information about the project, these efforts conveyed to the College at large that, as stated in the Strategic Plan, "individual student success is our collective success."

The adoption of AtD at CCBC has had a tremendous impact on planning, budgeting, and resource allocation across the College. The projected costs for the various AtD initiatives, including assessment, are over \$1 million and are funded primarily through internal budgetary measures (See Appendix A, Achieving the Dream Implementation Plan). CCBC's participation in this initiative specifically addresses the College's strategic goal of Student Success. In support of AtD, among other measures, the FY2011 County Council budget included an additional \$6.7 million in funding, an increase of 9.8% over FY2010 and 14.5% over FY2009. Academic support funding was increased by an additional \$542,000 over FY2010 (See Exhibit 7.3, CCBC FY2011 Operating Budget). In addition to increased funding, other resource allocation requirements in support of AtD include the following:

- additional faculty for accelerated learning courses
- classroom space for additional sections of accelerated courses
- space for the accelerated writing program
- additional staffing in PRE for data collection and analysis
- equipping classrooms with laptops for technology requirements of AtD initiatives

The Instructional Technology Council allocates funds with Senior Staff approval to ensure critical programs such as AtD are adequately supported. In addition, grant resources were tapped through the Office of Institutional Advancement to support AtD and its initiatives, including a financial literacy grant with Citigroup for the development of a "Money Matters" CD for use in various courses.

In the Fall of 2011, CCBC was awarded a Title III grant to support its goal of increasing student engagement, persistence, and completion rates. The award of this grant enables CCBC to expand its ongoing efforts to address these success indicators and to engage in a continuous feedback loop through well-defined evaluative criteria. With its rigorous developmental education and student support goals, this grant strengthens the initiatives of the Achieving the Dream project and positions the College to institutionalize practices of success.

CCBC held a Completion Summit in January 2011. This was a full-day retreat for faculty and staff to discuss the broad outline of community college completion goals proposed by various state and national groups and by private organizations to improve community college completion rates. Attendees included over 100 members of the College leadership as well as a number of student representatives. The focus of the Summit was to drill down from the broad concepts to develop a CCBC completion definition and a structure from which a plan would be developed. With the participation and collaboration of faculty, staff, and students, an outline for CCBC's Completion Agenda was developed and vetted throughout the college community. As a result, a final CCBC completion document, *The CCBC Completion Agenda: Maximizing Student Success for a Stronger Workplace*, was crafted and was unveiled at the 2011 Fall Focus (See Appendix P). This event had a major impact on investing the College community in completion efforts, creating a framework from which to develop success strategies and providing a platform for implementing success measures.

Findings and Conclusions

CCBC has built on its strength in learning outcomes assessment to infuse all areas of the College with a culture of accountability and improvement. Over the past six years, CCBC transitioned from a non-integrated assessment process to a top-down and bottom-up approach that successfully combines both operations and planning for a sustainable assessment process. Through the oversight provided by INPARC and LOAAB, CCBC's institutional outcomes assessment processes provide for both micro-level evaluation and assessment for various units, programs, and courses and macro-level review of college-wide data and statistics.

The institutional assessment process effectively and efficiently evaluates the College's achievement of its mission and goals and frames the development, review, and refinement of CCBC's strategic and operational plans at all levels of the College. The coordination of assessment activities and strategic planning at CCBC is truly a disciplined, coordinated, systematic, and sustained mechanism to achieve the College's goals and is an ongoing process that facilitates efficient fiscal control, effective allocation of resources, and improved services in every area of the College.

Recommendations

None

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

The Standard 8 committee was charged with review of the College's admissions and retention processes to determine the extent to which they adhere to Standard 8 principles:

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Overview

The Community College of Baltimore County (CCBC) has an open-door policy for admission and welcomes all potential students to pursue credit and non-credit offerings. This policy is congruent with the College's mission to provide accessible, affordable, and high quality education for the citizens of Baltimore County and the surrounding region. As stated in its admissions philosophy, CCBC provides accessible educational opportunities that are designed to help students prepare for entry into the workforce, transfer to four-year educational institutions, improve professional or occupational skills, and enrich themselves culturally and academically.

The College's admissions policies follow federal and state laws and regulations and Middle States Commission on Higher Education and Maryland Higher Education Commission requirements, Board of Trustees policy, CCBC academic requirements, and public school system policies and procedures regarding secondary education students.

The College's assessment of its Enrollment Management efforts was informed by the work of a national consultant who prepared an Enrollment Management Plan for CCBC during 2007-2008. The Plan was devised following a careful review of College planning documents, environmental scans, enrollment objectives, and an audit of existing enrollment management practices. The strategic use of industry best practices complemented the development of the Plan (See Exhibit 8.1). The integration of this Plan was evident in the development of the Unit Operational Plan by the Vice President of Enrollment and Student Services and the corresponding unit templates for Enrollment Management. Improvements have been realized in outreach communications and in leveraging human and technology resources.

These efforts facilitated the submission and award of a U.S. Department of Education Title III Strengthening Institutions Program grant, which will provide integrated enrollment services on all campuses by restructuring enrollment student support services into a one-stop arrangement. These services include admissions, registration, financial aid, and veterans' affairs. Staff will be trained to work as cross-functional teams to improve continuity of student services, contributing to student success and increasing persistence.

Important References to Review

Vice President's Unit Operational Plan for Enrollment and Student Services
2011-2012 College Catalog
2011 Performance Accountability Report

Analysis of Evidence

Admissions

Credit Programs. A prospective student begins by submitting a paper-based or online application for admission. The student then meets with an academic advisor who assists with course selection. A student may need to take the Accuplacer Placement Test if the courses for which he or she wishes to register have prerequisite requirements. The academic advisor can determine if the student is exempt from Accuplacer testing; the criteria for exemptions are included on the CCBC website at www.ccbcmd.edu/admissions/assess.html.

Continuing Education. For new Continuing Education students, admission and registration are open-entry, open-exit processes with the exception of allied health and human service offerings, which require prerequisites and/or acceptance prior to enrolling. Students may also choose to enroll in a wide variety of life enrichment and career training courses. A course schedule is mailed to the community four times each year and is available on the CCBC website.

The College has developed Continuing Education courses specifically for applicants whose placement test scores indicate they are not ready to meet the College's academic standards and expected learning outcomes. Students who do not meet cut-off scores are guided into Adult Secondary Education level courses that assist in building the student's skill level to meet the College's academic standards. In addition, the College serves as Baltimore County's adult basic education instructional program, offering classes in Adult Basic Education or Adult Secondary Education/General Education Diploma for adults who have not earned their high school diploma. The College's Adult Basic Education program also offers non-academic English for Speakers of Other Languages classes for persons with beginning to advanced speaking and listening English skill levels. All students in these offerings receive pre-enrollment assessment and course placement assistance by qualified staff in the CCBC Center for Adult and Family Literacy (Refer to Standard 13).

School of Health Professions. The CCBC School of Health Professions (SHP) admits students to the 12 degree and 7 certificate programs through a competitive selective process. The degree programs include Dental Hygiene, Emergency Medical Technology, Massage Therapy, Medical Laboratory Technology, Mental Health, Mortuary Science, Nursing, Occupational Therapy Assistant, Radiation Therapy, Radiography, Respiratory Care Therapist, and Veterinary Technology. The certificate programs include Computed Tomography, Emergency Medical Technology, Magnetic Resonance Imaging, Massage Therapy, Psychiatric Rehabilitation, Practical Nursing, and Physician Assistant. Application evaluation and admission processing are administered by the SHP Admissions Office. The admissions criteria are individualized to the program of study and align with the requirements of the program's accrediting body and advisory committee. The applications to SHP programs are accessed online using SIMON, the CCBC student information system. Specific information about SHP programs and admissions requirements is located on the SHP website at http://www.cbcbcmd.edu/allied_health.

International Students. CCBC welcomes international and immigrant students and offers programs and services to assist them in the admissions process. Specific criteria for admission based on the immigration and visa status of the prospective student are available through the College catalog at <http://www.cbcbcmd.edu/catalog/admissions/international.html>.

Required Disclosures for Current and Prospective Students

The College catalog is available in pdf and online formats at <http://cbcbcmd.edu/catalog/index.html> and is updated annually by the Office of Instruction. The catalog contains current information regarding the following: admissions policies and criteria; programs and services to promote student success, particularly for admitted students who marginally meet or do not meet CCBC's academic standards; academic programs and placement testing; financial aid, scholarships, grants, loans, and refunds; and policies and procedures regarding transfer credit and credit for extra-institutional college-level learning. Through CCBC's Future Students page on the CCBC website, <http://www.cbcbcmd.edu/future.html>, current and prospective students can locate information on many of these topics. Statements of expected student learning outcomes and gainful employment disclosures are posted in the College catalog. Institutional assessment results can be accessed by current and prospective students through CCBC's Performance Accountability Report (PAR) at http://www.cbcbcmd.edu/media/pre/par_report.pdf along with Student Consumer Information-Higher Education Opportunity Act (HEOA) Disclosures at <http://www.cbcbcmd.edu/heoa/index.html>.

Outreach Communication Materials

CCBC employs an extensive array of print and electronic communications to inform the public and other College audiences of the strength of CCBC's mission, the quality of its academic programs, and the diversity of training offerings and support services available (See Appendix Q). Many communications tools and initiatives are embedded within the Student Communication Plans for Current and Prospective Students (See Exhibit 8.2). Publications are designed to apprise internal and external stakeholders of the multiple ways in which CCBC fulfills its institutional mission and to notify current and prospective students of opportunities that promote student success, such as financial assistance, transfer articulation, and institutional partnerships. Revisions are made regularly to reflect program, policy, and/or procedural changes and to modify or rebrand the marketing message. Class schedule revisions are initiated by the Registrar's Office.

As indicated in Appendix Q, CCBC initiated the use of Hobsons Enrollment Management Technology in late 2009 to support recruitment and communications with prospective students. The Hobsons products currently used by CCBC include Connect (customer relationship management), Answer (virtual advisor), and Events (event invitation and registration). In addition, the CCBC Student Portal and the use of social media such as Facebook and Twitter have greatly enhanced communications. The success of these online communications is regularly measured using web tracking.

As part of providing these communication tools and outreach initiatives for students and the community, several positive outcomes have been achieved. Staff training and the implementation of communication technology have augmented CCBC's efforts to comply with HEOA regulations related to misrepresentation. Additionally, a consistent message is provided when working directly with prospective and enrolled students.

As illustrated in Table 8.1, the College's credit enrollment has steadily increased from FY2007 through FY2011 (See Exhibit 8.3, Annual Student Profile and Trends). The comprehensive Prospective Student Communications Plan has assisted the College in its recruitment efforts (See Exhibit 8.2).

Table 8.1: *Credit FTE, Registration, Headcount, and Course Sections*

| | <u>FY2007</u> | <u>FY2008</u> | <u>FY2009</u> | <u>FY2010</u> | <u>FY2011</u> |
|------------------------|---------------|---------------|---------------|---------------|---------------|
| FTE | 11,763 | 11,912 | 12,915 | 14,970 | 16,020 |
| Registrations | 115,146 | 117,252 | 126,955 | 147,742 | 159,719 |
| Unduplicated Headcount | 27,817 | 28,251 | 30,120 | 33,817 | 35,498 |
| Course Sections | 6,426 | 6,469 | 7,047 | 8,131 | 8,932 |

Source: Office of Planning, Research, and Evaluation

Financial Assistance

The College encourages all students to apply for financial aid through the Student Automated Response System (SARS), CCBC student e-mail, Financial Aid Internet TV on the CCBC website, and targeted financial aid outreach publications and information sessions. Approximately 55% of enrolled credit students receive some form of financial aid. Funds are available in the form of grants, scholarships, loans, and work-study provided through federal, state, institutional, local, and private sources. As reported by the Office of Financial Aid, early student awareness of the March 1 application deadline contributed to a 17% increase in the number of students applying for financial aid from FY2010 to FY2011. Detailed information regarding Scholarships and Fellowships is available in the IPEDS Finance Reports for FY2009 to FY2011 (See Exhibit 8.4, Part E, Scholarships and Fellowships).

CCBC participates in the Federal Family Education Loan and Direct Loan Programs. The College's institutional default rates for FY2007 to FY2009 are presented in Table 8.2 with the default rates for 2-3 year public institutions for comparison purposes. CCBC's default rates are reasonable given the default

rates of similar institutions, coupled with the realities of a challenging economic climate and increasing enrollments.

Table 8.2: *CCBC Default Rates Compared to Public Institutions (2-3 years)*

| Fiscal Year | CCBC | Public Institutions (2-3 Years) |
|--------------------|-------------|--|
| FY2007 | 11.9% | 9.9% |
| FY2008 | 7.5% | 10.1% |
| FY2009 | 11.7% | 11.9% |

Source: National Student Loan Data System

Sponsored scholarships and grants are available and are categorized as career/occupational, legislative, merit-based, need-based, and unique populations. These funds come from a variety of sources and are designed to assist both full-time and part-time students. For example, the CCBC Opportunity Grant provides financial support for students whose need is not met by federal, state, or private funds and who meet remaining eligibility criteria. The grant provides funding for direct costs including tuition, fees, and books. For FY2012, Opportunity Grant funding will provide \$500,000 to \$740,000 of aid to deserving students, with \$150,000 of the total designated for Completion scholarships. These scholarships are awarded to students who have completed approximately two-thirds of a credit degree or certificate to encourage them to persist and complete their programs of study (See Exhibit 8.5, Implementation Guidelines for the Opportunity Grant FY2012).

It is noteworthy that CCBC is one of many two- and four-year colleges in Maryland that have signed the Maryland Campus Compact for Student Veterans (http://www.ccbcmd.edu/media/news/ccbc_today/march11/veterans_compact.pdf). Participating institutions pledge to designate an office or staff person as a contact point for all student veterans to help them navigate everything from GI paperwork to behavioral health counseling. The Compact further requires campus officials to provide training for faculty, staff, and student leadership to promote greater awareness of veterans' issues. In support of this commitment, CCBC has a dedicated Veterans Certifying Official on the Catonsville, Dundalk, and Essex campuses to provide one-on-one assistance and counseling concerning all Veterans Administration education benefit programs and financial aid. In addition, the College is in the process of identifying space on each campus for a Veterans Resource Center.

In the spirit of continuous improvement, a Financial Aid Business Process Review (BPR) was conducted by a consulting firm in December 2010 (See Exhibit 8.6). The goal of this assessment was to maximize Financial Aid staff visibility and availability during peak times and to manage wait times. To leverage potential changes in system processing in order to minimize the length of lines, Financial Aid staff perform triage services in student waiting lines during peak times to meet student needs more quickly. Financial Aid brochures have been refined with the goal of assisting students in navigating the financial aid process and understanding financial aid terminology (See Exhibit 8.7, Financial Aid student brochures). Orientation sessions are held for financial aid recipients to include information regarding revised federal rules for Satisfactory Academic Progress. Group counseling is conducted for loan recipients. Based on suggestions made in the BPR to outsource the Financial Aid verification process, vendor presentations commenced in Fall 2011. Information is being gathered from qualified vendors, and the costs and benefits of outsourcing this process are being considered.

To heighten student and faculty awareness of the financial aid rules regarding Satisfactory Academic Progress, an informational campaign has commenced titled "Make the Grade, Save Your Aid." Current information regarding Satisfactory Academic Progress is available on the CCBC website, <http://ccbcmd.edu/financialaid/makethegrade.html>. Flyers containing this information have been distributed to the academic schools for dissemination to faculty and students.

In support of the Achieving the Dream plan, CCBC has created a financial literacy program entitled “Money Matters @ CCBC.” This program supports Completion Agenda efforts to increase the number of students who earn degrees, certificates, and other credentials by reducing financial constraints. A \$25,000 grant was received from Citi Foundation in December 2010 to fund the development of the program, including a financial literacy DVD (See Exhibit 8.8) that is used in the ACDV 101 orientation course.

Additional Improvements in Student Service by Leveraging Human and Technology Resources

CCBC Call Center. Using state-of-the-art call center technology and a team of eight full-time staff members including a Call Center Administrator, CCBC established its centralized Call Center in December 2010. The Call Center staff members are CCBC employees who function as subject-matter generalists with broad expertise to answer a wide variety of student inquiries. With the Call Center model, students have a single phone number to reach CCBC trained staff that provide standardized information regarding CCBC programs and services. This model provides improved customer service for students and enables CCBC to better comply with HEOA requirements regarding misrepresentation by providing standardized information to students. With the capability to monitor day and time volume, dropped calls, operational performance, and wait and service times, the College has the ability to adjust staffing to accommodate peak time volume, which can reach approximately 2,000 calls per day. The next phase of this initiative is to transfer calls to subject-matter experts in Financial Aid and the Registrar’s Office to answer more detailed questions.

Enrollment Service Centers (One-Stop Shops). In conjunction with the College’s Title III award in September 2011, the College is designing the framework and delivery services for a one-stop student services model to be piloted on the Dundalk campus. This model will provide for the co-location of enrollment functions for credit and non-credit students. Staffing plans will be created and job training provided to redeploy staff into cross-functional teams to offer consistent information and practices for admission, registration, and financial aid services. In accordance with the Title III grant’s project plan (See Exhibit 8.9), additional one-stop enrollment centers will be designed and piloted at other CCBC locations. These advances will facilitate the College’s efforts to comply with the HEOA requirement regarding misrepresentation. A Shared Services Center has been established on the CCBC Essex campus to serve as an electronic repository for digital imaging of student records and to fulfill other related functions, such as graduation audits, for students at all CCBC locations.

To promote continuous assessment and improvements in the Registrar’s Office, a BPR was conducted in April 2011 (See Exhibit 8.10). The focus of the review was to identify opportunities for implementing new functionality or improving existing functionality in the College’s information system, Banner; adjusting business processes to gain efficiency in service delivery; or outsourcing certain activities to free up local staff time. The results from the BPR are currently being reviewed.

Schedule 25. CCBC has adopted the Schedule 25 room scheduling software to better utilize its available space in scheduling classes and events at the College. As FTE enrollments have increased 36% from FY2007 to FY2011 as reported by the Office of Planning, Research, and Evaluation (PRE), this tool has enabled CCBC to meet student demand for services while maximizing its institutional resources.

CCBC Student Information System (SIMON). Online self-service options are available on the CCBC website using the student information system, SIMON. After assessment is completed, a student may manage his or her enrollment from application through graduation. Specifically, students can register for classes, add or drop classes as needed, change their status from credit to audit, review and pay account balances, view grades, print unofficial transcripts, and perform a degree and/or certificate graduation evaluation using CCBC’s Curriculum Advising and Program Planning system. As part of the Title III project plan, a new degree audit system, DegreeWorks, will be adopted to provide degree requirements for advisors and students in a simplified, user-friendly format.

Policies Regarding Award of Transfer Credit and Extra-Institutional College-Level Learning

CCBC's policies regarding award of transfer credit follow federal and state laws and are explained in CCBC's College catalog, <http://www.ccbcmd.edu/catalog/admissions/transferto.html>. Options for extra-institutional college-level learning are found at <http://www.ccbcmd.edu/catalog/admissions/creditothet.html>, and include articulation agreements with other colleges and universities that are displayed on the College's website, <http://ccbcmd.edu/agreements/articulation.html>. Credit for military training and education and credits earned by examination through the Assessment of Prior Learning (APL) program are also included. Specific information regarding these APL options can be obtained by visiting the APL website, <http://ccbcmd.edu/apl/index.html> (Refer to Standard 13).

The Tech Prep Articulation Program provides the mechanism to grant college credit to high school students who successfully complete a specific Career and Technology Completer Program or Advanced Technology Sequence in Baltimore County Public Schools (BCPS) and other secondary school systems. CCBC has established articulation agreements to award college credits for high school coursework. Details of these arrangements are located on CCBC's website, <http://www.ccbcmd.edu/techprep/index.html>.

CCBC also recruits and admits students into the Parallel Enrollment Program, a concurrent enrollment program for high school juniors and seniors who enroll in college courses and attend classes on CCBC campuses before graduating from high school, (<http://www.ccbcmd.edu/pep/index.html>) (See Exhibit 8.11, Profile of Parallel Enrollment Program Students, Fall 2006 to Fall 2010 and Spring 2007 to Spring 2011). Baltimore County residents are offered a 50% tuition discount that results in a large cost savings for students and their families. Table 8.3 illustrates that many students avail themselves of this program.

Table 8.3: *Parallel Enrollment Program Enrollment and Retention Statistics*

| Semester | Students Enrolled | Retention (Fall to Spring) |
|-------------|-------------------|----------------------------|
| Fall 2009 | 912 | 65% |
| Fall 2010 | 830 | 62% |
| Semester | Students Enrolled | Retention (Spring to Fall) |
| Spring 2009 | 769 | 45% |
| Spring 2010 | 806 | 47% |

Source: Office of Planning, Research, and Evaluation

In addition, CCBC and BCPS are partnering on a Diploma to Degree Program that will allow a student to earn an associate's degree in General Studies at CCBC while earning a high school diploma from BCPS. The program began in pilot form in Fall 2011 with 20 sophomores from BCPS.

Retention and Student Success

Developmental Education Program. CCBC is a recognized national leader in developmental education. Since 81% of incoming students lack basic skills in reading, writing, and/or mathematics (2011 Performance Accountability Report), CCBC has developed and implemented a comprehensive developmental education program to ensure that admitted students who marginally meet or do not meet the institution's qualifications can achieve expected learning goals and higher education outcomes. Through a full menu of initiatives in CCBC's Achieving the Dream implementation plan, CCBC is striving to enhance student retention and graduation/completion rates as reported in the PAR report (Refer to Standard 13).

A significant feature of the PAR is the Degree Progress Analysis, which provides student success rates based upon their level of preparation for college at the time of entry. Successful persistence rates for the last three cohorts indicate that students who have developmental needs and have completed their developmental course requirements are persisting at similar or higher rates as college-ready students as evidenced in Table 8.4.

Table 8.4: *Comparison of Persistence*

| | College-Ready Students | Developmental Completers | Developmental Non-Completers |
|------------------|------------------------|--------------------------|------------------------------|
| Fall 2004 Cohort | 80.0% | 81.6% | 46.1% |
| Fall 2005 Cohort | 79.5% | 84.3% | 44.0% |
| Fall 2006 Cohort | 74.9% | 84.4% | 42.4% |

Source: 2011 Performance Accountability Report

As a further testament to the strength of CCBC's developmental education program and its efforts to promote student success, graduation-transfer rates in the PAR after four years for developmental completers are competitive with those of college-ready students and far exceed those of developmental non-completers as evidenced in Table 8.5. These efforts are significant given the percentage of incoming students ill-equipped academically to handle college-level learning (Refer to Standard 13).

Table 8.5: *Comparison of Graduation Transfer Rates*

| | College-Ready Students | Developmental Completers | Developmental Non-Completers |
|------------------|------------------------|--------------------------|------------------------------|
| Fall 2004 Cohort | 55.1% | 49.5% | 27.3% |
| Fall 2005 Cohort | 60.3% | 53.9% | 28.8% |
| Fall 2006 Cohort | 57.7% | 51.8% | 26.8% |

Source: 2011 Performance Accountability Report

Retention Excellence Award. CCBC was one of four colleges to receive the 2011 Lee Noel and Randi Levitz Retention Excellence Award. Noel-Levitz, a higher education consulting firm, presents these awards to recognize innovative campus retention programs that have helped students reach their goals and persevere through graduation.

CCBC's School of Health Professions was honored for its Maximizing Nursing Student Success Program, which employs a three-pronged approach to student achievement, retention, and attainment. CCBC has seen significant gains in course completion and retention, nearly doubling the graduation rate prior to the start of this program.

College-wide Retention Trends. CCBC's retention has been very consistent over the time periods referenced in Table 8.6. The Current Student Communications Plan has supported the College in its retention efforts (See Exhibit 8.2).

Table 8.6: *Trends in Credit Fall-to-Fall and Fall-to-Spring Return Rates*

| | Full-Time Students | Part-Time Students |
|----------------------|--------------------|--------------------|
| Fall 07 to Fall 08 | 54% | 45% |
| Fall 08 to Fall 09 | 54% | 46% |
| Fall 09 to Fall 10 | 54% | 47% |
| Fall 10 to Fall 11 | 52% | 45% |
| Fall 07 to Spring 08 | 78% | 61% |
| Fall 08 to Spring 09 | 77% | 62% |
| Fall 09 to Spring 10 | 78% | 64% |
| Fall 10 to Spring 11 | 77% | 71% |

Source: Office of Planning, Research, and Evaluation

Title III Grant. Through full application of the Integrated Enrollment Services activity component of the Title III grant, one-stop enrollment services strategies will streamline student services by restructuring and simplifying operating procedures to include cross-training staff to modernize and improve service delivery. Staffing plans and job descriptions will be modified accordingly to meet the demands of the one-stop model.

Another component of the Title III grant focuses on an expanded advising and intervention assessment program designed to help students develop dynamic academic plans and clarify career goals through appropriate advising supports and application of an early alert warning system (Refer to Standard 9). A third component of the grant promotes developmental course reform by shortening the developmental pipeline and sustaining a student's academic momentum (Refer to Standard 13).

Qualitative and quantitative data will be collected through an interactive website established for the grant to include construction plans; business process redesign reports; student satisfaction surveys; and course completion, persistence, retention, and graduation reports from PRE. An internal evaluation team and external evaluator will be used to measure achievement of the project's goals and objectives and to take corrective action, as needed.

Additional Efforts to Support Student Success and Retention. For students who select a program of study in the School of Applied and Information Technology or School of Health Professions, four case managers are available to advise students in the selection of their programs of study and preparation for admission to these programs. In the School of Justice, one case manager who is funded through the Perkins grant is available to assist students.

Project SPARK and Project START are academic support programs available at the Catonsville and Essex campuses and are funded through the federal TRIO Student Support Services grant program. These programs assist eligible students to complete an associate's degree and to transfer to a four-year college or university as described in the College catalog at (<http://www.ccbcmd.edu/catalog/development/academicsupport.html>). The Upward Bound federal TRIO program, offered at the Catonsville and Dundalk campuses, serves deserving students who meet eligibility requirements and have the potential to succeed in higher education. Through intervention at the secondary school level, these programs provide academic, career, and financial counseling to participants and encourage them to graduate from high school and continue on to the postsecondary school of their choice.

Findings and Conclusions

The College's admissions policies are congruent with the mission of the institution and facilitate student completion of credit degree and certificate programs as well as non-credit opportunities. Comprehensive print and electronic publications are available to recruit students, develop their interests, provide information about financial resources, and guide them through their chosen path. Regardless of a student's point of entry or academic readiness, extensive resources are available to help him or her with goal achievement.

The College's decision to adopt a one-stop model for the Enrollment Services Centers supports the strategic direction of Organizational Excellence and the related institutional goals to align policies, procedures, processes, and operations to ensure consistency, fairness, and effectiveness across the College and to revitalize and enhance the physical infrastructure. The implementation of the Student Automated Response System (SARS), Call Center operations, Schedule 25 room reservation system, and SIMON system has improved operational efficiencies to support Organizational Excellence and the related institutional goal to improve programs, services, processes, and operations by upgrading technology.

Recommendations

None

STANDARD 9: STUDENT SUPPORT SERVICES

The Standard 9 committee was charged with review of the College’s student support services to determine the extent to which the institution provides services that adhere to Standard 9 principles:

The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.

Overview

The Community College of Baltimore County (CCBC) provides a wide array of student support services to promote the strategic direction of Student Success and to advance student retention and completion efforts. Students are introduced to these services and related College policies and procedures through the Student Handbook, which is updated annually through the Office of Student Life and available in print and online in pdf format.

Following a comprehensive assessment of functions in the Enrollment and Student Services (ESS) area by CCBC staff under the guidance of a national consultant, CCBC submitted and was awarded a Title III Strengthening Institutions Program grant in September 2011. One of the key components of this grant is advising and intervention services, including creation of a comprehensive advising system. These efforts will support the Achieving the Dream implementation plan and related priority of comprehensive academic advising.

Important References to Review

Student Handbook
Vice President’s Unit Operational Plan for Enrollment and Student Services
Organizational Chart

Analysis of Evidence

Student Support Services and CCBC’s Mission

CCBC provides all credit students with an integrated, comprehensive student services program. To better fulfill the College’s mission, all student services functions were reorganized into three main areas: College Life, Enrollment Management, and Student Development. A rigorous review and subsequent revision of ESS services and programs was started in 2010.

The College’s student support services and programs are incorporated in the ESS Unit Operational Plan, SOAR Higher, and are the administrative responsibility of the Vice President of Enrollment and Student Services. Deans manage the broad areas of College Life, Enrollment Management, and Student Development as shown in Table 9.1. The management of the Enrollment and Student Services area has also been streamlined with one Director maintaining ultimate responsibility at the institutional level and Assistant Directors supervising implementation and alignment at the individual campus level.

Table 9.1: *Activity Management within Enrollment and Student Services*

| College Life | Enrollment Management | Student Development |
|-----------------------|--------------------------------|-----------------------------|
| Athletics | Admissions | Academic Advising |
| Commencement | Financial Aid | Career Services |
| Judicial Affairs | International Student Services | Clinical Counseling |
| Multicultural Affairs | Outreach Communications | Disability Support Services |
| Student Life | Registrar’s Office | Federal TRIO programs |
| | Enrollment Services Centers | |
| | Veterans’ Affairs | |

New areas and services that have been added recently to the menu of student support services include a Behavior Intervention Team and the Office of Judicial Affairs. A Behavior Intervention Team was developed in response to a dramatic increase of disconcerting behaviors demonstrated by students in crisis (See Exhibit 9.1, Behavioral Intervention Team Plan). The Office of Judicial Affairs was established in response to recommendations from a nationally recognized consultant/strategic management expert to address a substantial increase in disruptive behaviors by students, both inside and outside the classroom, requiring many hours of adjudication (See Appendix R, Office of Judicial Affairs, Summary of Activities, 7/1/08-12/31/11).

Student Needs

The College employs various strategies to identify and address student needs. Trend data from the results of the 2006, 2007, 2008, and 2010 Student Satisfaction Surveys show a consistent level of satisfaction (82% – 84%) that CCBC is helping students meet their educational goals. Over the same periods of time, there was an increased level of satisfaction from 76% to 88% that CCBC is supportive of learning (See Exhibit 9.2, 2006-2010 Student Satisfaction Surveys). Personnel in Student Services have identified an increase in student needs and the services required to address those needs. The most compelling student needs identified are in the areas of mental health, financial aid, diagnosed and undiagnosed disabilities, civility, and clinical counseling. Services are offered in each of these areas, but increased enrollment has placed additional demands on those services.

Clinical Counseling. For those individuals experiencing mental health issues, professional clinical counseling services are provided on all three campuses. Referrals are directed from the other CCBC locations to one of the three main campuses.

The most frequent problems identified in the aggregated data were adjustment disorders, anxiety, and depression (See Appendix S, CCBC Counseling Appointments, October 2010 to December 2011). The clinical counselors provide short-term individual and group counseling. The counselors also offer crisis intervention, screenings/assessments for anxiety and depression, and stress management workshops. They act as liaisons between faculty, staff, and students.

Issues relating to Counseling Services were identified from the responses in the Student Satisfaction Survey and were addressed accordingly. As an example, students indicated a general lack of knowledge about the clinical counseling services, and faculty and staff requested referral protocols as well as general information. Based on the data, the counseling website was revamped to include additional information about the types of counseling services, links to relevant websites, and pertinent information for faculty (See <http://www.ccbcmd.edu/counseling/index.html>).

Other Counseling Services. Career Services offices and staff are available at the three main campuses to provide students with information, resources, and support necessary to plan for and achieve their educational and career goals. Students can access a bevy of online career and job search services at the CCBC website (See <http://www.ccbcmd.edu/employment/online/>).

Multicultural Affairs. The Office of Multicultural Affairs (OMA) works with numerous areas within the College to create and foster a culturally conscious environment where equal educational access and opportunity are provided to persons of every race and ethnic heritage, gender, religion, ability, and sexual orientation. Examples of annual OMA programming include the Culturally Responsive Teaching course and diversity training.

Disability Support Services. The Disability Support Services office supports students with disabilities in accomplishing their personal, academic, and career goals by coordinating programs and accommodations that provide equal access in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Increasing numbers of students enter CCBC with special needs ranging from autism spectrum disorders to limited English proficiency to academic and economic challenges. Although accommodations are determined on an individual need basis,

information on various student support services and accommodations can be accessed by both students and employees on the CCBC website at <http://www.ccbcmd.edu/services/index.html> and <http://www.ccbcmd.edu/ada/index.html>.

Financial Aid. The Financial Aid Office provides financial assistance to eligible students through multiple sources such as Federal Pell grants, Federal Supplemental Educational Opportunity Grants, the Federal Robert Stafford Loan Program, and Federal Work Study. The Financial Aid office also administers, advertises, and distributes scholarship information. Detailed information regarding the types of financial aid can be obtained from the College catalog (See <http://www.ccbcmd.edu/catalog/financialaid/programs.html>). A Veterans Certifying Official is available on each campus to assist students who meet eligibility requirements for veterans benefits (Refer to Standard 8).

Testing Centers. The CCBC Testing Centers support the institutional mission by providing comprehensive, affordable, proctored testing services to CCBC students and community members. As a member of the Maryland College Testing Association and the National College Testing Association, CCBC provides professional proctored testing services at the Catonsville, Dundalk, and Essex campuses and CCBC's extension centers located in Owings Mills, Hunt Valley, and Randallstown. In addition to administering placement tests, the Testing Centers enable CCBC students enrolled in distance education courses to complete exams in accordance with the College's authenticated assessment policy and for CCBC students in traditional face-to-face courses to complete faculty-approved make-up exams. CCBC students may sit for external exams, and secure testing is available for students from other colleges/universities or businesses in need of a proctored testing environment. These services are provided for a nominal fee.

Student Advisement. CCBC's advising services are managed by the Director of Advising, with Assistant Directors on each of the three main campuses and the Owings Mills Center. Professional advisors provide advising services to students in a centralized location on each of the campuses and extension centers. Advisors document their recommendations to students by electronic notations in the Banner application called SPACMNT, which provides easily accessible records of discussion highlights and recommendations, thereby promoting consistency in service delivery. The Schedule and Recording System (SARS) is used to gather data electronically on numbers of students using services. For FY2009 through FY2011, there were 66,443, 86,537, and 89,888 advising contacts respectively.

With the surge in CCBC enrollments, there is a concomitant increase in demand for advising services. To maintain an adequate quantity and quality of advising services, a comprehensive analysis of CCBC's academic advising program was completed in 2009. As an extension of this analysis and as a component of the College's Achieving the Dream plan, a committee worked with the Dean of Student Development and the Director of Advising to produce a draft of a comprehensive academic advising plan (See Exhibit 9.3, Academic Advisement Model, 2010). During the development phase, various best practices resources were consulted, including those from the National Academic Advising Association (NACADA). Formative assessment helped to shape the plan and included student focus groups for student entry processes. These focus groups highlighted several concerns. For example, student concerns about disorganized advising processes resulted in the implementation of advising labs. Communication issues have been addressed by a letter to students outlining sequential steps in the registration process. A concern regarding inaccuracy of information is being addressed by improved education to students about use of the online information system. Concerns about advisor training have resulted in a comprehensive two-tier training program, some of which is online.

Approximately 3,800 students participated in a pilot program that was conducted from mid-July through the end of August 2010 for use of Student Enrollment and Learning Labs (SELL) for advisement. The advising computer labs were developed as a means of providing students

independent access to the College catalog, the student registration system (SIMON), the degree audit (CAPP), and the state articulation system (ARTSYS) during peak registration periods. Students are provided with a packet of information that they can use in the lab, and advisors and student assistants are on duty to answer questions (See Exhibit 9.4, Student Advising Packets). Of the students surveyed, 98% indicated satisfaction with the labs as an efficient method of advisement for continuing students (See Exhibit 9.5, Academic Advising Lab Evaluation). Based on the positive results from the pilot, academic advising labs have been institutionalized during peak registration periods on the three campuses.

Another component of the plan, mandatory advising for continuing students at the 40+ credit level in designated programs by trained faculty advisors, was implemented during FY2012. Formative assessment to gauge student satisfaction with faculty programmatic advising is being conducted. An advising procedures manual to assist faculty with advising students has been prepared (See Exhibit 9.6, Faculty Advising Handbook).

The Office of Academic Advising has assigned advising liaisons to each of the academic schools and Continuing Education and Economic Development (CEED) to institute another element of the plan. The role of the Advising Liaison is to foster open communication with the academic schools and departments by attending school/department meetings, interfacing with department chairs and program coordinators, becoming a part of academic school listservs, serving as a link between the major area of Instruction and the Advising Training Committee, and offering joint presentations with faculty as requested. Another important function of the Advising Liaison is to update advisors with information from Instruction, which will be communicated electronically via the Advising Resource SharePoint page. In addition to advising credit students, advisors meet with students who are investigating CEED programs and certificates, referring students to appropriate CEED staff. The Advising Liaison for CEED helps to facilitate this process. Faculty and administrators are invited to bi-monthly Advising Department meetings to share program and services information.

As a testament to CCBC's efforts to provide a quality comprehensive advising program and to meet increased student demand for advising services, institutional resources were allocated to hire six additional full-time advisors in January 2011, increasing the total number from 22 to 28. Recruitment is underway to hire one additional advisor at both the Catonsville and Essex campuses.

Academic advising is also available online at <http://www.ccbcmd.edu/advising/guidelines.html>. An academic advisor communicates with students electronically, answering general questions regarding CCBC and programs of study within 24 hours during the work week. In FY2011, the online advisor had 2,329 advising contacts with students.

In Spring 2010, CCBC developed a Title III: Strengthening Institutions Program grant to support its comprehensive advising efforts that was subsequently awarded in September 2011. One of the key components of the grant is Advising and Intervention, which creates a comprehensive advising system to ensure students stay on track. An expanded assessment program helps students develop dynamic academic plans and clarify career goals; interval and faculty advising supports decision-making for short- and long-term academic goals. The reframed advising model activates an early alert system while providing intervention and support services to guard against disengagement and failure. To ensure continuous connection with students, a two-pronged developmental advising model incorporates systematic general advising that focuses on academic success and program advising that connects students to academic and career goals. Major objectives in the grant include increasing the number of students who have an educational plan from 50% to 80% and the number of students who are satisfied with general and program advising from 60% to 80% by 2016 (See Exhibit 9.7, Title III Grant Project Plan).

An internal evaluation team and external evaluator will be used to measure achievement of the project's goals and objectives and to take corrective measures, as needed. This evaluation will

complement ongoing summative evaluation measures for advising services which include numbers of students receiving advising and traditional measures such as student retention, completion of credits in program, graduation, and transfer.

Additional Evaluation of Student Support Services

Throughout the College and specifically through the Office of Planning, Research, and Evaluation (PRE), several methods and procedures have been developed and implemented in order to evaluate the operation and efficacy of student support services. These methods and procedures range from the administration of the Community College Survey of Student Engagement (CCSSE), the CCBC Student Satisfaction Survey, and the Graduate Evaluation of Student Services to short survey assessments created and distributed within various support areas. In the most recent CCSSE report (Spring 2010), students overwhelmingly reported satisfaction with student services (See Exhibit 9.8, 2010 CCSSE Results, Support for Learners). In the most recent CCBC Student Satisfaction Survey (Fall 2010), students who used student support services reported satisfaction (See Exhibit 9.9). Additionally, CEED student evaluations are gathered from content-specific programs that have customized evaluation and tracking procedures necessary to meet national standards. The data from these evaluations are used for improvement and enhancement of student support services.

Student Record Keeping

Enrollment and Student Services adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA) and all guidelines related to confidentiality and disclosure. Reference cards and other materials about FERPA have been developed and are strategically placed to provide easy access to faculty and students. Reference materials are readily available in the Offices of Admissions, Registrar, Enrollment Services Centers, Judicial Affairs, and Student Life on each campus and extension center.

Within the broad range of student services, many of the documents handled by faculty, staff, and administration are considered confidential in nature by law. Therefore, ensuring that student records are kept safe and secure is of the utmost importance. By design, FERPA requires that information is disseminated strictly on a need-to-know basis. Training in FERPA is provided for all faculty and staff when hired as well as periodically at professional development activities. Members of the Office of Judicial Affairs hearing boards and the Behavior Intervention Team are educated about confidentiality and FERPA guidelines. As updates to the law or to CCBC procedures and policies occur, training is provided to ensure that all personnel throughout the College have access to and are given pertinent information and appropriate training.

CCBC disseminates information about FERPA regulations and the College's compliance with the federal mandate on the CCBC website in several places, including the Registrar's Office website, <http://www.ccbcmd.edu/registration/index.html>; the Information for Parents section under the Future Students tab, http://www.ccbcmd.edu/admissions/Ferpa_for_Parents.html; and in the College catalog in the CCBC Code of Conduct, <http://www.ccbcmd.edu/catalog/codeofconduct.html>. FERPA related information is also posted in the schedule of classes, CCBC Student Handbook, and in flyers that are given to parents or third party requestors.

Outside requests for student information are funneled through a specifically designated person on each campus within the Registrar's Office. This office is the central repository for student records and is responsible for verification of records. To promote efficiency of operations, the Shared Services Center located on the Essex Campus processes and files applications and accepts notifications, transcripts, and other pertinent student documentation. Appropriate security measures are utilized to ensure the integrity of student records (Refer to Standard 6).

Data record keeping is also secured through technological measures and user self-determined passwords. CCBC has had a written information security plan in effect since June 2005. At that time,

the Gramm Leach Bliley Act (GLB) required financial institutions to take steps to ensure the security and confidentiality of customer records such as names, addresses, phone numbers, bank and credit card account numbers, income and credit histories, and social security numbers. The Payment Card Industry (PCI) also created standards in 2005 with which all members, merchants, and service providers capturing, storing, processing, or transmitting cardholder data were to comply. CCBC's Information Security Plan addressed the compliance issues from both GLB and PCI standards. The Federal Trade Commission issued a new regulation, the Red Flags Rule, which is intended to further reduce the risk of identity theft. The parts of this ruling that apply to colleges have been incorporated at CCBC (See Exhibit 9.10, CCBC Information Security Plan).

Student Complaints

Each area of the College records and addresses student complaints. Due process is emphasized at all decision points and is referenced in the CCBC Code of Student Conduct. Records about student complaints are kept in secure locations, both in paper and electronic format. The Office of Judicial Affairs or involved area records the complaint/grievance/concern along with the corresponding resolution.

The Office of Disabilities and Support Services has a protocol to ensure that complaints from students regarding accommodations are recorded and addressed equitably (See <http://www.ccbcmd.edu/ada/grievance.html>). On the instructional side, the School of Health Professions Student Policy Manual includes a student appeals policy (See http://www.ccbcmd.edu/media/allied_health/shpmanu.pdf) and addresses academic disputes.

A Student Concerns Policy was approved by the College Senate, which provides students with procedures for bringing class related or non-class related concerns to the attention of appropriate College personnel. A form to facilitate use of this policy by students has been posted to the Student Portal.

Qualifications of ESS Personnel

In order to provide high quality service to all students at CCBC, the College employs and trains professional and support staff that are qualified for those positions. For example, in 2008 CCBC undertook a massive restructuring of the ESS area, which required an analysis of best practices and needs as well as the identification of the qualifications for and job description of each Student Services position. The Office of Human Resources researched comparable positions on the local, regional, and national levels. The College uses College and University Professional Association for Human Resources (CUPA) data as well as Occupational Information Network (O*NET) descriptions for job titles to determine the minimum position requirements and position descriptions and to determine the level of expertise and any certifications required.

Internal opportunities for professional growth are emphasized for ESS support staff. For example, a nine-month customer service training for support staff in Enrollment Management and the Bursar's Office was held in Fall 2010 and Spring 2011. An Enrollment and Student Services support staff professional conference, to be conducted annually, was launched in Fall 2011.

Student Support Services – Impact on Retention

CCBC gathers and reviews data from several internal sources in order to assess the impact of student support services on retention rates. Student satisfaction, retention, and graduation surveys, along with informal student feedback, provide the basis for Enrollment and Student Services analysis of the impact of services on student retention.

In the 2010 report released by the Community College Center for Student Engagement, "The Heart of Student Success: Teaching, Learning, and College Completion," strengthening classroom engagement and integrating student support into learning experiences were recommended to promote

student learning and college completion. In this sense, classroom engagement could include activities that stimulate learning outside of the classroom. Staff in Enrollment and Student Services offer a multitude of activities, events, and services to promote student engagement. For instance, College Life bonds the student with the institution through student activities, clubs and organizations, civic engagement, and student leadership. Enrollment Management invites and connects the student to the institution by providing vital services such as community outreach, financial aid, international student services, and academic services. Through academic advising, career services, counseling, Disability Support Services, and the TRIO programs, Student Development supports students throughout their academic quest.

CCBC has made great strides in promoting partnerships and professional development opportunities that connect teaching faculty to student support services, such as Advisement, Clinical and Career Counseling, and Student Life. ESS works in collaboration with the Office of Instruction to maximize student retention/persistence rates. CCBC provides an opportunity for faculty to support student success through academic advisement and club/organization advising. Faculty members who advise students within a particular program of study offer students a realistic view of the career possibilities from an individual who has experience or has firsthand knowledge of the world of work. Within the Student Life area, clubs and organizations offer faculty the ability to develop relationships with students that directly impact student success by advising academic clubs, creating service learning projects, and linking students with relevant external partners.

College Athletics

The Athletic Program is a vital component of the College's co-curricular program. CCBC is a member of the National Junior College Athletic Association (NJCAA) Region XX and the Maryland Junior College Athletic Conference. The athletic teams compete for state, regional, and national championships in men's and women's sports.

- Teams on the Catonsville campus include Men's Baseball, Basketball, Lacrosse, and Soccer; Women's Lacrosse, Soccer, Softball, and Volleyball.
- Teams on the Dundalk campus include Men's Baseball and Basketball; Women's Softball and Basketball.
- Teams on the Essex campus include Men's Baseball, Basketball, Lacrosse, and Soccer; Women's Cross Country, Indoor Track, Lacrosse, Soccer, and Volleyball.

All students participating in intercollegiate athletics must be full-time and meet eligibility requirements established by NJCAA. CCBC is required to submit the number of credit hours athletes have earned, grade point averages, any lapses in college enrollment, and status as transfer or career students. By abiding by NJCAA eligibility standards for intercollegiate sports, the College demonstrates that it is treating students consistently on all three campuses. Approximately 400 student athletes participate on CCBC athletic teams annually. These students excel in their individual and team sports and have garnered recognition in regional and national championships.

The Director of College Athletics and the assistant directors meet regularly with each coach to review team academic and athletic progress, eligibility compliance, recruitment practices, budget management, and overall departmental issues. To support the strategic goal of Student Success, student athletes participate in an academic monitoring program for each class each semester, which is overseen by a dedicated student athlete academic coordinator at each campus.

The Athletic Department strongly supports and demonstrates fair and equitable treatment of all student athletes through compliance with Title IX requirements. The College offers an equal number of intercollegiate athletic teams for men and women. However, CCBC female student athlete participation is neither proportional to the CCBC female student population nor representative of

female students' interests for participating in specific sports (http://ccbcmd.edu/media/pre/fte_enrollment.pdf). Women student athletes responded positively to the addition of a Women's Cross Country team at CCBC Essex in FY2009 and are continuing to participate. A Women's Indoor Track team was introduced at CCBC Essex in FY2011, and plans have been submitted to add more female sports teams at CCBC, to include Track and Field and Women's Basketball at Catonsville.

Additional examples of how the Athletic Department supports and demonstrates fair and equitable treatment of student athletes include the following:

- Adjunct faculty coaching salaries are equivalent for sports of both genders.
- Budgets funded by student activity fees for the female and male teams of the sport are equivalent.
- Student athletic scholarships are awarded proportionately to the student population.

Co-Curricular Activities

The coordination of campus events is handled through the Office of Student Life on each campus. Consistent with the College's mission, CCBC has a large and vibrant co-curricular program that fosters intellectual and personal development of students.

In order to promote the growth and development of CCBC students, Student Life staff members offer leadership training programs and opportunities both on and off campus. Examples of this training include leadership retreats and civic engagement opportunities with local community organizations. In addition, the staff coordinates services for student organizations and faculty advisors. Over 60 clubs and organizations are sponsored on the three main campuses and are referenced in the College catalog at <http://www.ccbcmd.edu/catalog/development/studentlife.html>.

Each campus has an active Student Government Association that promotes the development, welfare, and governance of all students, student clubs, and organizations. In addition to conducting Town Hall meetings on each campus, representatives from the campus-based SGAs meet with the College President and Senior Staff approximately four times a year. Two students from each campus SGA serve on the College Senate for yearly terms as student advocates.

In 2009, a single College student newspaper was established. With a news bureau on each campus, the *CCBC Connection* is responsible for reporting and writing campus-based articles. The *CCBC Connection* is a clear example of a strong collaboration between the Office of Student Life and the School of Liberal Arts. Faculty members from the Mass Communications program advise the campus bureaus and oversee the final production of the newspaper editions with the Student Life Communications Administrator.

Two key Student Life leadership positions were added to ESS as a result of the reorganization. A Leadership and Civic Engagement Administrator was hired with primary responsibilities of coordinating the development, implementation, and maintenance of a comprehensive, college-wide civic engagement and leadership program. A First-Year Experience Administrator was hired with responsibility for administering a comprehensive First-Year Experience program, which includes working closely with the Academic Development (ACDV) Department Chair and faculty.

CCBC has Children's Learning Centers on each campus that are components of the Student Life department. The Centers offer developmentally appropriate programs for infants, toddlers, preschoolers, and school-age children. The Centers are accredited by the Maryland State Department of Education, Office of Child Care. The CCBC Children's Learning Centers are primarily a service for students, faculty, and staff of the College. Children of community residents are welcome, space permitting. The fees for services are based on three categories: students, staff and faculty, and community members (See Exhibit 9.11, Children's Learning Centers Fee Schedule).

Findings and Conclusions

The College provides student support services and co-curricular activities that are congruent with the mission and address a wide array of student needs. Services have grown with increased enrollments and further diversification of the student population. These efforts support the strategic direction of Teaching and Learning Excellence and the related goal of creating supportive learning environments to help students identify and achieve their goals.

Employees in Enrollment and Student Services are highly trained personnel who are equipped to meet the needs of a diverse student population in an academic environment. All personnel are provided substantial training and support with regard to confidentiality policies and procedures as adopted by CCBC, with strict adherence to and enforcement of FERPA laws. Professional staff members are expected to remain current in their chosen fields through pertinent continuing education. This emphasis on professional development supports the College's strategic direction of Organizational Excellence and its related goal to promote the personal and workplace growth of all employees through professional development opportunities.

Suggestion

Through an integrated program of student support services, CCBC will improve student satisfaction with student services and measure student success through improved retention and graduation rates.

Recommendations

None

STANDARD 10: FACULTY

The Standard 10 committee was charged with review of the role of the faculty, how faculty are selected, and the opportunities CCBC provides for development and advancement to determine the extent to which the College adheres to Standard 10 principles:

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Overview

The Community College of Baltimore County (CCBC) considers faculty and their role in promoting student success as central to its mission as reflected in its Strategic Plan:

- *We believe that the strongest aspect of CCBC is its emphasis on quality teaching and learning.*
- *CCBC will provide and support a quality educational experience for students by ensuring state-of-the-art teaching that combines outstanding faculty with committed support and services staff.*
- *CCBC will provide regular faculty and staff development opportunities to support student success initiatives.*

The ability to attract and retain excellent faculty is key to meeting the increasing demands faced in educating students and retaining them to attain their academic goals. To achieve this, CCBC offers a competitive salary and benefits package and an incentivized promotion structure, supports extensive professional development through internal and external opportunities, and provides an environment that fosters faculty involvement through college service and shared governance. These attributes contributed to CCBC's recognition for its teaching environment by the *Chronicle of Higher Education* "2011 Great College to Work For" commendation.

The Standard 10 committee focused its research on the lifecycle of faculty at the College, including recruitment, hiring, and placement; workload and responsibilities; evaluation and promotion; faculty retention and professional development; adjunct faculty; and curriculum, pedagogy, and assessment. The committee also examined strategies impacted by faculty that promote student learning and success.

Important References to Review

Comprehensive Academic Plan

Faculty Handbook

Adjunct Faculty Handbook

Analysis of Evidence

The Community College of Baltimore County employs 426 full-time credit faculty, which represents a 15% increase since 2007. Of that number, 99 have doctorate degrees, 286 have master's degrees, and 27 have bachelor's degrees. The remaining 14 maintain credentialing and/or certification specific to their academic area of expertise. Part-time credit faculty number 1,416, with part-time non-credit faculty numbering 525.

To provide more consistent faculty/student interaction and strengthen the opportunity for student success, CCBC has established and is working toward a goal of 60/40 percent full-time to part-time faculty ratio. In 2008, the College was close to achieving this goal, with a full-time/part-time ratio of 57/43. During FY2009, FY2010, and FY2011, enrollment increased approximately 35%, almost doubling the number of credit class sections from 2007 to 2011. This enrollment surge required a

rapid increase in adjunct hiring, thereby impeding forward movement toward the 60/40 goal. Table 10.1 displays the breakdown of credit hours taught by full-time and part-time faculty for FY2008, FY2009, FY2010, and FY2011 and demonstrates a reduced full-time/part-time ratio.

Table 10.1: *Breakdown of Credit Hours Taught by Full-Time and Part-Time Faculty*

| Faculty | FY2008 | | FY2009 | | FY2010 | | FY2011 | |
|--------------------------|---------------|------|---------------|------|---------------|------|---------------|------|
| | # Credit Hrs. | % | # Credit Hrs. | % | # Credit Hrs. | % | # Credit Hrs. | % |
| FT | 176,200 | 57% | 189,633 | 56% | 209,627 | 54% | 215,822 | 52% |
| PT | 133,808 | 43% | 147,327 | 44% | 175,999 | 46% | 196,931 | 48% |
| Total Credit Hrs. | 310,008 | 100% | 336,960 | 100% | 385,626 | 100% | 412,753 | 100% |

Source: Office of Planning, Research, and Evaluation

In spite of the economic challenges experienced by the College, CCBC remains committed to its goal and continues to prioritize full-time faculty hiring by both filling vacated positions and creating new positions. Since 2005, all faculty vacancies have been filled. Table 10.2 displays hiring increases in both full-time and part-time credit faculty and in part-time non-credit faculty from 2007 to 2011.

Table 10.2: *Full-Time/Part-Time Credit Faculty Hiring, 2007-2011*

| YEAR | 2007 | 2008 | 2009 | 2010 | 2011 |
|--|--------|-----------|-----------|------------|------------|
| Full-Time Credit Faculty/% Increase from 2007 | 372 | 384/3% | 403/8.8% | 415/12% | 426/15% |
| Part-Time Credit Faculty/% Increase from 2007 | 711 | 723/2% | 845/19% | 905/27% | 990/39% |
| Total FT and PT Credit Teaching Faculty/% Increase from 2007 | 1,083 | 1,107/2% | 1,248/15% | 1,320/23% | 1,416/31% |
| Total PT Non-credit Faculty % Increase from 2007 | 510 | 529/4% | 546/7% | 494/(3%) | 525/3% |
| Unduplicated Credit Enrollment/% Increase from 2007 | 27,817 | 28,251/2% | 30,120/8% | 33,817/23% | 35,498/28% |

Source: *CCBC Fact Book*, October 2011, Annual Student Profile and Trends Report, September 2011

When a faculty position is created or vacated, the President and Senior Staff, with input from the Academic Deans, determine how that position should be utilized within the academic schools based on enrollment, new program needs, program accreditation needs, and program review recommendations. Faculty vacancies may shift from one academic school to another; and, on occasion, a vacancy may move from the professional category to fill a faculty position. While faculty recruitment follows the same basic overall hiring and search process as outlined in Standard 5, factors such as advertising and rank and placement differ (See Appendix T, Faculty Hiring Steps).

In searching faculty candidates, the College looks to local and national publications and to industry-related organizations, associations, education-related publications, and accrediting bodies for qualified candidates. With a minority student population of 49%, CCBC is committed to having a faculty that is diverse and representative of its student body. To attract minorities, CCBC advertises in widely read local and national minority publications and at historically black colleges and universities (See Exhibit 10.1, Minority Advertising Publications). Using the new race/ethnicity federal categories, the Fall 2011 demographic breakdown of full-time faculty is Hispanic or Latino, 3%; White, 64%; African-American/Black, 22%; Asian, 2%; and Other/Foreign/Unknown, 8%.

Once hired, new faculty are placed in rank and on a salary step based upon education, teaching experience, and non-teaching experience. Depending upon academic discipline, faculty are hired with a minimum academic requirement of a master's degree (See Faculty Handbook, New Faculty Rank and Placement Map). CCBC recognizes that in certain career-oriented programs, an academic degree may be unattainable or unnecessary. Therefore, in rare circumstances, industry-specific credentials

are substituted for academic degrees. While faculty hiring policies and procedures at CCBC are designed to ensure fair and equal treatment of all candidates and to select faculty who will maintain the College's standard of teaching excellence, the hiring process is cumbersome and inefficient, sometimes resulting in the loss of first-choice faculty candidates. Appendix T, Faculty Hiring Steps, displays redundancy in the process through multiple layers of signatures and approvals between Human Resources (HR) and the hiring manager. HR has recently been reorganized under a new Executive Director so that it can address this and other concerns (Refer to Standard 5).

CCBC is a non-tenure institution that offers Evergreen Contracts to all faculty appointed since 1998. Currently, 22% of full-time faculty still maintain tenure status. New faculty members are offered a one-year contract during each of their first three years of employment. Upon successful completion of the one-year contract, faculty members are awarded a three-year contract. Assuming continued successful performance based on the Annual Professional Summary (APS), faculty members receive a rolling five-year contract (See Exhibit 10.2, Faculty Contracts). If a faculty member fails to meet the expectations contained in the APS, the department chair meets with the faculty member to create a development plan and monitors the faculty member's performance during the following academic year. If the faculty member's performance does not improve, at the recommendation of the Vice President, the President may issue a notice of nonrenewal of contract. A faculty member may also be terminated for immorality, dishonesty, misconduct in office, incompetence, gross insubordination, or willful neglect of duty. Faculty are afforded a grievance process to appeal a nonrenewal decision.

Full-time faculty workload is defined in the Board of Trustees Manual and the Faculty Handbook as teaching/professional assignment, college and community service, and scholarship and professional growth, with the greater emphasis of 60% -70% placed on teaching/professional assignment. This combined workload comprises 37.5 hours per week and includes one office hour per week for every three credits taught (See Faculty Handbook).

The manner in which faculty complete their workload depends on the need of the academic school and how its objectives align with the College's mission and goals. A full-time faculty member whose duties are primarily devoted to classroom instruction is expected to teach the equivalent of 30 credit hours during the academic year. Faculty members may receive reassigned time for their participation in non-teaching projects, such as program coordination and college Senate participation. Beyond this commitment is the expectation that faculty members will engage in scholarship and professional growth throughout any given evaluation period that will enable them to develop professionally in their area of expertise. In addition, faculty members are required to attend college-wide meetings and academic school and department meetings (See Faculty Handbook).

Faculty are evaluated using the APS, which aligns with faculty workload and responsibilities. This document was developed by faculty, vetted through College fora, revised, and approved by the College Senate in 2010. The APS is submitted in portfolio format. Faculty prepare a reflective statement on their teaching practices and on objectives achieved from the previous year and draft objectives for the following year within each of the evaluation categories. Faculty members work with their department chair to ensure objectives are appropriate to the academic school's operational plan and support their own professional development plan at the College (See Exhibit 10.3, Annual Professional Summary Document).

Full-time and adjunct faculty receive teaching effectiveness feedback from classroom observations and student evaluations. CCBC administers the Course/Instructor Evaluation Questionnaire (CIEQ) tool in face-to-face classes (See Exhibit 10.4, Course/Instructor Evaluation Questionnaire). This instrument was selected with input from faculty and gathers both quantitative and qualitative feedback from students, enabling faculty to collect summative evaluative information about their teaching and to plan pedagogical improvements if indicated. The CIEQ is administered in every section of every non-accelerated course in the fall semester. In the spring semester, it is administered

by request of either the department chair or the faculty member and to courses taught by faculty on one-year contracts. Department chairs can introduce the CIEQ results at the annual evaluation conference if there is consistent data over time that indicate areas of concern. Feedback from the CIEQ may also be used as a formative tool to establish a faculty member's goals and objectives.

Classroom observations of full-time faculty are conducted by the Academic Dean or department chair during each contract cycle and the semester prior to when a faculty member applies for promotion. Adjunct faculty are observed in the classroom by the department chair or program coordinator during the first two semesters of teaching and at least every sixth semester of employment. Faculty teaching courses through the Continuing Education and Economic Development (CEED) Division are not formally evaluated, but students complete a course evaluation that includes feedback on instruction. These evaluations are reviewed by the appropriate CEED program coordinator.

A student evaluation instrument for distance education courses was piloted in the Spring 2011 semester and institutionalized in Fall 2011 (Refer to Standard 13). This classroom observation tool provides online students an opportunity to evaluate the instructor on the clarity of the course materials, knowledge and presentation of subject matter, use of examples to support course content, and instructor responsiveness.

Advancement for full-time faculty centers on the promotion system, which is linked to the APS evaluation system. The material from a faculty member's APS is accumulated and used to develop the core components of the promotion portfolio. Performing at a satisfactory level each year is not necessarily sufficient to gain promotion. Additional requirements such as educational credentials, years of service, college leadership experience, and ratings on CIEQ and classroom evaluations are considered (See Faculty Handbook).

The College recognizes that while traditional postgraduate education resulting in a terminal degree is an important aspect of professional development in most disciplines, there are disciplines where an advanced degree is not available and where more appropriate preparation for a faculty member to grow in his or her field involves activities other than postgraduate education. CCBC utilizes a formal equivalency process for faculty to document the need for and verify completion of non-traditional professional development options to satisfy rank-specific educational standards for promotion. Faculty members work with their department chair to craft an equivalency plan that is substantive in both assignment and hours to qualify as a substitute for an advanced degree. This option greatly enhances the retention of faculty through greater access to promotion opportunities (See Faculty Handbook).

The evaluation, promotion, and equivalency systems underwent a thorough review process within all constituent areas of the College and were revised in 2008. One important change to the promotion policy is the connection of promotion to faculty contracts. A faculty member hired at the rank of instructor may now seek promotion to Assistant Professor in the third one-year contract. Faculty seeking promotion to Associate Professor may apply for promotion during the third year of the three-year contract. Therefore, a new faculty member can obtain the rank of Associate Professor in a minimum of six years, while under the old system for some faculty it may have taken longer. A significant revision to the equivalency system is the elimination of the lowest hour-to-credit conversion ratio, thereby creating a more equitable assessment of non-traditional learning when compared to actual graduate credit work.

Retaining excellent faculty is a priority for CCBC. Newly hired full-time faculty are required to participate in a year-long New Faculty Learning Community (NFLC). This orientation activity began in 2002 and is coordinated by the Center for Excellence in Teaching and Learning (CETL). The main goal of the NFLC is to familiarize faculty with the faculty assignment and to the environment and expectations at CCBC. Faculty are exposed to best practices in teaching and pedagogy, student engagement, and learning outcomes assessment and must complete a collaborative teaching/learning

project (See Appendix U, NFLC Information and Syllabus). CCBC demonstrates its commitment to preparing new faculty by awarding three credits of reassigned time to attend NFLC sessions every two weeks during the academic year.

CCBC also values its veteran faculty as evidenced by the learning community Connections: A Community of Teaching and Learning Scholars, which provides faculty with five or more years full-time teaching experience at CCBC an opportunity to learn about other disciplines and programs and fosters new collaborations to enhance teaching and learning. This program offers opportunities to share innovative ideas and teaching/learning successes and to develop strategies for addressing teaching/learning challenges. Faculty are awarded a \$500 stipend for completing all program requirements (See Appendix V, Connections Information and Application and Exhibit 10.5, Connections Project Reports).

In response to a renewed effort to restore tenure passed by the College Senate but perceived negatively by the Trustees, the President, in close concert with the Vice President of Instruction, proposed a package of tenure-like incentives to recruit, reward, and retain faculty in a non-tenure environment. The result was the Excellence, Security, Professionalism (ESP) Compact, approved by the Board of Trustees and implemented in 2007. These incentives focus on policies that govern performance review, promotion, and equivalency credentialing. Features of ESP include a significantly enhanced step-in-grade salary scale positioned at each rank to a benchmark of first or second among community colleges in the state; substantial increment increases within the salary scale to encourage upward mobility through promotion; improved tuition remission; and extensive professional development opportunities (See Exhibit 10.6, ESP Board Proposal).

Additional factors related to faculty retention are sabbaticals, an academic freedom policy, an intellectual property policy, and a shared governance structure. CCBC's sabbatical policy strongly encourages faculty to engage in study and research to enhance their teaching effectiveness, professional growth, and value to the College and its mission. Faculty earn the opportunity to apply for a one-semester sabbatical at full pay or a two-semester sabbatical at half pay after every seven consecutive years of full-time service. Sabbatical awards from 2007-2012 increased significantly, due in part to improved tuition reimbursement benefits for faculty. Sabbatical plans include projects that focus on research, professional writing, curriculum development, pedagogical improvement, and graduate degree or dissertation completion and that enhance the mission of the College (See Exhibit 10.7, Sabbatical Reports).

The Board of Trustees endorses and publishes a policy supported by the American Association of University Professors regarding the principles of academic freedom (See Exhibit 10.8, Board of Trustees Policy No. 5.02) (Refer to Standard 6). The 2011 Employee Survey indicates that 74% of faculty respondents are satisfied with protection of academic freedom at CCBC. Faculty are supported by shared governance policies and procedures governed by the five Senate standing committees: Academic Standards; College Environment, Student, and Community Affairs; Curriculum and Instruction; Evaluation; and Professional Affairs. As evidenced in Standard 4, the Senate By-Laws include a section on transparency, which further supports academic freedom principles (Senate By-Laws, Section IV).

Adjunct faculty teach approximately 48% of all credit classes and over 95% of CEED classes at CCBC. Because the quality of adjunct instruction is critical to the overall level of instructional excellence, an Adjunct Faculty Taskforce was established in 2010 to develop an ESP reward and retention agenda for adjunct faculty. The taskforce studied adjunct salary rates among Maryland community colleges. As a result of the taskforce findings, adjunct rates were increased by 3% in 2011, keeping CCBC at or near the top of the state for community colleges. A third higher pay level for senior adjunct faculty who meet established criteria was also approved by the Board in 2011 (See Exhibit 10.9, Adjunct Faculty/Full-Time Faculty Advancement Worksheets). In addition, the College

provides and supports professional development activities for adjunct faculty, hosting a Winter Adjunct Faculty Conference, opening participation to adjuncts in technology training activities, and subsidizing adjunct faculty attendance at the annual Maryland Consortium for Adjunct Faculty Professional Development Conference.

Classroom conditions are critical to faculty satisfaction and retention. All CCBC classrooms are technology enhanced (Refer to Standard 3). Faculty have access to the Blackboard learning management system, SoftChalk, Tegrity capture technology, Microsoft Office, and a library of other software tools. CCBC has an extensive technology training program available to all faculty and also provides 24-hour tech support for both faculty and students.

At CCBC, professional development is considered highly important, as evidenced by its support of faculty attendance at external conferences, tuition reimbursement, and an extensive array of in-house professional development opportunities. The 2011 Employee Survey indicates faculty satisfaction with professional development opportunities is 73%. The College fosters professional development by funding attendance at national and regional scholarly conferences and remains committed to professional development travel for faculty. In spite of the economic challenges of the past few years, CCBC has not frozen or restricted professional travel. Depending on the availability of funds, the College will fund one scholarly presentation per faculty member per year up to \$1,250. The College will also send those faculty members who are not presenting to a scholarly conference in their discipline once every three years. CCBC funds external faculty development activities through operating budget allocations and Perkins funding. In 2011, CCBC expended \$784,000 for faculty development. This amount included conference attendance, tuition reimbursement, and other external training activities. Between 2008 and 2011, Perkins funding provided approximately \$433,000 for conferences and workshops.

CCBC has an extensive in-house professional development program that offers faculty an opportunity to examine new teaching and learning practices and to present to colleagues projects in which they have participated. A master calendar of all professional development opportunities is compiled and shared by all offices at the College that have responsibility for professional development. The calendar is available to all employees on SharePoint. Several groups play a major role in initiating, coordinating, and presenting college-wide events. These groups are CETL, the Teaching Learning Roundtable (TLR), the Office of Professional and Organizational Development, and the Instructional Technology Department. Workshops and symposiums are sponsored by other committees within the College, such as the Learning Outcomes Assessment Advisory Board, the General Education Review Board, and the Developmental Education Advisory Committee. Other college-wide conferences include the Adjunct Faculty Conference and the Writing in the Disciplines/Across the Curriculum Conference.

The Center for Excellence in Teaching and Learning serves as a focal point for faculty professional development. The Center offers individual workshops, courses of study, and coaching and mentoring programs and provides fora for faculty to explore and reflect on their teaching and learning in an atmosphere of support and teamwork. CETL sponsors seminars on topics such as formative assessment, the use of student evaluation data to improve pedagogy, and global citizenship. CETL also schedules workshops as needed to familiarize faculty with new policies and procedures, including assessment techniques and quality improvement methodologies; interpreting Community College Survey of Student Engagement (CCSSE) results; new course evaluation methods; changing faculty policies, such as promotion and evaluation; and major academic initiatives, such as Achieving the Dream (AtD).

The Teaching Learning Roundtable is a college-wide committee that organizes academic initiatives through the work of its three subcommittees: Research and Best Practices, Grants and Awards, and Education and Professional Development. The work of these subcommittees focuses on creating and

communicating new innovations and supports these innovations in a variety of ways. The Research and Best Practices subcommittee explores ways to improve access of best practices to adjunct faculty. A major project of this subcommittee was the development of a New Adjunct Faculty Orientation program. The Grants and Awards subcommittee sponsors a series of Innovation Grants funded by the President's Special Initiative Fund to encourage faculty to develop unique projects that implement novel academic strategies. Preference is given to projects that involve cross-campus collaboration, student retention, community partnerships, or introduce new learning resources. Examples of grant awards include an artist lecture series and a web-based library instruction tutorial. In 2010-2011, eight grants were awarded totaling \$13,500.

The Education and Professional Development subcommittee is responsible for planning the annual Teaching and Learning Roundtable Fair. This is a major professional development event with external keynote speakers, workshop sessions centered on the Fair theme, and festive activities to encourage faculty camaraderie. Themes for past TLR Fairs have been *Around the Table*, *Around the World*; *Celebrating CCBC's Best Contributions*; *This is the Time*; *The Infinite Effects of Teaching*; and *Take a Chance*. Critical to the energy and success of TLR is its practice of inviting NFLC completers to join the committee and providing leadership experience by rotating them into subcommittee co-chair roles (See Exhibit 10.10, TLR Annual Reports).

In addition to TLR faculty grants, the Office of Instruction sponsors summer grants for faculty. Participants receive a stipend of up to \$3,000 for an approved grant project. These grants offer faculty an opportunity to complete a project within their discipline that cannot be completed during the normal academic year. Appropriate projects must support the College mission and can include course development or innovative approaches that improve the learning process. Table 10.3 displays summer grant awards for 2008-2011.

Table 10.3: *Summer Grant Awards 2008-2011*

| Year | Grants Awarded | Total Grant Funds |
|------|----------------|-------------------|
| 2008 | 14 | \$40,517 |
| 2009 | 13 | \$58,725 |
| 2010 | 11 | \$52,800 |
| 2011 | 16 | \$30,000 |

Source: CCBC Office of Instruction

As a result of the 2008 reorganization plan of the Instructional Technology (IT) Department, the College employs two full-time instructional designers and a coordinator of instructional design and training. This team of designers provides curriculum development support to faculty for both traditionally taught courses and online courses. The IT Department's technology training program provides full-time and adjunct faculty support for distance education courses as well as other technologies that support classroom activities (Refer to Standard 13). IT maintains an Employee Technology Center (ETC) on each of the three main campuses. The ETCs offer ongoing topic-based workshops on the College's content management system, the College's main production database, Microsoft Office software, and classroom teaching technologies. Access to many of these workshops is also available in webinar format using Adobe Connect. In addition to scheduled workshops, weekly walk-in faculty assistance is provided.

Faculty play a vital role in developing new courses and programs and modifying existing courses and programs based on regularly scheduled review and evaluation. As part of identifying a need for a new program, a faculty member conducts a feasibility study and gathers data to support the need, develops program outcomes, and builds the curriculum from these outcomes. When developing or modifying a course, the faculty member develops a common course outline, which includes a course description

with prerequisite information, learning outcomes, resources, and assessment activities (Refer to Standard 11).

Evaluating programs and courses is an ongoing process and has multiple components. Faculty regularly review curricula for transferability and relevance to the workforce. Input from four-year schools and business advisory boards is a critical component in this process. Course outcomes are assessed to ensure continued rigor, currency, and relevance. Course success rates are reviewed to determine if prerequisites are appropriate or need to be revised. Based on these evaluations, a faculty member(s) may recommend that a program or a course be modified and will present these recommendations to the Curriculum and Instruction Committee for review and approval.

Faculty who serve as program coordinators participate in a five-year program review process. This review is a rigorous process that requires the program coordinator to examine the curriculum against current industry trends; evaluate success rate data, retention data, and characteristics of majors and graduates; speak to strengths and challenges within the program; and identify program needs. As a result of program review, programs have received additional resources ranging from lab upgrades to an additional faculty position. Program review findings also inform curriculum revisions. A program coordinator may learn that a prerequisite should be added to a course to improve student success or that content within a sequence of courses needs to be realigned or updated due to industry changes (Refer to Standard 14).

CCBC's involvement in Achieving the Dream and the Completion Agenda provides many opportunities for faculty to actively support student success. Each of the four priorities of Achieving the Dream includes faculty interventions designed to improve success within and beyond the classroom. For example, to comply with the comprehensive advising priority, select faculty are being trained to offer program-specific academic advising to students. Faculty were invited to join the AtD planning team to design the accelerated curricula for blending developmental education classes with general education classes and were trained to teach in this accelerated model. Faculty also train for and teach the academic development course created for first-time college students, ACDV 101 Transitioning to College. As part of this training, faculty receive an orientation to culturally responsive instruction. To enhance their ability to support student success through a broader understanding of the scope of teaching minority students, particularly African-American males, faculty can complete the full Culturally Responsive Teaching Program. Since 2005, 90 faculty members have completed Culturally Responsive Teaching training. In this way, faculty support a third AtD priority, Closing the Achievement Gap. The classroom interaction that these three priorities provide places faculty on the front line to positively impact the students who are most challenged and also positions faculty at the center of impacting pass rates and retention rates, all of which are indicators of student success.

The 2008 CCSSE scores revealed two areas in need of improvement: pedagogy and student engagement. To address this concern, each academic school implemented pedagogy projects that incorporate the principles outlined in Chickering and Gamson's "Seven Principles for Good Practice in Undergraduate Education" (March 1987). This project has been scaled up over the past four years, and all faculty are now expected to participate in a pedagogy project (See Exhibit 10.11, Pedagogy Project Reports).

From its inception in 2001, the learning outcomes assessment plan at CCBC has been based on the philosophy that assessment must be faculty driven and risk free (Refer to Standard 14). A pervasive problem for institutions stepping into outcomes assessment is faculty buy-in. Like many colleges, CCBC experienced this challenge and has worked diligently and purposefully to build faculty confidence in learning outcomes assessment. Eleven years hence, CCBC has achieved a positive balance among faculty with regard to perception of assessment. The NFLC, now in its tenth cohort, has had a major impact on faculty buy-in. Faculty who have completed the NFLC were oriented to

CCBC's assessment practices and entered directly into an assessment environment. During that 10-year timeframe, veteran faculty members had been experiencing positive results in the classroom from participating in a variety of assessment projects and as a result have generally grown to trust the process.

CCBC's well-established learning outcomes assessment culture provides faculty many opportunities to participate in projects geared to student success through continuous improvement. Faculty can lead or participate in a course-level assessment project. Faculty who teach general education courses are required to participate in the course-embedded assessment component known as GREATs (General Education Assessment Teams) (See Standard 12). They can also choose to assist in coordinating a GREATs project. Additionally, faculty can be trained to score GREATs assignments. All of these activities directly engage faculty in impacting student success.

Validation of CCBC's multi-dimensional, inventive, and focused approach to discovering and implementing pedagogical initiatives and assessing those initiatives is demonstrated in the 2010 CCSSE data, which showed significant improvement in the Student-Faculty Interaction, Active and Collaborative Learning, and Support for Learners benchmarks.

Findings and Conclusions

The Community College of Baltimore County considers faculty central to its mission and is committed to retaining faculty through an environment that recognizes and rewards excellence and encourages continuous development and improvement. The College ensures that its faculty are qualified professionals through its rigorous selection and hiring process that focuses on qualifications and values the diversity of the candidates. Established policies and ongoing evaluation ensure equitable and fair treatment of faculty. Both full-time and adjunct faculty have multiple avenues and both administrative and budgetary support for development and advancement. Moreover, faculty are committed to college-wide learning outcomes assessment activities as evidenced by increased rates of voluntary participation.

Recommendations

None

STANDARD 11: EDUCATIONAL OFFERINGS

The Standard 11 committee was charged with review of the educational offerings at CCBC to determine the extent to which they adhere to Standard 11 principles:

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Overview

The Comprehensive Academic Plan (COMAP) outlines five priorities to strengthen student success, one of which states that student success will be supported through outstanding pedagogy and by providing the best possible instruction and curriculum to students. COMAP further advocates, “. . . instruction needs to be planned, well executed, assessed, and continuously improved.” In support of its mission to provide a high-quality education that prepares students for transfer and career success, the Community College of Baltimore County (CCBC) maintains high standards through ongoing review and assessment of its educational offerings. Policies and procedures are in place to ensure that programs are guided by outcomes and courses are designed to assure pedagogically sound delivery of material.

CCBC offers a wide array of programs and courses, both credit and non-credit, to meet the academic and personal growth needs of the community and to provide an educated and a skilled citizenry for regional employers. The College recognizes that an integrated relationship between Instruction and Enrollment and Student Services is key to enhancing student success. These areas work cooperatively to create co-curricular opportunities and to provide advisement and transfer assistance to students to increase the likelihood of a completion outcome.

Through careful planning and budgetary support, CCBC offers state-of-the-art facilities and technology to support learning. The libraries and library resources enable students to conduct quality research by providing access to a wide variety of shelf and database references and by furnishing research guidance through library instruction and informational materials. Open computer labs are available for students in the library and in other areas of the College convenient to students, and a strategic goal to expand the use of the high-tech Fabrication Laboratory from a community resource to a learning resource has been developed and is partly completed.

Analysis of Evidence

In compliance with Maryland Higher Education Commission (MHEC) guidelines and under its purview, CCBC awards five degrees: associate of arts (A.A.), associate of science (A.S.), associate of applied science (A.A.S.), associate of fine arts (A.F.A.), and associate of arts in teaching (A.A.T.). The College offers 61 programs of study and 93 certificates. The greater number of certificates are sequences of core courses from a degree program designed to form an area of specialization within the program, with six certificates designed to stand alone. Among the A.A. and A.S. degrees are 34 transfer patterns that focus on either Humanities and Social Sciences or Science. There are four transfer patterns within the A.F.A. degree. The College also offers letters of recognition. The number of degrees and certificates awarded has expanded substantially in the past five years, as Table 11.1 indicates.

Table 11.1: 2006-2011 Degrees and Certificates Awarded

| Degree | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|---------------------------------------|------|------|------|------|------|------|
| Associate Degree in Career Programs | 632 | 637 | 716 | 729 | 771 | 861 |
| Associate Degree in Transfer Programs | 819 | 773 | 938 | 849 | 932 | 993 |
| Certificates | 331 | 375 | 421 | 370 | 379 | 476 |

Source: 2011 Performance Accountability Report

Through environmental scanning activities and labor market analyses, CCBC maintains a relevant and cutting edge selection of program offerings. One such program is Information Systems Security. Because of CCBC's close proximity to Washington, D.C. and defense agencies and employers such as the National Security Agency (NSA) and Northrop Grumman, this program was designed to expand the state's cyber security workforce and is updated to remain in step with industry demand. In June 2011 because of both CCBC's academic integrity and regional partnership activities through the CCBC Institute for Cyber Security, the College was designated by NSA and the U.S. Department of Homeland Security as a National Center of Academic Excellence of Information Assurance Education and Research. The Information Systems Security program exemplifies the type of initial and continued research that is involved in designing and maintaining a viable program at CCBC.

The Curriculum and Instruction Committee (CIC), a standing Senate committee, reviews new degree programs, certificates, and courses as well as changes to existing programs and courses. CIC is comprised of 13 faculty members representing all academic schools as well as ex-officio members from the General Education Review Board, Enrollment and Student Services, and the Office of Instruction. Curriculum proposals are initiated by faculty members and must be approved within their academic area before moving forward.

Development of a new program or certificate begins with extensive research to determine the skills and core competencies required for that field. It is from this information that program or certificate outcomes are created and content outcomes for program courses are designed. Other considerations include identifying schools within the state that offer a similar program, financial start-up and sustainability data, job market data, accreditation or certifications available, and transferability. After review by all Academic Deans and approval of the Vice President of Instruction, the proposal is sent to CIC. As part of the review process, CIC assures that the rationale for the program or certificate is sound and is consistent with the College's mission and that the program does not inappropriately affect other programs. CIC reviews program and certificate outcomes to ensure they are written as expected outcomes of a graduate and also examines course sequencing, prerequisite requirements, and general education requirements to determine if a continuously active student could complete the degree or certificate within a reasonable amount of time. New and significantly modified programs are presented to the Board of Trustees for discussion and approval and then forwarded to MHEC for final authorization.

New courses go through a similar approval process prior to being presented for CIC review. All courses at CCBC have a common course outline (CCO), which includes the course description, prerequisite courses, a minimum number of expected student learning outcomes, major topics, minimum course requirements, and assessment activities. The CCO becomes the foundation from which faculty build syllabi. Faculty may add to the objectives and assessment activities in the CCO but may not change or decrease the rigor of any of these items. The use of the CCO ensures consistency in course delivery among campuses and locations and across delivery methods. To comply with the Higher Education Opportunity Act credit-hour disclosure provision, a credit-hour

provision policy is currently under review by the College Senate. Language regarding required out-of-class hours will be added to the CCO and syllabus templates for the Fall 2012 semester.

During the course review process, CIC closely examines the CCO to determine if prerequisites are appropriate; if course objectives are clearly stated, measurable, and at the increasing levels of academic rigor; and if information literacy skills are addressed. Committee members also ensure that assessment is sufficient and appropriate. CIC examines the role of the course in relation to the rest of the curriculum and considers advisory board input critical if the course is part of a career program. If a new course is intended to be included as a general education offering, it is submitted to the General Education Review Board (GERB) subsequent to CIC approval (Refer to Standard 12). CIC and GERB recommendations are brought to the College Senate for final approval. New courses are submitted to the Articulation System for Maryland Colleges and Universities (ARTSYS) computer-based articulation system for distribution to Maryland four-year schools for a transferability analysis.

The substantial workload of the Curriculum and Instruction Committee, summarized in Table 11.2, is indicative of the extent of CCBC's continuing efforts to maximize the effectiveness of its curriculum.

Table 11.2: *Curriculum and Instruction Committee Workload*

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|-----------------------|---------|---------|---------|---------|
| New Courses | 62 | 13 | 44 | 24 |
| New Programs/Patterns | 4 | 4 | 9 | 4 |
| Revised Courses | 49 | 11 | 35 | 64 |
| Revised Curricula | 27 | 4 | 5 | 17 |
| Rejected Courses | | | 2 | |

Current and prospective students can readily access information regarding courses and programs of study from the College catalog, which is available in both pdf and online format. The online catalog is interactive so that students can easily navigate within sections and click on links, such as course titles, to obtain further information. CCOs are posted on the College's website. Students also receive information regarding courses and programs, including general education courses, through academic advising. Additionally, students in the ACDV 101 academic preparation course practice locating course and program information to meet one of the course's expected learning outcomes – that students will be able to “explore a general career direction and generate a list of academic majors, exploratory courses, and occupational fields consistent with this general direction.” Students are also able to locate course and program information from the Student Portal. To assist students in program planning and goal achievement, CCBC is in the process of developing for all programs semester-to-semester course sequences that will be published in the catalog.

To ensure that its credit offerings continue to be relevant, the outcomes are measurable and rigorous, and the offerings meet the needs of programs of study, CCBC has developed and implemented a plan under which courses and programs are continually reviewed. CCOs for the 120 highest enrolled courses are reviewed every five years to ensure that the content and assessment are up to date. These courses represent 76% of total enrollment. Faculty members whose courses are outside of the 120 threshold are strongly encouraged to examine and update their CCOs. Updated CCOs are reviewed by CIC and, if a general education course, also reviewed by GERB.

Courses and programs at CCBC are assessed and reviewed through its learning outcomes assessment and program review procedures. To assure educational effectiveness, all faculty in all sections of a course regardless of delivery format are required to participate in general education and learning outcomes assessment projects (Refer to Standards 12 and 14). Based on the results of assessment projects and program review recommendations, improvements and modifications may be made to a

course or program. In addition to internal assessment processes, many programs are reviewed externally. There are currently 22 programs with specialized accreditations offered at CCBC. A listing of these programs is found on the CCBC website, <http://www.cbcmd.edu/accreditation/specialized/index.html>. The College is currently seeking program accreditations from the National Association of Schools of Dance and the National Association of Schools of Art and Design. In addition to these evaluative measures, Academic Deans integrate curriculum assessment with institutional effectiveness by purposefully building curriculum review into operational plans (See Appendix W, School of Liberal Arts and School of Applied and Information Technology Unit Operational Plan Templates, Curriculum Goals).

The Division of Continuing Education and Economic Development (CEED) offers a variety of non-credit courses, including those for career preparation, licensure or certification, job skill enhancement, basic skills, and life enrichment. CEED operates in a dynamic, market-driven environment that must respond quickly to the needs of students and the workplace. Approximately 1,000 new course outlines are prepared and reviewed each fiscal year. Every non-credit course has course learning objectives that the student should be able to meet by the conclusion of the course and lists prerequisite courses, if required.

The development of new courses, their review, and the evaluation of course learning outcomes are functions of course managers, who seek input and advice from advisory boards, employers who look to the College for contract training for their employees, certifying agencies and boards, professional organizations, and faculty. CEED courses undergo an internal review process by the CEED Director of Administration, the program area and course manager, and the program area's Dean. MHEC reviews and approves individual CEED courses that meet the criteria for state funding (Refer to Standard 13). In recent years, CEED has participated in pedagogical, assessment, and student success initiatives of the College.

To ensure excellence in its distance education offerings, CCBC has adopted the nationally recognized Quality Matters criteria and is phasing in adoption of this review process. To prepare for full implementation, faculty have been trained to review courses against the Quality Matters rubric to apply those standards to their online courses. CCBC offers extensive training and online support to enable faculty to refine their use of technology and learn pedagogical best practices for teaching at a distance. Faculty who are new to the development of distance education classes or who are interested in teaching an existing online class for the first time are required to attend these professional development classes (Refer to Standard 13).

The CCBC student population is comprised of a wide demographic, from preparatory to college ready to highly capable students and from high school students attending through the parallel enrollment program to adult and senior learners. The College provides services, courses, and programs to enhance the academic experience of all levels and groups of students. To assist the adult and working student, many services have been expanded to include evening/weekend hours and online capability. Online services include advisement, registration, tutoring, and textbook purchasing. Students who seek a more challenging level of study can apply to the CCBC honors program. Students interested in adding a global dimension to their studies can participate in the College's Global Distinction Program. This program adds a 15-credit globally intensive core of courses to a student's curriculum and awards students the honor of Global Distinction on their transcript (See Exhibit 11.1, Global Distinction Program).

CCBC responds to students' academic needs by sponsoring extra-curricular and co-curricular events and activities through the Office of Student Life, Athletics, and the academic schools (Refer to Standard 9). Examples include service learning opportunities, the Community Book Connection, travel to museums or cultural events, and the Spotlight Speakers Series. These experiences expand on course content or commemorate special calendar events. For example, in the Fall 2011 semester in

observance of Constitution Day, Maryland Senator Ben Cardin was a guest speaker at a college-wide event. In addition, the Office of Student Life sponsored a field trip to the National Constitution Center in Philadelphia. Many of these events are open to the community.

CCBC has an active service learning program, supporting over 50 sites in the Baltimore metropolitan area with a variety of service opportunities available to students. (See Exhibit 11.2, Service Learning Activities). Two faculty members are given reassigned time to lead this work. In the Fall 2011 semester, ten faculty at the Catonsville Campus incorporated service learning into 15 courses, representing 298 students and approximately 3,688 service hours. Of the 15 courses, 14 required participation. On the Essex Campus, 345 students in 10 courses were required to complete 6 service hours, representing approximately 2,070 service hours. Table 11.3 provides a snapshot of learning goals and intended outcomes from the Belize Service Learning Project.

Table 11.3: *Belize Service Learning Project*

| Student Services Learning Goals | Intended Outcomes | How Will You Measure | Benchmark | Final Results and Use of Results |
|--|---|---|---|--|
| Students will be able to analyze the many facets of a complex issue and formulate their own position regarding that issue. | By participating in the Belize Service Learning Project, the student will compare pre- and post-perceptions about people and choices. | Outcomes will be measured through processing choices made during interaction; group meeting observations; and a follow-up survey to participants. | 20% of participants will demonstrate growth in this area. | Results will be used to rework Belize project's orientation program and to refine the follow-up survey to participants regarding how the experience shaped their thinking. |

In addition, Student Services increased its community-based opportunities for students, most notably through the Alternative Spring Break program. This program provides an experiential civic engagement activity for students to travel to an underserved area, often outside of the United States, to perform volunteer services related to literacy, poverty, facility improvement, racism, hunger, homelessness, and the environment.

The Community Book Connection is a co-curricular activity designed to enhance student learning and engagement. Each year, the Community Book Connection board collects book proposals from faculty and students. These proposals are voted on to select a text for use in the upcoming academic year. This project engages the entire campus community by urging students to read and faculty to use the selected book in their courses. Utilization often crosses CCBC academic disciplines, encouraging co-curricular discussions. The project provides themes for other campus events, such as the Spotlight Speakers Series, Closing the Gap events, and the Creative Writing Forum (See Exhibit 11.3, Community Book Connection Activities).

CCBC publicizes extra-curricular activities to all students by using the Student Portal, the Office of Student Life Facebook page, CCBC's main website, the Athletics Twitter page, posters, flyers, and brochures. In addition, CCBC has LED display boards at the entrance of its three main campuses to announce events. The Department of Performing Arts and Humanities includes a QR code in its brochure to provide program information. Faculty announce events in classes and post event information in Blackboard. In addition, they provide assignments that link to extra-curricular and co-curricular activities. The Office of Student Life offers co-curricular grants to encourage faculty and staff to propose activities for inclusion in the curriculum and to allow extra credit for attendance at events (See Exhibit 11.4, Co-Curricular Activity Grant Program Brochure).

CCBC has processes in place to ensure that classrooms, labs, libraries, and technologies are in place to support and enhance student learning. The College provides student computer labs and offers 24/7

technology support for students. All classrooms are equipped with technology and media to enhance course delivery. The College's Instructional Technology Plan is integrated with the College's Information Technology plan and with the Comprehensive Academic Plan (Refer to Standard 2).

CCBC operates a full-service library at each of the three main campuses. The Catonsville Campus opened a new state-of-the-art library in Fall 2010, and the Dundalk library was relocated and remodeled for Fall 2011 opening. Library facilities are also available at the Owings Mills, Hunt Valley, and Randallstown Centers. Each campus library is staffed by professional librarians who have received a master's degree from an accredited graduate library studies program. All librarians take part in teaching library instruction and information literacy sessions in accordance with the standards set forth by the Association of College and Research Libraries (ACRL). In 2010, the librarians of CCBC developed a mission statement specifically related to library instruction and information literacy:

The mission of the CCBC library instruction program is to develop information-seeking abilities in the CCBC community. Librarians collaborate with faculty to provide instruction in gathering, evaluating, and applying information for life-long learning. The program promotes ACRL information literacy core competencies, which state that an information literate individual is capable of

- *identifying the information need;*
- *finding the information;*
- *evaluating the information;*
- *using the information effectively and ethically.*

The College subscribes to 60 databases at an annual cost of approximately \$200,000. These databases are available on the library webpage and provide access to magazine, journal and newspaper articles; reference books; business data; and other useful information for conducting research. (See <http://library.cccmd.edu/screens/web/index.html>). Most subscriptions have full-text content online. These databases can be accessed from any computer with an authenticated login. The library continues to increase its inventory of e-books for students, and materials are available on the library webpage to help students plan research, navigate databases, and format MLA and APA bibliographies.

Collaboration among librarians, course instructors, and students is vital for student learning. Librarians average 530 library instruction sessions yearly that are tailored to the needs of a specific class assignment. Librarians consult with instructors prior to conducting these sessions to determine the specific needs of the assignment. A variety of research skills are taught by the librarians in a hands-on computer lab. Each session may cover one or more of the following elements: (a) searching research databases and the web to retrieve usable full-text content; (b) evaluating print and online resources for content, accuracy, and credibility; (c) making distinctions between general, professional, and scholarly information; and (d) using correct citation formats to document sources of information.

Librarians also present sessions pertaining to information literacy and library resources at campus meetings and college-wide events. Librarians contribute to the research and technology competencies of students by providing hands-on assistance for using Microsoft software and a variety of computers, peripherals, and web products. They are also available to answer questions regarding online research and technology. To make library services more accessible to students, the CCBC library participates in a 24/7 online reference service through the AskUsNow Maryland Cooperative program (Refer to Standard 13).

Based on feedback from faculty and student surveys, the Information Literacy Taskforce drafted a comprehensive plan to 1) determine the needs of CCBC students to effectively seek and use information, 2) create an information literacy curriculum that aligns with ACRL Information Literacy

Competency Standards for Higher Education, and 3) develop an institutional plan that includes assessment. The Information Literacy Plan, along with its seven recommendations, was vetted among major College groups during the Fall 2011 semester. The Information Literacy Taskforce consolidated the feedback on each recommendation and developed a detailed response report with recommended actions and revisions to the proposed plan. This group created an implementation timeline that includes college-wide communication; CCO review for integration of information literacy outcomes; initial and ongoing professional development activities, including a major workshop with a nationally renowned speaker; development of online tutorials; development of an institutional assessment outcomes plan; and recommended ongoing activities. Implementation of these activities will begin in Spring 2012, with a targeted completion date of Fall 2013 (See Appendix X, Information Literacy Taskforce Final Report and Proposed Implementation Timetable).

In the Fall 2010 semester, the English Department piloted an information literacy learning outcomes assessment project in select ENGL 101 classes. The pilot continued through the Spring 2011 semester and was administered in the Fall 2011 semester as a formal learning outcomes assessment project. Tracking of this project is built into the proposed timetable as an ongoing activity that will be followed by the Information Literacy Taskforce.

A unique and expanding learning resource at CCBC is the Fabrication Laboratory (Fab Lab), which opened on the Catonsville Campus in early 2011. The Fab Lab was created through the joint efforts of the CCBC School of Applied and Information Technology (SAIT) and the National Science Foundation grant-funded TIME Center (Technology and Innovation in Manufacturing and Engineering). One of the goals of the TIME Center is to explore innovative instructional and educational delivery technologies, which the Fab Lab promotes. The Fab Lab is equipped with high-end fabrication technology and is linked by cameras to an international network of Fab Labs, providing visibility for CCBC and an opportunity to connect with creative technological endeavors around the world. Initially, the Fab Lab was created as an entrepreneurial resource for local business people, artists, and the general public to aid them in producing prototypes to move product ideas to the manufacturing stage. Through strategic planning and a SWOT analysis, SAIT established a goal to transition the lab from a solely community resource to a learning resource and to utilize it to support students in technology-based academic programs, both credit and non-credit. This goal was included in the SAIT FY2011 to FY2013 unit operational plan and is being tracked for implementation and evaluation (See Appendix Y, SAIT Unit Operational Plan, Fab Lab Goal).

CCBC has engaged students in the completion agenda by inviting them to earn “Super Student Status.” To earn this status, students must commit to complete a degree, certificate, or licensure. In the Fall 2011 semester, the College held Get Involved Fairs on each campus to offer students an opportunity to craft completion goals and to sign the completion banner. This initiative bolsters students’ academic self-esteem and helps students characterize themselves as successful by using concrete activities to visualize achievement.

CCBC adheres to the Code of Maryland (COMAR) regulations for the governance of transfer of general education and elective credit for public institutions (COMAR 13B.02.02). These regulations oversee policies regarding the number of credits that can be transferred in, credit earned for life experiences, general education course transfer, and articulation agreements among two-year and four-year public colleges and universities. All CCBC policies on transfer of credit are published in the College catalog (Refer to Standard 8).

The catalog also outlines policies governing the awarding of credit for departmental examinations, Advanced Placement examinations, the College Level Examination Program, Dantes Subject Standardized Tests, International Baccalaureate examinations, portfolio assessments, and procedures to award credit for international courses. The catalog describes the procedures a student must follow to have a transcript evaluated by the Registrar’s Office and offers an overview of accrediting

associations, with an alert regarding the acceptance of credits from non-accredited institutions. The College maintains a policy for students to appeal the award of transfer credit by filing a Request for Transcript Re-Evaluation with the transfer evaluation specialist. Because the award of transfer credit is not solely contingent upon accreditation, students seeking credit from institutions that are not accredited are referred to the appropriate academic department(s) for the possible award of credit. The academic department reviews syllabus objectives and course content to decide whether there is to be an award of credit (Refer to Standard 8).

CCBC employs a full-time articulation assistant who ensures that articulation agreements are updated and are maintained on the College website. There are currently 97 agreements with 25 four-year colleges and universities and 7 agreements with outside organizations and institutions. Course equivalencies between CCBC and two- and four-year public colleges/universities can be found on the ARTSYS website. The Office of Articulation regularly updates ARTSYS information for transfer advisors and students and collaborates on transfer issues with groups such as the Maryland Higher Education System and the University System of Maryland.

Additional agreements exist with Baltimore County High Schools and other secondary systems throughout the state, private institutions, and specific training academies and commissions. For example, the Career and Technology Education Tech Prep program includes an articulation agreement between the Baltimore County Public Schools (BCPS) and CCBC, which enables students entering CCBC from a BCPS high school to receive college credit if they have completed certain career completer programs of study or sequences (See Exhibit 11.5, Articulation Agreement with BCPS and CCBC). Courses for which credit may be awarded are identified during annual meetings between associated CCBC program coordinators and BCPS faculty representatives where syllabi, course expectations, prerequisite skills, and assessments are compared. CCBC awards approximately 900 articulated credits per year.

CCBC adheres to the 2008 Higher Education Opportunity Act regarding textbook affordability and complies with the provisions of the Maryland Textbook Competition and Affordability Act of 2009. The College follows best practices when considering the appropriateness of textbooks and other supplemental materials, the cost to students, and other factors that alleviate the economic burden on students.

Findings and Conclusions

The Community College of Baltimore County is committed to outstanding educational programs through curricular and co-curricular excellence and a curriculum development process that is driven by faculty and reviewed rigorously. The College assesses courses and programs and uses the outcomes of assessment projects to modify curriculum for continued improvement in both teaching and learning. The College provides extensive co-curricular, technological, and library learning resources to support academic programs and course work. CCBC follows MHEC and COMAR regulations regarding transfer of credit to other institutions and publishes detailed transfer information in the College catalog.

Suggestion

Course review processes are in place through the Curriculum and Instruction Committee and the General Education Review Board to ensure information literacy outcomes are embedded in all courses. Close monitoring of the Information Literacy Taskforce Plan will be required to ensure the plan moves forward according to the prescribed timetable and the goals of the plan are fully implemented.

Recommendations

None

STANDARD 12: GENERAL EDUCATION

The Standard 12 committee was charged with review of the College's general education program to determine the extent to which it adheres to Standard 12 principles:

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Overview

The Community College of Baltimore County (CCBC) general education program supports the College's mission to "provide an accessible, affordable, and high quality education that prepares students for transfer and career success, strengthens the regional workforce and enriches our community." Employers expect students to acquire knowledge and skills through well-planned programs balanced with content and core learning outcomes and graduates to apply those skills in real-world settings (AAC&U *Greater Expectations: A New Vision for Learning as a Nation Goes to College*, 2002). CCBC's general education program prepares students to grow and respond to new work/life situations, to manage their own learning and encourage learning in others, to apply critical thinking skills to problem-solving tasks, and to expand their understanding of and facility to function within the diversity of the contemporary world. Students who master these essential skills are well prepared for transfer and ultimately the workforce, thereby strengthening the economic base and enriching the community.

CCBC is recognized as a national leader in general education assessment. Its general education assessment model has been cited as a best practice by the League for Innovation in the Community College and has been highlighted in *Designing Effective Assessment* (Banta, et al, eds., 2009) as a firmly grounded research-based assessment program, demonstrating a cycle of continuous improvement built on ten years of data collection. In addition, the Maryland Higher Education Commission (MHEC) in its feedback on the College's 2007 Student Learning Outcomes Assessment Report (SLOAR) commended CCBC's internal general education assessment process, commenting: "This process has been institutionalized and is working well to assess the general education program outcomes at the course level."

The Standard 12 committee gathered evidence to demonstrate the depth and rigor of CCBC's general education program; a strong assessment model which generates data that guides interventions for improved student success; institutional support of the general education program, in terms of both student success and resource allocation; and a variety of opportunities to share information about the general education program and assessment results.

Important Reference to Review

Learning Outcomes Assessment Annual Report

Analysis of Evidence

CCBC adheres to MHEC and Code of Maryland Regulations (COMAR) general education regulations (http://www.mhec.state.md.us/highered/COMAR/COMAR_CH_02_Web.pdf). Built within that framework, the general education program at CCBC is a coherent program of study that provides the knowledge, skills, attitudes, and perspectives that enable students to achieve their academic, career, and life goals. Students take courses in Arts and Humanities, Social and Behavioral Sciences, Biological and Physical Sciences, Mathematics, English Composition, and Interdisciplinary and Emerging Issues. In addition to discipline-specific content criteria, general education courses are developed to include six program skills: Communication, Content Knowledge and Skills, Critical

Thinking, Independent Learning, Cultural Awareness, and Technology. Feedback from MHEC on the 2007 SLOAR report indicates that the CCBC discipline-specific criteria for its general education program comply with the general education competencies as articulated by MSCHE and MHEC.

The general education program requires a minimum of 36 credits for transfer program degrees and 21 credits for the Associate of Applied Science degree (<http://www.ccbcmd.edu/catalog/academic/gened.html>). Students are required to include one general education course that is a designated diversity course. Of the 167 approved general education courses, 61 are dual classified as diversity courses (<http://www.ccbcmd.edu/catalog/academic/genedcourses.html>). CCBC adheres to COMAR regulations for the governance of transfer of general education courses to Maryland public institutions (Refer to Standard 11). Courses designated as general education by one institution will transfer as general education at the receiving Maryland public college, even if the latter does not offer that course or the course is not listed as general education. General education courses are evaluated and considered for transfer to private or out-of-state institutions on a case-by-case basis.

The General Education Review Board (GERB) is a subcommittee of the Senate's Curriculum and Instruction Committee (CIC) and oversees the approval of new general education courses and revisions to existing courses, ensuring that the required criteria are met. GERB is comprised of faculty representatives serving three-year staggered terms. Ex-officio members include the Dean of Instruction for Curriculum and Assessment as committee chair, an academic advisor, a librarian, and a member of the CIC. GERB provides assistance to faculty members preparing general education course proposals and guides the administration of standardized testing.

In addition to the administrative work of GERB, an important aspect of this committee's work is research and scholarship. GERB keeps abreast of important initiatives and best practices in the field of general education and its assessment through discussions based on articles from respected and peer-reviewed general education journals. A constant resource in guiding CCBC's way of thinking about general education has been the many programs and projects of the Association of American Colleges and Universities (AAC&U). With its emphasis on preparing a rapidly changing, diverse demographic for the rigorous expectations of a college education, an early reference of study was the AAC&U program Greater Expectations and its report, *Greater Expectations: The Commitment to Quality as a Nation Goes to College* (2002).

Subsequent to that, in 2008 the Dean of Instruction for Curriculum and Assessment was invited to participate in the AAC&U VALUE project (Valid Assessment of Learning in Undergraduate Education) and, along with a faculty colleague, worked for a year and a half on national teams charged with developing rubrics for essential learning outcomes. CCBC was represented on the Teamwork and the Foundations and Skills for Lifelong Learning teams. In addition, the General Education Assessment Teams (GREATs) coordinator participated on a national team during the implementation/validation team phase of the project. The VALUE project provided participants an opportunity to think deeply about definitions of essential outcomes and to transfer that process into the work of GERB. The project and its outcomes have been shared widely with major college committees and through professional development presentations. The VALUE project is part of the larger AAC&U program Liberal Education and America's Promise (LEAP).

Courses that are submitted to GERB for general education consideration are primarily evaluated using the common course outline (CCO). Committee members examine learning outcomes on the CCO to ensure that the course contributes to the common body of knowledge that supports the CCBC definition of general education and that it addresses both the general education program skills and the discipline-specific criteria. Learning outcomes are also evaluated for breadth, depth, increasing levels of rigor, and comprehensive assessment that addresses all six program skills. Additionally, every general education course must include one learning outcome that specifically addresses cultural

awareness and one that addresses information literacy. In preparation for the course-embedded general education assessment project, a common graded assignment (CGA) and rubric must be submitted with the CCO for GERB review.

GERB partners with other College committees to offer professional development events for faculty and staff. For example, GERB facilitated a General Education Symposium designed from feedback on a survey that was sent to all full-time faculty who teach general education courses. The survey, administered in March 2010, focused on how faculty address and assess the six general education skills and solicited responses regarding the need for professional development related to general education. Faculty responded with a variety of requests, including how to incorporate cultural awareness, how to motivate students, how to assess critical thinking, and how to integrate technology (See Appendix Z, General Education Faculty Survey and Sample Results). The symposium featured breakout sessions on topics such as student perspectives on making general education courses meaningful; effective writing in general education courses; the general education assessment process; effective use of rubrics; infusing cultural diversity, technology, and collaborative learning activities into general education courses; preparing adjuncts to teach general education courses; and explaining the value of general education to students. This professional development activity was well received by faculty and will be continued, with the next symposium scheduled in partnership with the Developmental Education symposium in August 2012. The theme for this symposium is Learning for Literacy, which will focus on various literacy topics, such as information literacy, financial literacy, and cultural literacy.

While adjunct faculty are encouraged to attend all professional development events, the Winter Adjunct Faculty Conference focuses specifically on major College initiatives, particularly those that impact the classroom and contribute to improving the teaching/learning process. Each year, at least one breakout session is devoted to general education. Because many adjunct faculty teach general education courses, additional efforts need to be made to orient adjuncts to the general education program.

Ongoing assessment of the general education program began in 2001 and is the cornerstone for enhancing the effectiveness of the general education curriculum and improving student learning. CCBC utilizes an assessment model that combines an externally validated standardized test with internally designed course-embedded assessment assignments using CGAs with accompanying scoring rubrics developed by discipline teams. This multi-pronged approach affords opportunities to benchmark CCBC's assessment results nationally and to cross-analyze data.

CCBC's internal assessment project is known as the GREATs (General Education Assessment Teams). This project is organized and administered by a faculty member who receives reassigned time to serve as the GREATs coordinator. CGAs are administered on a three-year cycle by discipline, e.g. Arts and Humanities, during the fall and spring semesters in all course sections within the discipline. Assignments are randomly selected at the end of the semester for scoring by trained faculty. Scores are analyzed and shared with department chairs and discipline coordinators, who work with the GREATs coordinator and the Office of Instruction to plan and implement intervention strategies (See Appendix AA, Sample GREATs Course-Level Intervention Strategies). Student demographic data is collected to allow for disaggregation by location, credit hours completed, and GPA. In keeping with the CCBC assessment philosophy of a risk-free environment, data is not associated with a specific course section or instructor.

In 2001 and 2004, the Academic Profile was administered. The Measure of Academic Proficiency and Progress (MAPP) was administered in 2008. These tests were administered to a representative sample of approximately 2,000 CCBC students. Of greatest concern in reviewing the scores from the three administrations of these tests was consistently low performance in the critical thinking category, with CCBC students falling just below the national benchmark (See Appendix AB, Mean Scores of

the 2001, 2004, and 2008 Administration of the Academic Profile and MAPP in all Categories). Data from the GREATs course-embedded assessment plan was first collected on each of the six CCBC general education program skills in Fall 2004 as a pilot semester and has been collected each fall and spring semester since, rotating among the six general education disciplines. As of Fall 2010, each discipline has completed two cycles of GREATs assessment. Table 12.1 displays average mean scores for general education program skills from 2004 to 2010.

Table 12.1: 2004-2010 GREATs Data
Average of Mean Scores* for General Education Program Skills

| Program Skills | Sem: N: | 2004 | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | | 2010 | |
|----------------------|------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | | Fall | Spr | Fall | Spr | Fall | Spr | Fall | Spr | Fall | Spr | Fall | Spr | Fall |
| | | 176 | 194 | 419 | 142 | 210 | 55 | 200 | 559 | 391 | 869 | 215 | 1206 | 844 |
| Content Knowledge | | 3.7 | 4.5 | 3.7 | 3.7 | 3.5 | 4.0 | 4.4 | 4.1 | 3.9 | 3.8 | 3.3 | 3.7 | 3.8 |
| Communication | | 3.5 | 4.3 | 3.8 | 3.6 | 3.7 | 3.6 | 3.4 | 3.6 | 4.0 | 3.7 | 3.3 | 3.5 | 3.5 |
| Critical Thinking | | 3.6 | 4.2 | 3.5 | 3.8 | 3.4 | 3.8 | 3.9 | 3.9 | 3.7 | 3.6 | 3.4 | 3.6 | 3.5 |
| Cultural Awareness | | 2.8 | NA | 3.5 | 2.1 | 2.8 | 3.3 | 4.0 | 3.8 | 2.7 | 3.4 | 3.5 | 3.5 | 3.5 |
| Independent Learning | | 3.1 | 0.4 | 3.6 | 3.2 | 3.4 | 3.8 | 3.6 | 3.8 | 3.4 | 4.1 | 3.2 | 3.5 | 3.4 |
| Technology | | 2.9 | 3.3 | 3.8 | 3.2 | 3.4 | 3.6 | 3.9 | 4.0 | 3.9 | 4.3 | 3.5 | 3.5 | 3.3 |

* Mean score range is 1-6. 1= numerous errors; 6= above and beyond performance on assignment. Shaded areas represent high and low mean scores for the program goal.

Over the six-year assessment period, students have demonstrated consistent competence in grasping discipline content and skills. However, while critical thinking scores trend higher with the GREATs assessment than with standardized test scores, mean scores remain at or around average, with scores ranging from 3.4 to 4.2 on a six-point scale. Critical and scientific reasoning scores in the Mathematics and Biological and Physical Sciences disciplines had the highest critical thinking mean scores in Table 12.1, with other disciplines reporting lower mean scores. Critical thinking has been given intermittent attention over the years, but to date there has not been a sustained college-wide effort to improve student success in this area. To address this, the CCBC Learning Outcomes Assessment Advisory Board identified the 2011-2012 academic year as the Year of Critical Thinking and enlisted other major learning groups such as the Teaching Learning Roundtable, the New Faculty Learning Community, and the Connections Veteran Faculty Learning Community to focus activities on critical thinking. To guide the work of these groups, the Dean of Instruction for Curriculum and Assessment and the Director of the Center for Excellence in Teaching and Learning (CETL) selected a book which focuses on critical thinking activities entitled *How to Improve Student Learning: 30 Practical Ideas* (Paul and Elder, 2006) and distributed copies to members of each committee. In addition, CETL is widely distributing the John Bean book *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. To maintain a focus on critical thinking and keep faculty engaged in classroom activities to improve critical thinking skills, CCBC continues to offer professional development workshops around this theme and to include sessions on critical thinking at college-wide professional development events.

CCBC closely monitors other measures of student success to coordinate and evaluate interventions for improvement. For example, 2010 CCSSE scores greatly improved from 2008, particularly in the Academic Challenge benchmark. Survey items in this benchmark describe students' perception of course activities, activities that, as described, tend to support critical thinking skills. Of the ten survey items in this benchmark, CCBC scores increased on eight items. While the pedagogy projects were

created specifically to improve student engagement, improved CCSSE scores in this benchmark may also be associated with assessment interventions in the classroom. Increases in the Academic Challenge benchmark coupled with slight increases in the Student Effort benchmark may be an early signal that CCBC is on the threshold of realizing improved results for the critical thinking general education program goal. Both the CCSSE and the Proficiency Profile will be administered in 2012 (See 2004, 2006, 2008, and 2010 CCSSE Trends Report in Learning Outcomes Assessment Annual Report, p. 97).

CCBC is also committed to improving performance in cultural awareness, with mean scores in this program skill reported at or below average on a six-point scale from 2004-2010. A major reason for fluctuating scores in cultural awareness is that many GREATs assignments did not include a specific activity to address this skill. In several instances, mean scores reported in Table 12.1 for cultural awareness are based on low to no participation in assessing this goal. While mean scores accurately reflect improved student learning over time for this goal, in some cases, these scores represent an inflated picture of the breadth and depth of assessment due to a low “N.” For example, in Spring 2005, assessment data was collected on Mathematics courses. An “NA” was reported, representing no data collection for cultural awareness. Mathematics courses were assessed again in Fall 2008 along with six courses from varying other disciplines. The mean cultural awareness score of 3.5 for the Fall 2009 semester represents data collection from only those six courses. In Fall 2005 and Spring 2009, Biological and Physical Sciences courses were assessed. Of the 23 participating courses in Fall 2005, only 7 courses assessed cultural awareness. Similarly in Spring 2009, just 2 of 30 courses in this discipline assessed cultural awareness (See Exhibit 12.1, GREATs Data Reports). Faculty consistently request support in creating or adapting assignments to include a relevant and substantive cultural perspective.

To respond to this challenge, in addition to multiple opportunities for faculty to attend in-house professional development sessions, CCBC has several college-wide initiatives that target global awareness. A major initiative is found in the work of the Global Education Advisory Board. This group focuses on increasing globalization in student activities and improving intercultural competence through curricular emphasis and professional development offerings. To this end, CETL offers a global education workshop series entitled “Developing Global Citizenship” through which participants can earn a professional development certificate in global citizenship (See Exhibit 12.2, Global Education Advisory Board Report 2010-2011 Report and 2010-2011 Workshop Series). The CCBC learning community Connections: A Community of Teaching and Learning Scholars is another venue for faculty to explore cultural awareness themes for the classroom (Refer to Standard 10). A number of faculty who have participated in this program have designed projects with multicultural themes, and some have partnered to expand the theme over more than one course (See Exhibit 12.3, Connections Project Reports). In addition, the Spring 2012 Teaching Learning Fair was devoted to global education, with a general session, 24 breakout sessions, and over 400 attendees.

Additional support for accelerating global perspectives across the curriculum comes in the form of grant funding. In 2011, CCBC received a \$500,000 Challenge Grant from the National Endowment of the Humanities. Funds from this grant are earmarked to create the CCBC Center for Global Education, which will widen and strengthen global consciousness for both faculty and students by enhancing cultural awareness in the curriculum and by providing professional development opportunities for faculty through workshops, a Global Humanities lecture series, and overseas travel. This grant represents a strong commitment and long-term support from the College in that the grant requires matching funds be secured on a scale of two dollars in nonfederal donations for every grant dollar awarded.

Standard 14 describes CCBC’s course-level assessment plan. This assessment approach provides a faculty member or a team of faculty the opportunity to design a learning outcomes assessment (LOA) project to examine ways to improve student learning. Whereas all general education courses are

assessed, courses involved in LOAs are not automatically scheduled for assessment. Rather, an academic dean or faculty member identifies a course for inclusion. The specific purposes of these two types of course-level assessment are different, but they can be complementary. GREATs projects are designed primarily to assess attainment of general education skills; LOA projects are designed to measure mastery of course-specific objectives. Some projects have been designed with the goal of assessing both types of skills within the same project. For example, an ENGL 101 project was designed to assess both the general education program skills and the course-specific writing skills of College Composition I by having students prepare pre- and post-writing samples that were scored using a standardized rubric. SPCM 101 combined GREATs and LOA assessment by having students complete a writing assignment to demonstrate their general education communication skills and a test to demonstrate their course-specific skills. This same approach has been successfully employed by the courses listed in Appendix AC, General Education Courses with Completed Learning Outcomes Assessment Projects.

To improve success rates in college-level English and math courses, as part of its Achieving the Dream project, CCBC launched the Accelerated Learning Program (ALP) in Fall 2007. ALP blends sections of developmental English writing courses with the gatekeeper general education course ENGL 101. In Fall 2009 using the successful ALP model in developmental English, the Mathematics Department designed the Accelerated Math Program, which created two avenues for developmental math students to accelerate their path to one of three general education math courses. Data collected over the two- to four-year implementation period of these programs indicate a much higher student success rate in ENGL 101, MATH 111, MATH 135, and MATH 163 for developmental students completing the accelerated sequence. The success rate for students who participated in the ALP English pairing of the highest level developmental writing course, ENGL 052, with ENGL 101 in the Fall 07, Spring 08, and Fall 08 semesters was markedly higher than for those students who took that same sequence of courses over a comparable timeframe in the traditional format, with the ALP success rate at 75% and the traditional track success rate at 40%. Data for students enrolled in the highest level of developmental math (MATH 083) and the general education college algebra course (MATH 163) indicate a 53% success rate for students enrolled in both courses within one semester and a 27% success rate over three semesters for students enrolled in a traditional track. These data were gathered over a three-semester timeframe (Refer to Standard 13).

In addition to direct measures of assessment, CCBC gains insight into the effectiveness of its general education program by evaluating indirect indicators of success. CCBC gathers data from graduate surveys, general education course success data, and transfer progress data. Fall 2009 graduate survey data indicate that 88% of graduates reported writing skills improved, 57% reported mathematics skills improved, and 89% reported that CCBC helped them improve their understanding of science and technology. In Fall 2007 and 2008, the success rate for general education courses was 75%. This number declined to 67% in Fall 2009, likely due to a near 20% growth in enrollment and resulting greater reliance on adjunct faculty. CCBC transfer students perform successfully as indicated by first-year GPA data from transfer institutions. As reported in the 2011 Performance Accountability Report, three-year transfer performance (2008-2010) for CCBC students is 2.67, 2.72, and 2.72, which is at or above that of native students.

Over the 10 years that CCBC has been involved in general education assessment, GERB has taken a lead in developing approaches to improve the GREATs assessment process on a continuing basis. In addition to the many and varied classroom interventions that have been implemented, GERB partners with other College committees, such as the Teaching Learning Roundtable, the Learning Outcomes Assessment Advisory Board, and Writing in the Disciplines/Across Communities, to provide professional development for faculty who teach general education courses. Faculty are now required to submit CGAs and rubrics to GERB for review and approval prior to GREATs data collection. To

support faculty in honing CGAs and rubrics, sessions on Writing Assessable Assignments are required for all GREATs team leaders.

CCBC assures wide communication about its general education program through advisement activities, print publications, and the CCBC website. The CCBC catalog clearly articulates the requirements for general education, defines general education, outlines the goals of the program, and lists all general education approved courses. According to the Director of Academic Advising, approximately 90% of new CCBC students meet with an academic advisor, either in person or online. Advisors explain the value of general education courses with respect to achieving academic, career, and life goals. GERB launched a college-wide poster campaign several years ago to promote general education courses and the value of the core skills found in these courses. These posters were designed with student input.

Externally, CCBC receives national recognition of its general education program through presentations at national conferences. On many occasions, the Dean of Instruction for Curriculum and Assessment has been invited to assist institutions nationwide in developing a framework for general education assessment. CCBC also receives national recognition through papers that have been published on general education assessment in prominent national assessment publications such as *Designing Effective Assessment* (Banta, et al, eds., 2009) and *Assessment Update* (Mince, Mason, and Bogage, November/December 2011). Of particular note is the distinction CCBC received as an Example of Good Practice for its strong general education assessment program in the July 2011 National Institute for Learning Outcomes Assessment paper “Learning Outcomes Assessment in Community Colleges” (<http://www.learningoutcomeassessment.org/documents/CommunityCollege.pdf>).

An important factor in determining the level to which a major initiative is supported by an institution is the degree to which it is sustained through both the budget and the planning processes. CCBC strongly supports the general education program as conveyed in the Comprehensive Academic Plan and as evidenced by the many activities maintained in the budget. As part of the improvement planning process, beginning in AY2011 to AY2012, common course outlines will undergo a five-year audit, with the 120 highest enrolled courses selected as the core group of courses to undergo review. Since 45% of the courses in this group are general education courses, this planning not only ensures currency within general education courses but also demonstrates CCBC’s dedication to a cycle of improvement for the entire general education program.

The learning outcomes assessment budget is adequate to support all assessment activities managed through the Office of Instruction. A key commitment is the funding of six credits of reassigned time per semester for a faculty member to coordinate the GREATs program. The use of a faculty member for this activity impacts the planning process at the academic school level, as backup faculty resources must be secured to fill the instructional gap. Also related to the GREATs project are dollars spent for GREATs scoring. CCBC spends approximately \$30,000 to \$40,000 per year for two rounds of scoring. Budgeted funding for a general education standardized skills test varies but is roughly \$25,000 to \$30,000 every three to four years.

A major resource investment by the College for learning outcomes assessment is a dedicated staff member in the Office of Planning, Research, and Evaluation (PRE) to analyze and evaluate GREATs assessment data, disaggregate data demographically, prepare detailed data reports, and review these reports with GREATs team leaders. Additionally, the PRE office conducts the advanced planning to identify the courses that participate in standardized testing.

Findings and Conclusions

The CCBC general education program is a solid program guided by exemplary leadership through the Dean of Instruction for Curriculum and Assessment and the General Education Review Board. The

program aligns with the College's mission and statewide guidelines and offers students a well-rounded program of essential core outcomes for transfer and career success. Institutional support for the general education program remains strong, both philosophically and financially.

Early adoption of outcomes assessment has served CCBC well in that the College has remained ahead of accreditation requirements and ten years hence has emerged as a national leader with a well-institutionalized general education assessment model. While the model has evolved modestly over time to keep pace with changing institutional goals, it has not changed philosophically.

CCBC's general education assessment model is comprehensive in both design and implementation. Faculty are supportive of the assessment plan and are widely involved in the process, from administering standardized exams during class to developing common graded assignments and rubrics to interpreting assessment results and designing intervention strategies. CCBC remains committed to improvement through assessment as demonstrated by the extensive intervention assistance it provides faculty and program coordinators and by the wide array of college-wide professional development offerings. CCBC has targeted the program goals of critical thinking and cultural awareness as areas for development and improvement and continues to focus on these skills through general education, institutional, and other assessment and professional development activities.

The accelerated learning initiatives are reporting extremely encouraging data. These programs by design have the ability to impact large numbers of some of the most discouraged population of students and usher them in deliberate fashion from the developmental arena into the college-level work they seek. The context that is added through developmental education/general education blending both stimulates and encourages students, which factors into increased retention and ultimately increased completion rates. Because CCBC is committed to student success through increased completion rates, the College plans to sustain accelerated learning in developmental education beyond the Achieving the Dream project.

Suggestion

While many steps have been taken to ensure wide communication and understanding of the general education program, CCBC should incorporate more methods of conveying the importance of general education program skills and what makes a course a general education course to both full-time and part-time faculty and to students.

Recommendations

None

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

The Standard 13 committee was charged with review of the College's Related Educational Activities to determine the extent to which they adhere to Standard 13 principles:

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Overview

The Community College of Baltimore County's (CCBC) activities in the areas of Basic Skills; Experiential Learning; Non-Credit Offerings; Branch Campuses, Additional Locations, and Other Instructional Sites; Distance or Distributed Learning; and Contractual Relationships and Affiliated Providers were analyzed with a focus on the relationship of each area to the College's mission, scope of offerings in each area, process for determining effectiveness in each area, and verification of learning outcomes. Note that a review of credit certificate programs is not included in this chapter; rather, it is in Standard 11, Educational Offerings.

Important References to Review

2011 Performance Accountability Report

Analysis of Evidence

Basic Skills

CCBC is a national leader in developmental education. Senior administrators, faculty, and staff are regularly asked to present to colleges, statewide consortia, and on occasion to the U.S. Department of Education. In 2001, the College received \$1.7 million in Title III grant funds, which provided much of the philosophy, emphasis, and staffing of its current developmental program. The grant helped CCBC support or institute many new services for developmental students such as tutoring, supplemental instruction, learning communities, and a student success course. These formed the bedrock of the program and also began a tradition of providing professional development to faculty and staff about achievement gaps, thus increasing the College's awareness of the needs of diverse learners and improving its institutional culture. The College recently received a second Title III grant, which supports the redesign of seven developmental courses to accelerated formats. In 2006 after completing an in-depth analysis of its program, policies, and trend data, CCBC's developmental education program was certified by the National Association for Developmental Education (NADE) at the Distinguished Level, the highest ranking. In 2007, CCBC won the prestigious MetLife Foundation Community College Excellence Award for its work with at-risk students. In recent years, CCBC has participated in grant and research programs sponsored by the Community College Research Center at Teachers College Columbia, the Bill and Melinda Gates Foundation, MDRC, the Hewlett Foundation, and other foundations and non-profit organizations.

At CCBC, 81% of incoming students are not equipped for the challenges of college-level academics because they lack basic skills in reading, writing, and/or mathematics (See Appendix B, 2011 Performance Accountability Report). The students may also have deficiencies in organization, time management, or study skills. They may have personal and circumstantial issues that can prevent them from being successful. CCBC has developed a comprehensive, award-winning program with an array of assessments, courses, programs, and support services that can be tailored to the needs of each student to ensure success of all learners. The program has been following a five-year plan based on past evidence of success and shortcomings (See Exhibit 13.1, Developmental Education Plan 2008-2012 and Exhibit 13.2, Developmental Education Portfolio).

Policies. All new certificate- and degree-seeking students enrolling in six or more credits or in courses with developmental prerequisites are assessed for basic skill competency with the Accuplacer in the areas of reading, English, and mathematics unless they meet established SAT or ACT requirements or have documented evidence of successful previous college work (See CCBC's Developmental Education Website <http://ccbcmd.edu/deved/index.html>). CCBC adheres to statewide established cut-score standards when placing students in developmental courses.

Courses. The College offers two levels of developmental course work in English and reading and three levels in developmental math. In addition, the Continuing Education and Economic Development (CEED) division offers adult basic education, literacy, and GED courses, which some students are required to pass before they enter developmental courses. All general education courses have developmental prerequisites that students must place out of or fulfill.

Support Services. The College offers a variety of support services to all students who have learning needs. The Student Success Centers on the three main campuses provide on-site and online tutoring services as well as Supplemental Instruction that includes peer-facilitated workshops and academic coaching in frequently failed courses, especially in the sciences and math, and other interventions to over 10,000 students annually (See Exhibit 13.2, Student Success Center Annual Report 2011 in Developmental Education Portfolio). Also, Writing Centers on the three main campuses and the institution's Online Writing Lab provide individualized composition help to students. Likewise, test preparation workshops and summer bridge programs are offered to help students improve their scores on placement tests and complete developmental courses early. Developmental students are encouraged to seek assistance in course selection, transfer advising, financial aid, disability services, and personal counseling from trained Student Services personnel. Learning Assistance Coordinators provide customized assistance to developmental students who fail developmental courses.

Departments that provide developmental course work engage in discipline-specific processes to design and revise basic skills courses, including regular review and updating of the common course outlines to ensure that course objectives reflect the required basic skills mastery. As a result of this review, new courses and programs are created by faculty and presented to appropriate administrators and shared governance for review and approval. A recent example is the creation of the accelerated learning programs in English and math and integrated academic literacy courses. Professional development is offered departmentally and by the Office of Developmental Education through the annual Developmental Education Symposium, departmental retreats, and attendance at national and regional conferences.

Outcomes. To measure the success of students who take basic skills courses, CCBC examines course pass rates by semester and trend analyses by race, aiming for a minimal 60% pass rate for all learners. In addition, the College has also incorporated a metric to examine pass rates of developmental students in introductory credit courses beyond developmental education. To that end, CCBC has used longitudinal sequencing charts that follow developmental students over many semesters to determine the percent of developmental students who complete entry level credit courses.

These sequencing charts have helped the institution understand that even when some students pass individual developmental courses, many of them do not persist long enough to complete introductory credit courses. Recognizing that the developmental course delivery platform is ineffective especially when it is too long, CCBC has designed and implemented various acceleration models that allow students to enroll in entry credit courses concurrently with developmental courses. These offerings include the Accelerated Learning Program (ALP) in writing, the Accelerated Math program (AMP), blended developmental/credit math courses, integrated reading/writing courses, and special content support courses. The strategy of accelerating student progress in developmental courses to increase success in general education gateway courses is one of CCBC's four strategies for Achieving the Dream to ultimately help more students to complete degrees.

According to a study conducted by the Community College Research Center, Teachers' College Columbia University in 2010 as well as CCBC's own internal research, ALP has nearly doubled the rate of ENGL 052 students completing ENGL 101. The pilots in accelerated math have also shown dramatic increases in pass rates of both the developmental and credit math courses, as shown in Tables 13.1 and 13.2. As a result of these successes, CCBC is scaling up its program in acceleration of developmental education. In Fall 2011, CCBC offered 80 sections of ENGL 052 taught in the ALP format and 9 sections of blended math courses.

Table 13.1: *ALP English Pass Rates*

| | Pass ENGL 052 (Developmental) | Enroll in ENGL 101 (of all 052 students) | Pass ENGL 101 (of all 052 students) |
|-------------------------------|----------------------------------|---|--|
| Traditional (2007 to 2010) | 69% | 54% | 40% |
| Accelerated (2007 to 2010) | 82% | 100% | 75% |

Source: Community College Research Center, Teachers' College, Columbia University

Table 13.2: *Accelerated Math Pass Rates*

| | Pass MATH 083 (Developmental) | Enroll in MATH 163 or other credit math course (of all 083 students) | Pass MATH 163 or other credit math course (of all 083 students) |
|------------------------------|----------------------------------|--|---|
| Traditional Sp. 10-Sp. 11 | 50% | 33% | 27% |
| Accelerated F 09-F 11 | 65% | 65% | 53% |

Source: CCBC Math Department

To further amplify the results of these programs and to increase the opportunities for success of all learners, the Vice Presidents and Deans from both the Office of Instruction and Enrollment and Student Services collaborated in 2009 to increase College completion rates with the creation of a new academic course, ACDV 101: Transitioning to College, which is now required of all new full- and part-time degree seeking students. In this course, another Achieving the Dream strategy, new students are introduced to CCBC policies and procedures, goal-setting and planning skills, financial literacy, learning skills, technological learning competencies, and career information. ACDV faculty provide advising, and students create academic plans that are stored online. Despite a trend which shows increased numbers of first-time students who are at risk, outcomes data shows increased semester-to-semester retention for students in the course, as displayed in Table 13.3.

Table 13.3: *ACDV 101 One Semester Retention Rates*

| | Spring 2011 (ACDV) | Spring 2010 (ACDV) | Spring 2009 | Spring 2008 | Fall 2010 (ACDV) | Fall 2009 | Fall 2008 |
|---|--------------------------|--------------------------|----------------|----------------|---------------------|-----------|-----------|
| One semester retention -- all | 56% | 58% | 52% | 43% | 77% | 73% | 74% |
| One semester retention— Part-time | 52% | 53% | 47% | 35% | 71% | 64% | 63% |

Source: Research Brief of ACDV, distributed by CCBC's Office of Planning, Research, and Evaluation

The national non-profit educational research organization MDRC has conducted a random assignment study of CCBC's developmental learning communities program; results were published in Summer 2011. Because results did not show significantly improved outcomes for students in the

program, resources are being diverted to support pilots of new interventions to accelerate the progress of developmental reading students.

Four years after initial enrollment, student progress is evaluated based on developmental status as part of its annual Performance Accountability Report. These reports have indicated that developmental students who complete developmental course sequences have significantly higher rates of persistence, graduation, and transfer than developmental non-completers (Refer to Standard 8). In fact, according to the reports, success rates of developmental completers frequently exceed those of college-ready students. The success rates may reflect high levels of engagement in developmental classes, as shown in the 2010 CCSSE scores which reported that developmental students showed higher levels of engagement than non-developmental students (See Exhibit 13.3, 2010 CCSSE Results). Nevertheless, as in most CCBC courses, African-American students in developmental courses pass at rates that are usually lower than those of white students. The institution has spent considerable time and resources in professional development training for faculty and staff in culturally responsive instruction and providing targeted services to African-American students and is hopeful that its efforts at acceleration and ACDV will reduce these gaps.

Credit for Experiential or Prior Learning

CCBC has a variety of programs and policies designed to assess and/or award credit for experiential and prior learning, including Assessment of Prior Learning, articulation of courses from Baltimore County Public Schools (BCPS), and articulation of courses in specialized programs.

Assessment of Prior Learning. The CCBC Assessment of Prior Learning (APL) website <http://ccbcmd.edu/apl/index.html> outlines the kinds of external tests and internal assessments, such as credit by departmental exam and credit by portfolio, used to determine how learning is assessed. The APL program is a student-initiated process. Students learn about options for earning credit for prior learning from their high schools, CCBC's website, and the College catalog. Students must successfully complete the appropriate assessment process and be enrolled at CCBC in order to receive credit. The process is generally mediated by the appropriate program coordinator in the case of credit by departmental exam, credit by portfolio, and credit by other forms of approved documentation. Students must complete a four-step process outlined in a form available in department offices. The determination as to which APL external exams will be accepted by CCBC is the purview of the appropriate program coordinator. CCBC has adopted a course-specific approach, which requires that learning be evaluated against the knowledge, skills, and competencies one would gain by completing a particular course. Externally generated exams can be taken at one of the CCBC Testing Centers.

Data about the number of students who have been awarded credit for Advanced Placement, College Level Examination Program, Dantes Subject Standardized Tests, and International Baccalaureate examinations has not been regularly collected, possibly because there is no single office that represents all APL activities. As part of CCBC's end-of-year annual FTE reports to the Maryland Higher Education Commission (MHEC), CCBC compiles credit by departmental exam, portfolio, or other forms of approved documentation data that is eligible for state funding. In recent years, the credits earned through internal assessment processes have declined and are now less than ten FTE annually. The last college-wide study of the APL process was in 2005. A formal review of the instruments, process, website, and data collection processes needs to be conducted and repeated.

High School Articulations. A second type of program that awards credits for prior learning is the course work completed in high school, which is articulated with credit courses and programs at CCBC. For example, the Tech Prep Program is an articulation agreement between the BCPS and CCBC. High school students who successfully complete either a Career and Technology Education program or an Advanced Technology Sequence in BCPS can earn college credit. As part of the Completion Agenda, CCBC is partnering with BCPS to allow students to graduate from high school

and earn an associate of arts degree in General Studies from CCBC simultaneously, the Diploma to Degree Program. This program was piloted in Fall 2011.

Other Prior Learning Opportunities. CCBC’s School of Applied and Information Technology (SAIT) developed articulation agreements with several trade apprenticeship programs. These programs include both classroom instruction and on-the-job-training. For example, SAIT developed the Construction Craft Professional associate degree and certificate programs to include articulated credit in the programs. Students who have completed a trade/craft apprenticeship program in a technical craft area and who have achieved Journeyman status can be awarded up to 30 credits.

Non-Credit Offerings

Funding. Non-credit continuing education is an important part of the College’s educational activity due to the unique support and purpose provided to this form of education as defined in Title 10 and Title 13B of the Annotated Code of Maryland. The code defines a specific role for community college non-credit continuing education, establishes a formula for funding equivalent to the funding for credit programs, and establishes regulations for how it operates. Because of the funding, continuing education is a substantial part of the College’s enrollment. Policies, rules, regulations, and standards of good practice for continuing education can be found in the Continuing Education Manual for Maryland Community Colleges, MHEC Revision FY2012-2 (See Exhibit 13.4).

Under a formula known as the Cade formula, Maryland provides the College funding for state approved non-credit courses. Student enrollment (FTE) in non-credit courses meeting the requirements of MHEC is added to the credit enrollment (FTE) to determine the amount of state funding the College receives. Over 94% of CCBC’s continuing education courses meet the requirements for state support. The remainder are self-supporting and are not eligible for state aid.

Enrollment. As a result of the role proscribed for continuing education and the state aid provided, non-credit continuing education enrollment is a substantial part of the CCBC educational program.

Table 13.4: *Continuing Education FTE, Registration, Headcount, and Course Sections*

| | <u>FY2007</u> | <u>FY2008</u> | <u>FY2009</u> | <u>FY2010</u> | <u>FY2011</u> |
|------------------------|---------------|---------------|---------------|---------------|---------------|
| FTE | 4,493 | 4,468 | 4,923 | 5,167 | 4,946 |
| Registrations | 70,850 | 72,059 | 79,291 | 83,582 | 79,986 |
| Unduplicated Headcount | 37,448 | 36,653 | 37,921 | 38,418 | 35,902 |
| Course Sections | 6,034 | 6,321 | 7,007 | 7,366 | 7,079 |

Source: Dean of Continuing Education and Economic Development, Fall 2011

Offerings and Standards. Consistent with the College’s mission and goals, the continuing education program provides workforce training, adult basic education, and a wide variety of other courses to benefit the citizens of the community. Through the division of CEED, with the support of thousands of qualified adjunct faculty, professional 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. (Note: MHEC approves individual non-credit courses rather than entire programs, as it does with credit.) The CCBC approved non-credit course inventory contains over 3,500 courses. In addition, each course section and its enrollment is reported to the state and must meet the standards set by MHEC if state funding is requested. The continuing education staff is active in the state organization that works with MHEC to assure standards and regulations are followed and enforced. Periodic training is provided to staff.

Every CEED course, whether funded or not funded, has course objectives that the student should be able to meet by the conclusion of the course. These course objectives are posted on the CCBC website for current and prospective students to review at www.cbcmd.edu/ceed/syllabus.

Learning Outcomes. Individual continuing education courses and series of courses can be combined to prepare people with the skills for entry level jobs, job advancement, externally administered professional examinations, externally granted licensure and/or certification, and certification renewal. The College counts the numbers of students who complete these types of courses and course series as part of its overall completion strategy. Completers of these programs may receive an informal award from the College, a “continuing education certificate.” The College monitors the number of students who completed these programs and reports them in the Continuing Education Completers Report (See Exhibit 13.5). In FY2010 and 2011, 3,413 and 3,582 students respectively completed these programs.

Table 13.5: *Continuing Education Completers, FY2010 and FY2011*

| <u>Workforce Development</u> | FY2010 | FY2011 |
|--|---------------|---------------|
| Applied Technology | 924 | 772 |
| Business Skills | 778 | 393 |
| Allied Health | 532 | 1,703 |
| Information Technology | 54 | 45 |
| Public Safety | 204 | - |
| Other | <u>602</u> | <u>462</u> |
| | 3,094 | 3,375 |
| | | |
| <u>Center for Adult and Family Literacy</u> | | |
| General Education Diploma | 193 | 96 |
| External Diploma | <u>126</u> | <u>111</u> |
| | 319 | 207 |
| | | |
| GRAND TOTAL | 3,413 | 3,582 |

Source: FY2010 and FY2011 Continuing Education Completers Report

Most courses have specific learning outcomes. Examples of learning outcomes include licensure and certification for allied health courses, certification for apprenticeship courses, GEDs and Pre/Post Tests for Adult Education courses, and external examinations for examination prep courses. Some are measured by job placement and success. Courses customized for contract customers must meet the learning outcome criteria of the sponsoring entity.

Professional continuing education staff provide oversight of the courses. In addition to monitoring the course’s learning outcomes, students are asked to evaluate each course. Staff use that information to further assess courses. Maryland regulations prohibit offering non-credit courses as credit courses, but academic schools may assess the amount of learning students receive in non-credit courses and provide credit through articulation.

The College regularly assesses the impact of non-credit education on the institution’s resources. The division’s academic plan is a business plan that strives to assure non-credit programs operate within the resources they derive from tuition, fees, and state aid. The plan includes an intent to provide the College with revenue from those sources in excess of direct divisional costs. Each major sub-unit of the division has a supporting business plan with the same intent. The progress of these plans is regularly reviewed throughout each year (See Exhibit 13.6, Continuing Education and Economic Development Business Plan).

Branch Campuses, Additional Locations, and Other Instructional Sites

In accordance with CCBC’s Statement of Accreditation Status,(See <http://www.msche.org/documents/SAS/92/Statement%20of%20Accreditation%20Status.htm>), CCBC has five additional locations, including two campuses in Dundalk and Essex and three extension centers at Hunt Valley, Owings Mills, and Randallstown. Students can earn a minimum of 50% of a credit degree or certificate. CCBC has multiple instructional sites where credit courses are offered.

CCBC Owings Mills. The CCBC Owings Mills Extension Center offers comprehensive student and academic services to meet the needs of its students. Under the direction of 7 full-time staff and 23 part-time staff, Owings Mills offers full services in registration, placement testing, and advising and also provides access to library resources. As of Spring 2011, a testing center staff member has been hired for 19.5 hours a week to accommodate potential distance education testing. There is a mini-bookstore during the first week of class and tutoring for ESOL and general education courses. The library contains 30-50 reference volumes in addition to some bound volumes. Through bibliographic instruction and printed material, students learn how to use CCBC's online library services (Refer to Standard 11). There are four computer labs with a total of 82 computers for student use, in addition to computers available for library, testing, and registration purposes. Due to increased enrollment and community demands, a bond was passed by county vote to build a larger center for the Owings Mills location; and a groundbreaking ceremony was held in July 2011. The new center will feature a unique library shared by both Baltimore County and CCBC.

CCBC Hunt Valley. While the CCBC Hunt Valley Extension Center offers general education and developmental education courses, its focus is on business clientele through providing business training, continuing education courses, and contract training. Full-time staff consists of a Director, a secretary, a program assistant for business management, and a Coordinator for Commercial Driver's License. Part-time staff includes a senior programs coordinator, security officers hired through a staffing agency, an assessment staff person, and an advisor. The Baltimore County Office of Workforce Development is co-located with CCBC and offers shared services. Public transportation is available via light rail or bus.

Registration services including placement testing and advising are available. Students use CCBC's online services to receive additional advising, to register, and to receive tutoring. Students may purchase textbooks at a book table during the first week of class.

There are five computer labs, of which three are designated for healthcare training and one is open for general student use. For library services, an area with three computers has been designated. Handouts are available to show students how to use all of CCBC's online library services. Couriers deliver books that students have requested.

CCBC Randallstown. The CCBC Randallstown Extension Center opened in January 2011 through the combined efforts of CCBC and the Baltimore County Office of Workforce Development and Social Services. The Randallstown site operates primarily to provide continuing education training opportunities in many disciplines, including construction trades and allied health. This facility is designed to enable students to obtain job skills quickly in order to qualify for employment. The County's Office of Workforce Development provides job search assistance, one-on-one career consultation and coaching, and on-site job recruitment. In FY2012, a limited menu of credit general education classes is being offered. Academic services and support are available including registration, advising, tutoring, and library services in a combination of face-to-face and online formats.

Outcomes. The academic success of credit students at these additional locations and instructional sites is determined by the same measures used on the three main campuses – learning outcomes assessments, general education assessments (GREATs assignments), and Course Instructor Evaluation Questionnaires. According to the Dean of Instruction for Curriculum and Assessment, results show no significant differences when assessing student learning outcomes based on location.

Distance Education

CCBC offers an extensive distance education program, which has evolved over many years. Growth in online distance education courses, sections, and enrollments has been substantial at CCBC from the Fall 2007 through Fall 2011 semesters, as evidenced in Table 13.6.

Table 13.6: *Courses, Sections, and Enrollments*

| Distance Education | Fall 2007 | Fall 2011 | Percent Increase |
|--------------------|-----------|-----------|------------------|
| Courses | 163 | 216 | 33% |
| Sections | 240 | 446 | 86% |
| Enrollments | 4,458 | 8,036 | 80% |

Source: Office of Planning, Research, and Evaluation

All general education requirements can now be completed online. In 82 of CCBC's degree or certificate programs, at least half of the courses can be completed online. All of the requirements for four Associate of Arts in Humanities and Social Sciences transfer patterns, three Associate of Arts degrees, and two certificate programs can be completed online. CCBC has a policy in the College catalog to provide students with options for degree completion when a program is discontinued.

In Continuing Education and Economic Development (CEED), non-credit asynchronous online courses are offered by vendors to contract training clients to minimize the disruption to their business cycle and are generally cohort based. A discussion of these courses occurs in the Contracted Services Section of Standard 13. Most internally developed CEED online courses occur in the Division of Continuing Education Health and Allied Health program area.

Many CCBC students co-enroll in both traditional and distance education courses. Out-of-state and out-of-country enrollment in distance education is negligible and represents less than 1% of total enrollment and headcount based on preliminary data obtained. At times when students are deployed in the military, they are able to continue their course work in a distance education format.

In addition to online courses, CCBC offers a limited number of courses in a telecourse format. Between Fall 2007 and Fall 2011, the number of telecourses decreased from eight to four, with 79 enrollments in Fall 2011. In these courses, much of the course content is delivered through a series of video programs that are available through streaming video, the College's cable TV channel, and DVD. Each telecourse has a Blackboard course shell in which the instructor can place additional content. In 2011, a procedure was developed to conduct structured Quality Matters (QM) reviews of telecourses (See detail on QM later in chapter).

Academic Support. Distance education students and other learners find support online for advising, registration, financial aid, and library services. A designated full-time advisor dedicates half of his/her advising time to respond to online student inquiries. General information is provided within 24 to 36 hours. All CCBC students may access online advising while maintaining confidentiality. Online advising services average 200 students per month. As the College implements a mandatory comprehensive advising program over the next few years, this service will expand to meet demand.

Application and registration processes now occur mostly online. The financial aid application process, including the counseling component, can be completed online. However, it is preferred that first-time college students meet personally with a counselor. Distance education students are eligible for all facets of financial aid offered through CCBC.

CCBC also offers online tutoring, which is provided by both trained tutors and by faculty. The format for the service is through an asynchronous discussion board using Blackboard. Students self-register for each subject in which they seek tutoring; these subjects then appear on their Blackboard class list and include accounting, allied health, biology (all levels), chemistry (all levels), economics, environmental science, history, math (all levels), Nursing 005, philosophy, physics, political science, psychology, and sociology. The usage of the service surged from 222 postings in Fall 2008 to

approximately 650 in Fall 2010, although it has experienced a recent decline during the conversion to Blackboard. As logistical challenges are addressed, the program is expected to resume growth.

Resources. In Spring 2007, the College commissioned an assessment of information technology services and resources. Based on that report, Campus Works was awarded a contract to manage the Information Technology Services department (ITS). To complement these efforts, in Fall 2007 the Vice President of Instruction (VPI) charged the Distance Education Task Force (DETF) with reviewing distance learning at CCBC and recommending a framework for future development and improvement. The DETF report was submitted to the VPI and the Chief Information Officer (CIO) in June 2008 (See Exhibit 13.7).

In July 2008, ITS was reorganized to create a robust, effective technical help desk and information technology support model for the College. Within ITS, the Instructional Technology Department was expanded to include an Instructional Design and Training group to provide support to faculty in the design of courses and courseware in response to the recommendations put forth by the DETF. This new group includes a Coordinator, two Instructional Designers, and two Technical Trainers. Additional support provided to faculty and students includes the following: creation of a professional Course Management System Administrator position, transition to an externally hosted Blackboard environment for more reliable service, and funding for a 24/7 Technical Help Desk.

Table 13.7: *CCBC Outsourced Technological Services*

| Service | Annual Cost |
|---------------------------------------|--------------------------------------|
| Blackboard (including hosted service) | \$305,885 |
| Presidium 24/7 Help Desk Provider | \$310,000 |
| Campus Works, Inc. for CIO, staff | FY11 - \$920,000; FY12 - \$1,000,000 |

Source: Department of Distance and Extended Learning

Program Oversight. In the spirit of continuous improvement, the Distance Learning Advisory Board (DLAB) was created in 2009 and charged by the VPI with developing policies and procedures to accomplish key recommendations from the DETF report. DLAB has developed a series of policy recommendations for consideration by the VPI. Depending on the nature of the specific recommendation, the VPI shares the recommendation with the Academic Deans. A recommendation may also be vetted with Senior Staff and the College Senate.

Promoting Quality. Based on increases in distance education offerings over the past several years, promoting quality in distance education offerings has become an institutional imperative. Implementation of certain DLAB policies has been instrumental in helping CCBC to meet the distance education fundamental elements in the Characteristics of Excellence and to comply with the Middle States Guidelines for the Evaluation of Distance Education as well as MHEC requirements for distance education. One of DETF's key recommendations that was advanced for further consideration by the DLAB provided that CCBC should evaluate current distance education offerings according to the nationally recognized Quality Matters (QM) rubric. This recommendation is being followed.

The College commits both budgetary resources to develop online course options as well as resources to support Quality Matters, a faculty-centered peer review process designed to certify the quality of online course design. This standard was adopted in 2009, and a three-phase process was implemented.

Table 13.8: *Quality Matters Review*

| Year | Phase |
|------|---|
| 2009 | Workshops conducted for faculty to learn to apply the QM rubric |
| 2010 | Faculty apply the QM rubric to their existing courses and make improvements, as needed |
| 2011 | Multi-year process begins to conduct QM peer reviews of all distance education sections, beginning with highly enrolled courses |

Source: Department of Distance and Extended Learning

Nearly 150 CCBC faculty have completed the Applying the QM Rubric workshop, and over 40 have become QM certified Peer Course Reviewers. In addition, two faculty members have completed the QM Train the Trainer F2F course, which enables them to teach other faculty to apply the QM rubric to their courses. By faculty applying the QM rubric to existing distance education sections, CCBC can discern that essential course components, including learning objectives, assessments and measurements, resources and materials, learner engagement, and course technology have sufficient academic rigor and serve to enable students to meet the learning expectations and outcomes for the course. Continuous improvement is promoted through ongoing monitoring of student performance in distance education offerings by CCBC's Planning, Research, and Evaluation staff. The results of this monitoring are shared with appropriate constituencies so that any needed adjustments in curriculum can be made. Student performance in distance education courses is also benchmarked against student performance in the same courses offered in a face-to-face format to evaluate differences. Comparisons of student retention/persistence are also made.

Student outcomes in distance education credit courses, as measured by retention and success rates, are a persistent concern. In Fall 2010, the Office of Planning, Research and Evaluation reported a success rate in web courses of 62%, compared to 72% in non-web courses, and found that these rates had been fairly constant since Fall 2008. Additionally, the withdrawal rate for web courses in Fall 2010 was 4% higher (13%) than for non-web courses (9%), with a similar pattern since Fall 2008 (See Exhibit 13.8, Course Completion Rates in Fall Online Courses, Fall 2005 to Fall 2010). Data shows that many students who register late for distance education courses do so because classroom sections are full, and students who register late have lower success rates across all modes of instruction. In order to comply with the Higher Education Opportunity Act (HEOA) requirements to improve student performance in distance education, DLAB used the results of these assessments to develop additional measures designed to improve student outcomes in distance education.

New Course Development. Through the DLAB's counsel, a CCBC Plan for Distance Education was developed to ensure that new courses and programs are approved for development once a needs analysis documents their merit and alignment with the College's mission statement and Strategic Plan (See Exhibit 13.9, Distance Education Plan). Faculty members include any assignments for development of new distance education courses and programs in their Annual Professional Summaries. The goal is for all levels of academic and instructional technology planning to be integrated in the development of new distance education courses and programs. In addition, distance education planning is coordinated with Enrollment and Student Services and Administrative Services to ensure that students have access to academic and physical resources needed to promote student success. Budgetary decisions align with the plans to the extent fiscally possible.

To complement the planning process and to foster quality of instruction, once new distance education courses and programs have been approved, a faculty member must complete CCBC's Online Teaching Institute (OTI), a 90-hour blended course, before developing and teaching a distance education course. Through this professional development, faculty members learn about the pedagogical and technological aspects of teaching online and work with an instructional designer to develop the course shell and materials. The instructional design team reviews the course for compliance with QM standards before the course is offered in the schedule of classes. Through this review, the faculty member and instructional design team ensure that the design of the course will enable a student to achieve the learning outcomes and that these outcomes are assessed appropriately. Faculty, including those from CEED, who are teaching online for the first time but not developing the course for online delivery (i.e., teaching an already existing distance education course), complete the professional development opportunity Teaching Online Course to become skilled in teaching within this environment. This course is offered online and includes 40 hours of activities.

To further promote quality in instruction and assess the performance of the faculty member in the online environment, DLAB developed and piloted a student evaluation instrument for distance

education courses as well as an online class observation form for supervisors to be used in assessing faculty teaching performance in an online setting. These instruments were vetted by the College Senate and have been implemented college-wide in FY2012. A synopsis of other distance education policies developed by the DLAB and adopted at CCBC is contained in the Resource Room (See Exhibit 13.10, DLAB Policy Compendium).

Promoting Integrity. In order to meet the Higher Education Opportunity Act (HEOA) requirement that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives academic credit, CCBC has instituted two processes. Every CCBC student has a secure login and password that is used to access all College computer resources, including the Blackboard distance education platform. In addition, DLAB developed a policy that was implemented in July 2010 whereby at least 30% of the graded requirements in a distance education course must be completed through proctored authenticated assessment. This policy was vetted by the College governance structure, approved by the President, and published in official College publications.

To further support integrity in online learning, the CCBC Code of Conduct includes explicit references to online learning. The OTI also includes a module for faculty on ways to promote integrity and reduce cheating in online courses. For example, faculty members can learn to use the Safe Assign module within Blackboard to check for plagiarism in students' papers.

State Authorization. In order to comply with relevant HEOA requirements, CCBC contacts appropriate officials in each state outside of Maryland in which CCBC distance education students reside. CCBC staff monitor advisories related to this provision and take appropriate action as needed.

Contractual Relationships and Affiliated Providers

CCBC collaborates and contracts with entities in the region to carry out its mission. Through these arrangements, the community receives efficient and effective educational programs. The CEED division oversees the development and delivery of most contract credit education. In all these agreements, appropriate staff must provide oversight of the activities relevant to the agreement, assuring the activities carried out meet the College's standards and are consistent with its mission and goals. The academic schools and faculty provide the instruction and academic oversight.

The School of Justice has contractual agreements with several state and local agencies interested in preparing workers for the field of criminal justice. In some of these agencies, agency personnel provide instruction, and some courses may be modified to contextualize content relevant to the agency. The Academic Dean of the School of Justice and the faculty provide active and effective oversight to courses and curricula provided to these agencies and to the agency personnel who carry out some of the instruction. Examples of these arrangements can be found with the Baltimore County Police Academy, located on the Dundalk campus; the Maryland Parole and Probation Academy; the Maryland Transportation Authority Police; the Maryland Natural Resources Police Department; and the Maryland Entry Level Correctional Training Program. In many of these arrangements, academic school staff assure that not only are the College's standards maintained but also that standards from related regulatory agencies are met. The Dean and his staff are in frequent and regular contact with the agencies, reviewing the credentials of the instructors, the content of courses, and examinations.

The School of Health Professions has agreements with Towson University to provide instructional resources for the Physician Assistant's program, instructional support for the Associate's to Master's Nursing program, and assistance to develop the Bachelor of Science completion program in Nursing. Franklin Square Hospital Center also provides instructional support for the registered nursing program. The Academic Dean of the School of Health Professions and her staff review the credentials of the instructors and monitor the instruction to assure it meets CCBC's standards.

The School of Business, Social Sciences, Wellness, and Education contracts with the following flight centers for the College's Aviation Management Program: Advanced Helicopters Concepts, Brett Aviation, Fort Meade Flying Activity, and Phoenix Aviation, Inc. These providers all meet Federal Aviation Administration standards. The Aviation Management program offers an option in Flight Training, for which students must enroll in flight training courses. A typical flight training course consists of academic and simulator training conducted at CCBC, with the actual flight training being conducted at the local flight training center.

The Continuing Education and Economic Development division has agreements with Dental Assisting Training Schools (DATS) to provide instructional resources for the dental assisting program and with Sleep Services of America (SSA). DATS provides clinical training space and instructional support for training dental assistants. SSA provides laboratory equipment for Polysomnographic Technology. The College also has an agreement with Ed To Go to provide instruction in selected online continuing education courses. Continuing Education Program Directors and Coordinators review the credentials of the instructors, the content of the instruction, and the facilities to assure they meet the College's academic criteria.

Findings and Conclusions

The College executes its related educational activities, including basic skills, experiential learning, non-credit course offerings, distance education, and contractual education at all sites and locations in a manner that is in keeping with the mission and goals of the institution. The College is especially proud to offer a basic skills program that has a national reputation for excellence. The related educational activities examined in this chapter have programs with clearly articulated goals that have been designed, administered, and evaluated using systematic processes and procedures to ensure consistency and integrity. These efforts support the College's strategic direction of Organizational Excellence and the related goal to align policies, procedures, evaluations, processes, and operations to ensure appropriate consistency, fairness, and effectiveness across the College.

Suggestion

CCBC is developing a more effective and consistent strategy for overseeing, organizing, and promoting the APL program and for informing students of the opportunities available to them. An APL committee with broad constituent representation has produced a report for Senior Staff that incorporates proposed revisions to the APL program and a cost/benefit analysis for consideration. After the report has been vetted and ultimately approved, an objective will be added to the unit operational plan for Enrollment and Student Services so that implementation of the revisions can be monitored and assessed.

Recommendation

The College is committed to improved outcomes for distance education students in courses and programs, as measured by retention and success rates, through its Distance Education plan. The Distance Learning Advisory Board has been charged by the Vice President of Instruction 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.

STANDARD 14: ASSESSMENT OF STUDENT LEARNING

The Standard 14 committee was charged with review of the College's student learning assessment program to determine the extent to which it adheres to Standard 14 principles:

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Overview

The Community College of Baltimore County (CCBC) assessment model was created in 1999 with emphasis on high-impact (high enrollment, multi-campus) course-level assessment. The program evolved to include general education, program-level assessment, and its recent focus on assessment of student success through the Achieving the Dream initiative. The assessment program has been implemented successfully and collects valid, reliable, and authentic assessment data on student learning. This data is utilized by faculty for curriculum revisions and administrators in planning and resource allocation decisions. The Office of Instruction, in close partnership with the Office of Planning, Research, and Evaluation (PRE), oversees all learning outcomes assessment projects. The College relies heavily on assessment data to improve courses, programs, and institutional initiatives and dedicates one PRE position to support the learning outcomes assessment mission.

CCBC's assessment philosophy is defined in the CCBC Guide for Learning Outcomes Assessment and Classroom Learning Assessment. The following excerpt captures the College's assessment ideology:

. . . . Learning outcomes assessment is neither precise nor perfect, and its data are interpreted with that in mind. It is a way of thinking about quality that comes from the College's willingness to continually examine, question, and, as necessary, alter what it does as an educational institution. Learning outcomes assessment provides feedback to faculty that allows them to strengthen and improve the educational process, which results in more appropriate, more extensive, and/or higher level learning.

This philosophy supports the College's mission, values, and strategic goals as evidenced by the College's commitment to "review and assess existing curricula, services, and programs based on student, community, and workplace needs and develop new curricula to support areas of targeted growth" (CCBC Strategic Plan FY2011 to FY2013). It also emphasizes the critical role faculty play in positively impacting student learning through ongoing review and revision of curriculum and pedagogy. Excellence in pedagogy is a hallmark of the institution's Comprehensive Academic Plan, which directly supports the Teaching and Learning Excellence strategic goal.

CCBC utilizes a continuous improvement loop in its evaluation processes that includes review and reassessment. The Guide to Learning Outcomes Assessment and Classroom Learning Assessment specifically references Middle States Standards 7, 12, and 14 and acknowledges the importance of not only assessing but also continuously improving assessment methods.

CCBC has an award-winning learning outcomes assessment model. The College is recognized as a national leader in the area of student learning outcomes assessment because of the high value it places on assessment and the institutional support given to assessment at the course, program, and institution levels.

Important References to Review

Guide for Learning Outcomes Assessment and Classroom Learning Assessment

Analysis of Evidence

CCBC actively promotes the measurement of outcomes to gauge progress toward its objectives. The results form the basis for strategic change that positively influences student learning and institutional planning. The Comprehensive Academic Plan (COMAP) frames the CCBC imperative to foster optimal student learning and maximize positive student outcomes. It reflects the institution’s learning outcomes assessment (LOA) philosophy that assessment is a natural and ongoing component of the instructional process. Hallmarks of the CCBC assessment model are that it is faculty driven, risk free, externally validated, and based on research design. CCBC believes that faculty involvement in the assessment process is a vital component of the program. The College, through the office of the Dean of Instruction for Curriculum and Assessment, both encourages and prepares faculty to assess student learning through formal school-wide course, program, and general education assessment projects.

Because of its early and strong work in the areas of learning outcomes assessment and general education, CCBC was selected as a Vanguard Learning College by the League for Innovation in the Community College. For ten years, the College continued to build its assessment program into what has become an award-winning model based on leadership, practice, results, and institutional commitment. Table 14.1 highlights this national recognition.

Table 14.1: *CCBC National Assessment Awards*

| Award Organization | Award Title/Year | Nature/Scope of Award |
|---|---|--|
| Community College Futures Assembly | Bellwether Award in the Instructional Programs and Services category for High Impact Course Level Assessment (2008) | External nomination; selected as one of ten national finalists and then as the national winner |
| Council for Higher Education Accreditation (CHEA) | Award for Institutional Progress in Student Learning Outcomes (2006) | First community college ever selected for this national award; only community college selected in 2006; one of three community colleges selected between 2006 and 2010 |
| National Council on Student Development (NCSD) | Exemplary Practice Award: College Readiness/Intervention Initiative (2003-2004) | Selected as national winner for work in assessment in student services |
| League for Innovation in the Community College | Vanguard Learning College; to provide international leadership by sharing best practices (2000-2004) | Selected as one of 12 international (U.S. and Canada) community colleges |

Administrative oversight for student learning outcomes assessment is provided by the Dean of Instruction for Curriculum and Assessment, who reports to the Vice President of Instruction. The Dean of Instruction for Curriculum and Assessment convenes the College’s Learning Outcomes Assessment Advisory Board (LOAAB). LOAAB meets every other month during the academic year to review progress on assessment projects and to determine what support is necessary to assist faculty and staff to successfully complete assessment projects. At each meeting, the Outcomes Associate (OA) and General Education Assessment Teams (GREATs) Coordinator report on course-level and general education assessment projects (See Appendix AD, LOA Projects Status Report, June 2011). The PRE representative discusses institution-level projects.

LOAAB works very closely with other college-wide groups, such as the Writing in the Disciplines/Across Communities Committee (WID/AC) and the General Education Review Board.

These collaborations help faculty recognize how the inter-connectedness of these different groups synergizes the work of the others. For example, when the Dean of Instruction for Curriculum and Assessment and the GREATs Coordinator developed a workshop on “How to Write Assessable Assignments,” they worked very closely with the chair of WID/AC and used examples and materials from the work of that committee in the training. The same workshop was later offered as a session during the annual WID/AC conference.

Professional development is a major initiative of the Learning Outcomes Assessment Advisory Board. Each year, an extensive assessment event for faculty is planned, often designed around a core learning outcome theme such as writing or critical thinking. LOAAB also facilitates workshops to address pedagogical needs, such as student engagement in online teaching. Every other year at the end of the spring semester, LOAAB hosts an assessment fair where faculty who have participated in assessment projects are invited to showcase their projects and are recognized by Senior Staff for their commitment to improving student learning with the award of a gold sash to wear with graduation regalia. This high-spirited event promotes camaraderie and inspires faculty to discover ways to continue the learning improvement cycle. Such recognition signals to faculty that assessment is an important institutional goal.

LOAAB strongly promotes external conference attendance for faculty and in this way informs future planning and resource allocation. In recent years, a number of assessment projects have been proposed in the learning support and student services areas, such as library/information literacy instruction, the writing centers, and the career centers. The assessment team leaders for these projects were appropriated funds to attend national conferences for guidance in implementing assessment projects.

Learning outcomes benchmarks are based on a variety of sources, including comparing student test results with other similar institutions, criterion-based measures, and expert external graders. The major document that offers benchmarking guidance to postsecondary institutions is the Maryland Performance Accountability Report (PAR), which aligns with the Maryland State Plan for Postsecondary Education. The goals that include performance indicators related to improvement through quality effectiveness are State Plan Goal 1 and State Plan Goal 4.

State Plan Goal 1: Quality and Effectiveness: *Maintain and strengthen a preeminent statewide array of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, the State, and the nation.*

State Plan Goal 4: *Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.*

CCBC conducts course-level, program-level, institution-level, and general education assessment. Institutional and general education assessment are discussed fully in Standards 7 and 12.

Both course-level and program-level assessment begin with outcomes – stated learning outcomes or program outcomes. Both types of assessment adhere to a five-stage research design, which includes overall project design as well as the plan for implementation, data collection and analysis, development of course improvements, and reassessment. For course-level assessment, a faculty member or faculty team develops a proposal that includes measurable objectives and describes the methodology, the type of instrument, benchmarking comparisons, and external validation. (See Guide for Learning Outcomes Assessment and Classroom Learning Assessment). Course-level projects may occur in a single section of a course; multiple sections of the same course during the same semester or in multiple semesters; or in high-impact courses, which requires participation by credit faculty in all instructional locations and formats.

Faculty and Academic Deans work together to determine which courses should be assessed. Program-level assessment is a requirement of the five-year program review process. Program coordinators lead the assessment project and may either choose to examine all courses in the program to determine the extent to which the four CCBC core competencies are addressed and assessed within the program or to study a sequence of courses or a capstone experience to assess the degree to which specific content and skills support program outcomes (See CCBC Core Competencies, <http://www.cbcmd.edu/catalog/core.html>).

CCBC prepares faculty for assessment projects through the leadership and guidance of the OA, the GREATs Coordinator, and PRE. Both the OA and GREATs Coordinator report to the Dean of Instruction for Curriculum and Assessment and receive six credit hours of reassigned time each semester. The PRE Office assists by guiding faculty through the five-stage research methodology and by interpreting the data and preparing data reports. Faculty who lead assessment projects are compensated with stipends, which vary in amount depending on the type and scope of the project from \$5,000 for high-impact course-level projects to \$500 for program-level projects. This is a significant allocation of College resources to ensure the success of assessment at CCBC.

Professional development for faculty is key to successful design, implementation, and data analysis of assessment projects. For this reason, the OA, the GREATs Coordinator, and the Dean of Instruction for Curriculum and Assessment provide faculty assessment teams a comprehensive orientation prior to the start of a project. The OA and GREATs Coordinator assist with all of the tasks related to successful completion of a project (See Appendix AE, OA and GREATs Coordinator Job Descriptions).

At the close of the academic year, the Dean of Instruction for Curriculum and Assessment prepares an in-depth Learning Outcomes Assessment Annual Report. This report addresses course-level, program-level, general education, and institution-level assessment as it relates to teaching and learning and provides significant data to indicate that LOA projects at CCBC lead to policies and practices that have resulted in positive change (See Learning Outcomes Assessment Annual Report).

Course-Level Projects

MATH 083, Intermediate Algebra, is the third course in the developmental math series. This course is particularly challenging for students and consistently returns low student success rates. As part of the Achieving the Dream initiative, the College conducted student focus groups to obtain information directly from students regarding the challenges associated with successfully completing MATH 083. The data collection identified a number of student concerns, including homework, teaching methods, course content, knowledge gap, and the textbook, which resulted in specific recommendations that impact pedagogy. The Mathematics Department implemented increased student-teacher interaction and the use of web-based supplements to increase student engagement in this course. Additionally, to assist students with the more difficult topics in the course, faculty created special topics seminars to be offered by the Mathematics Department.

A second developmental math project for MATH 082, Introductory Algebra, also resulted in interventions related to course pedagogy, such as extra emphasis and supplements for selected topics and the creation of a study skills guide. Other recommendations were policy related, such as the adoption of a common comprehensive final exam for use by all sections of the course across all campuses. A timeline for the creation of common appeals tests for each of the developmental math courses and common comprehensive finals for MATH 081 and MATH 082 was integrated into the five-year Developmental Education Plan. Common appeals tests and finals were in place by the Fall 2010 semester. The identification of the need for consistency across all campuses led to a decision to reorganize the School of Math and Science and create a new position of Assistant Dean for Mathematics.

A third example of a course-level project that led to sustained changes in pedagogical practice is a high-impact project in PSYC 101, Introduction to Psychology. Following up on the pilot study that revealed a high correlation between a faculty-created cumulative final and the ETS College Level Proficiency Exam, a college-wide PSYC 101 LOA was proposed. A 50-item standardized final was developed to measure students' knowledge of seven key areas of psychology based on the key components as listed in the common course outline. External feedback on the validity of the assessment instrument was obtained from several psychology professors at four-year institutions.

As a result of the findings reported in Stage 2, strategies were developed to improve the overall performance of all students in this course. One strategy which focused on the approximately 30% of enrolled students who received final course grades of D and F and the approximately 8% of enrolled students who withdrew from the course was to require that all students who received a D or an F on a test complete a study skills questionnaire designed to identify specific deficiencies in their study strategies. If students received a second D or F on an exam, they were required to have a conference with their instructor prior to taking any additional tests to focus on their study skills.

The data indicated that there was significant improvement in student performance at all campuses. This LOA project was reviewed and adapted as part of the Psychology Department's pedagogy project, which ensured that all faculty were using the early alert and intervention strategies that were tested during the assessment project (See Appendix AC).

Program-Level Projects

The College supports eight to ten program reviews each year. These reviews include career degree programs and select transfer programs. Since most of the certificate programs are drawn from degree programs, they are reviewed within the program review. Computer-Automated Manufacturing (four certificate options), Computed Tomography, and Magnetic Resonance Imaging are certificates that do not lead to a degree but which are associated with degrees. These six certificates are reviewed with the corresponding degree programs of Computer Aided Design for Architecture and Engineering and Radiography.

The goal of program review is to determine a program's strengths and weaknesses and to provide direction when improvements are needed. Data regarding student demographics, retention, FTE, course success rates, and number of graduates are collected and analyzed, resulting in specific recommendations for program revision and improvement. Executive summaries, including specific identified needs and planned improvements, are submitted to the Board of Trustees for approval each spring.

As with course-level projects, the Dean of Instruction for Curriculum and Assessment provides assistance throughout the year-long review process. An orientation session is held with program coordinators, at which time they receive the Program Review Procedures Guide. This guide outlines each phase of the review and provides a timeline for submission of draft and final documents. Each year, the College Senate elects a college-wide Program Review Committee to review the reports, provide feedback to program coordinators, and make recommendations to the Vice President of Instruction about the continuation of a program. Program coordinators meet with the Program Review Committee to answer questions and discuss strengths and weaknesses of the program. Program Review Committee members use an analytic rubric to provide detailed feedback to the coordinators on how to strengthen their program review reports and about the future direction of their programs (See Exhibit 14.1, Program Review Procedures Guide and Analytic Rubric).

If during the review process a program is identified as having low enrollment, low graduation rates, and/or other indicators of low productivity, the Program Review Committee may recommend program suspension, program discontinuation, or transition to a non-credit offering. These decisions

must be approved by the Board of Trustees, and a plan for program discontinuation is tracked by the Office of Instruction.

Program-level assessment is a required component of program review and provides program coordinators an opportunity to assess program outcomes by evaluating program content, course sequencing, prerequisite requirements, and contact hours. Program outcomes assessment projects may include a longitudinal review of pass rates for programs that require external licensing requirements or end-of-program activities such as internships, capstone courses, or student portfolios. Prior to 2009, program outcomes assessment projects were monitored by the Academic Deans. To place greater emphasis on the importance of these projects and to track their completion and success, the Dean of Instruction for Curriculum and Assessment began meeting with each program coordinator and Academic Dean prior to the implementation of a project.

CCBC has over 20 externally accredited programs that are subject to external evaluation and licensure. Over the past three years, several of these programs have received pass rates of 100%, including Massage Therapy, Practical Nursing, Occupational Therapy, Radiography, and Respiratory Care Therapist. The pass rates for external state or national licensure exams are included in the College's annual PAR. Many are at or above the statewide benchmarks. Table 14.2 displays results for three of the larger programs.

Table 14.2: *Licensure/Certification Exam Pass Rates in Larger Programs*

| | FY2007 | FY2008 | FY2009 | FY2010 | Benchmark FY2015 |
|------------------------------------|--------|--------|--------|--------|---------------------|
| Emergency Medical Tech - EMT-Basic | 91% | 99% | 94% | 99% | 95% |
| Number of Candidates | 91 | 83 | 110 | 97 | |
| Nursing (RN) | 95% | 96% | 97% | 94% | 95% |
| Number of Candidates | 176 | 210 | 202 | 236 | |
| Physician Assistant | 96% | 96% | 95% | 100% | 95% |
| Number of Candidates | 27 | 27 | 38 | 30 | |

Source: 2011 Performance Accountability Report

Another example of outstanding success is the recognition of CCBC's Technician Training and Education Network (T-TEN) automotive program as one of the top five such programs in the nation for 2010. Toyota Motor Sales bestows the Recognition Award based on a rigorous evaluation of adherence to many guidelines and policies, including student placement at dealerships, instructor and program certifications, compliance with Toyota training requirements, and additional quality program measures.

The Criminal Justice program conducted a program outcomes assessment project that included test item analysis with pedagogical interventions. This LOA examined course-specific objectives in CRJU 101, Introduction to Criminal Justice, to identify those objectives in need of improvement to increase student success. CRJU 101 faculty selected a pre/post multiple-choice exam covering 20 major content areas that was designed by the Maryland Criminal Justice Articulation Task Force, an organization comprised of criminal justice faculty from two-year and four-year colleges in Maryland. Each exam question was matched to the course objective or objectives that it most appropriately measured. The initial assessment occurred in Fall 2005 and was repeated in Fall 2007. The results of the 2005 assessment revealed that 74% were successful in receiving grades in the A-D range; 26% received an F or withdrew from the course. After an extensive review of options, faculty decided to examine alternative textbooks and selected one that was more appropriate for a course that required no prerequisites. Based on an analysis of the 2005 pre-test/post-test results that had shown a decrease

in student success in five objectives, faculty also selected objective-specific assignments to supplement classroom presentations. The second assessment occurred during the Fall 2007 semester and showed an improvement in student success rates. In order to improve the success rate, a developmental corequisite of ENGL 052 was added. New and updated course content was implemented to ensure course viability and sustain student interest. Objectives that were only partially improved or did not show improvement continue to be reviewed to revise interventions for improved student success (See Appendix AD).

In addition to career and transfer programs, longitudinal studies for Developmental Education Program courses in English, reading, and mathematics are used to determine persistence rates and success rates in follow-up courses. This data is shared with the Academic Deans, department chairs, and program coordinators and is used to inform the Developmental Education Plan. This plan is developed by faculty members who teach developmental courses, and it is vetted through the Developmental Education Advisory Board (See Exhibit 14.2, Developmental Education Plan).

Continuing Education Assessment

In a similar fashion, the Continuing Education and Economic Development (CEED) division conducts regular reviews of its training and program offerings and gleans outcomes assessment results from required external reports such as end-of-year reports for grants-based programs, licensure and certification data, survey data from employers, and the CCBC Continuing Education Completers Report.

Assessment of learning outcomes in Continuing Education courses varies and directly relates to the content and significance of the learning experience. Most workforce development programs and certification courses have specific skills-based outcomes that must be demonstrated as part of course completion or achievement of certification. Grant-based programs have outcomes-based standards and reporting requirements. These criteria are often set by agencies outside the College, including professional associations, industry, and local and national government agencies. Assessment activities toward achievement of these criteria may include portfolio assessment, skills demonstration, and standardized or certification exams.

CCBC, through the Continuing Education and Economic Development Division, offers a literacy education program funded through Workforce Investment Act Title II grant funding and the Maryland Department of Labor, Licensing, and Regulations (DLLR). The CCBC Center for Adult and Family Literacy (CAFL) seeks to increase and strengthen the employment base in Baltimore County by improving the employability of its citizenry. CAFL serves over 3,000 students and provides academic basic skills enhancement, GED preparation, and ESOL training. Outcomes achievement for CAFL students is reported in the 2010 DLLR Data Quality Desk Audit. These outcomes relate to employment, high school diploma attainment, or postsecondary training. Pre-tests and post-tests administered with the Comprehensive Adult Student Assessment Systems (CASAS) exam are used to measure learning outcomes and update the instructional program. Increasingly, DLLR is indicating interest in employment data as a metric.

Training customers that contract with CCBC complete the Maryland Higher Education Commission annual contract training survey, which measures satisfaction levels for customized training. According to CCBC's 2011 PAR report, employer satisfaction with contract training is 95%.

Sharing Assessment Results

Assessment results are shared widely, both internally and externally. Course, program, general education, developmental education, and institution-level assessment results are published in annual reports. These and other assessment reports are available internally through the Office of Instruction and SharePoint and are accessible to external constituents such as prospective students, current students, parents, and other institutions on the College website. Periodic reports are presented to the

Board of Trustees, including an annual review of the Student Learning Outcomes Assessment Report (SLOAR) and PAR data.

Results and executive summaries from completed assessment projects are posted on the CCBC LOA webpage. The wide sharing and extensive accessibility of assessment information provide open access for faculty to adopt proven pedagogical strategies.

Assessment and Student Success

CCBC established an early culture of evidence and continues to build on its assessment successes. The original LOA model remains the cornerstone. Results from meaningfully acquired data, whether encouraging or disappointing, draw more and more faculty each year towards the inquiry that assessment affords. Despite the strain that changing student demographics, higher enrollment, greater numbers of students needing developmental course work, and increased financial needs have placed on College resources, CCBC remains committed to student success.

The goal of all assessment initiatives is to move the needle to produce increasingly higher numbers of successful students. While this goal has yet to be fully achieved, CCBC is aggressive in its efforts and is among the national leaders in enhancing student success, as evidenced by a 12% increase in the number of awards (degrees and certificates) from 2010 to 2011. Systems are in place to test the effectiveness of interventions and to effect significant positive change.

Both the Instruction and Student Services areas view student learning assessment as vital to student success (Refer to Standard 8). College-wide initiatives such as the Accelerated Learning Program (ALP), the Accelerated Math Program (AMP), and the ACDV 101 course are closely monitored to examine the impact on student success. When data indicated significant improvement in success rates, the College moved to scale up these interventions to impact as many students as possible. CCBC has increased the number of ALP, AMP, and ACDV sections each academic year since the start of these programs and continues assessment activities to understand the relationship between these interventions and student success.

Budget and Personnel Support for Assessment

Ongoing and substantial human and fiscal allocations are required to implement a comprehensive and results-oriented assessment program that impacts student success. The needs identified from assessment projects have high priority in the budget allocation process. CCBC's five-stage continuous improvement feedback design ensures that the College invests its resources in the most effective and student-centered ways. The Dean of Instruction for Curriculum and Assessment keeps the Vice President of Instruction and the Senior Staff informed of important assessment results and associated needs identified through the assessment projects. The assessment budget accommodates purchases that fall below the threshold of \$5,000, with major budget requests processed through each Academic Dean's budget.

The assessment budget is sufficient to conduct assessment projects, including payment for faculty stipends, external consultants, and scoring of student artifacts. Every three to four years, the College administers a nationally normed test to assess students' general education skills. Since the cost of purchasing these tests is not an annual need, the year prior to test administration, a request for funding is included as a supplemental budget item and has always been approved. Additional examples include running ALP and other small classes, particularly upper level courses that students need for graduation; ACDV 101, where students are charged for 1 credit but receive 1.5 credits of instruction; payment of 5 credits to faculty who teach the calculus sequence to provide one free credit hour of instruction to students; supplemental instruction; and tutoring, both face-to-face and online.

As part of its institutional planning over the next five years, the College should carefully consider creating a full-time Director of Learning Outcomes Assessment position. Given the size of CCBC and

its assessment program, reliance on two reassigned time positions to coordinate and track all learning outcomes assessment projects is insufficient. The magnitude of the breadth of CCBC’s assessment program can be demonstrated through the example of course-level assessment. More than 25 high-impact course-level assessment projects have been completed to date, and more are initiated each year. These courses enroll between 500 and several thousand students each year. Table 14.3 shows the impact on students by comparing total course registration to the number of students enrolled in courses engaged in an LOA project that have reached the intervention stage, where the most positive impact occurs. As of FY2011, 37% of all course registrations have been impacted by a course-level LOA project.

Table 14.3: *Impact of Course-Level Assessment Projects*

| | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 | FY 2011 |
|-------------------------------|---------|---------|---------|---------|---------|---------|---------|
| Total Registrations | 117,641 | 116,697 | 115,005 | 116,315 | 127,532 | 147,969 | 160,973 |
| Registrations Impacted by LOA | 9,372 | 19,085 | 24,048 | 36,528 | 41,163 | 52,182 | 60,217 |
| % Registrations Impacted | 8% | 16% | 21% | 31% | 32% | 35% | 37% |

Findings and Conclusions

CCBC has made significant strides during the past ten years in establishing a data-driven culture of assessment that includes course-level, program-level, general education, developmental education, and institution-level assessment research projects. Over time, policies and procedures have been streamlined, reporting has been enhanced, and transparency has become engrained as a college-wide value. The CCBC learning outcomes assessment philosophy recognizes that “continuous improvement of learning is a collective enterprise upon which the success of instructional units depends on the organized support and cooperation of others” (Guide to Learning Outcomes Assessment and Classroom Learning Assessment, p. 2). Assessment at CCBC is truly institutionalized. Faculty, administrators, and operational units incorporate assessment into their work and use the intervention phase for careful reflection and planning.

CCBC deliberately chose a faculty-driven model that is based on maximizing student learning through pedagogical innovation and continuous reassessment. This model is supported by the high level of expertise at the College, particularly in the Office of Instruction and the Office of Planning, Research, and Evaluation. The close working relationship between the Office of Instruction and PRE ensures integrity in the research design, reliability of statistical analyses, and wide communication of assessment results to all stakeholders.

CCBC builds upon its assessment successes and uses data to implement significant improvements. There is a high level of commitment to and belief in the value of assessment from both faculty and administrators. Assessment processes have been determined to be useful, cost effective, well planned, systematic, and sustained and provide valid and reliable data that improve teaching and learning and enhance student success.

Suggestion

The existing allotment of a combined 12 credits of reassigned time per semester for an Outcomes Associate and a GREATs Coordinator and the reliance on the Academic Deans to release full-time faculty members from a significant amount of their teaching load to hold these positions is no longer tenable. The viability of this staffing arrangement needs to be evaluated.

Recommendations

None

GLOSSARY OF ABBREVIATIONS

| 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) |
| AAC&U | Association of American Colleges and Universities |
| ACCT | Association of Community College Trustees |
| ACDV | Academic Development |
| ACRL | Association of College and Research Libraries |
| ADA | Americans with Disabilities Act |
| ALO | Accreditation Liaison Office |
| ALP | Accelerated Learning Program |
| AMP | Accelerated Math Program |
| APL | Assessment of Prior Learning |
| APS | Annual Professional Summary |
| ARRA | American Recovery and Reinvestment Act |
| ARTSYS | Articulation System for Maryland Colleges and Universities |
| AtD | Achieving the Dream |
| B | |
| BCPS | Baltimore County Public Schools |
| BOT | Board of Trustees |
| BPR | Business Process Review |
| C | |
| CAFL | Center for Adult and Family Literacy |
| CAFR | Comprehensive Annual Financial Report |
| CAPP | Curriculum Advising and Program Planning |
| CASAS | Comprehensive Adult Student Assessment Systems |
| CCBC | Community College of Baltimore County |
| CCO | Common Course Outline |
| CCSSE | Community College Survey of Student Engagement |
| CEED | Continuing Education and Economic Development |
| CETL | Center for Excellence in Teaching and Learning |

| Abbreviation | Definition |
|---------------------|---|
| CGA | Common Graded Assignment |
| CHEA | Council for higher Education Accreditation |
| CIC | Curriculum and Instruction Committee |
| CIEQ | Course Instructor Evaluation Questionnaire |
| CIP | Capital Improvement Plan |
| CLASP | Comprehensive Long-Term Administrative Services Plan |
| COMAP | Comprehensive Academic Plan |
| COMAR | Code of Maryland Regulations |
| CUPA | College and University Professional Association |
| D | |
| DATS | Dental Assisting Training Schools |
| DEAC | Developmental Education Advisory Board |
| DETF | Distance Education Task Force |
| DLAB | Distance Learning Advisory Board |
| DLLR | Department of Labor, Licensing and Regulations |
| E | |
| EEO | Equal Employment Opportunity |
| EEOC | Equal Employment Opportunity Commission |
| ELT | Expanded Leadership Team |
| ESOL | English for Speakers of other Languages |
| ESP | Excellence, Security and Professionalism |
| ESS | Enrollment and Student Services |
| ETC | Employee Technology Center |
| F | |
| FABLAB | Fabrication Laboratory |
| FERPA | Family Educational Rights and Privacy Act |
| FISAP | Fiscal Operations Report and Application to Participate |
| FTC | Federal Trade Commission |
| G | |
| GERB | General Education Review Board |
| GLB | Gramm Leach Bliley Act |
| GREATs | General Education Assessment Teams |
| H | |
| HEOA | Higher Education Opportunity Act |
| HR | Human Resources |
| I | |
| IA | Institutional Advancement |
| INPARC | Institutional Planning and Assessment Review Committee |
| IPEDS | Integrated Postsecondary Education Data System |
| IT | Instructional Technology |

| Abbreviation | Definition |
|---------------------|--|
| IT Council | Instructional Technology Council |
| ITS | Information Technology Services |
| L | |
| LEAP | Liberal Education and America's Promise |
| LOA | Learning Outcomes Assessment |
| LOAAB | Learning Outcomes Assessment Advisory Board |
| M | |
| MAPP | Measure of Academic Proficiency and Progress |
| MHEC | Maryland Higher Education Commission |
| MOE | Maintenance of Effort |
| MSCHE | Middle States Commission on Higher Education |
| N | |
| NACADA | National Academic Advising Association |
| NADE | National Association for Developmental Education |
| NCSD | National Council on Student Development |
| NFLC | New Faculty Learning Community |
| NJCAA | National Junior College Athletic Association |
| NSA | National Security Agency |
| O | |
| O*NET | Occupational Information Network |
| OA | Outcomes Associate |
| OGD | Office of Grants Development |
| OMA | Office of Multicultural Affairs |
| OTI | Online Teaching Institute |
| P | |
| PAR | Performance Accountability Report |
| PCI | Payment Card Industry |
| PRE | Planning, Research and Evaluation (Office of) |
| Q | |
| QM | Quality Matters |
| S | |
| SAIT | School of Applied and Information Technology |
| SARS | Student Automated Response System |
| SELL | Student Enrollment and Learning Labs |
| SGA | Student Government Association |
| SHP | School of Health Professions |
| SIMON | Student Information System |
| SIR | Student Incident Report |
| SLOAR | Student Learning Outcomes Assessment Report |
| SOAR | Success, Opportunity, Access, Respect |

| Abbreviation | Definition |
|---------------------|---|
| SPOT | Strategic Planning Oversight Team |
| SSA | Sleep Services of America |
| SWOT | Strengths, Weaknesses, Opportunities, and Threats |
| T | |
| TIME | Technology and Innovation in Manufacturing |
| TLR | Teaching Learning Roundtable |
| T-TEN | Technician Training and Education Network |
| V | |
| VA | Veterans Affairs |
| VALUE | Valid Assessment of Learning in Undergraduate Education |
| W | |
| WID/AC | Writing in the Disciplines/Across Communities |