MHEC
MARYLAND HIGHER EDUCATION COMMISSION

MARYLAND HIGHER EDUCATION COMMISSION

ADVISORY EVALUATION VISIT TEAM REPORT

BALTIMORE CITY COMMUNITY COLLEGE

Prepared after Review of Institutional Data and an Advisory Evaluation Team Site Visit

Calvin W. Burnett
Secretary of Higher Education
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, Maryland 21401

November 23, 2004

MARYLAND HIGHER EDUCATION COMMISSION
839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013

BACKGROUND

In August 2004, the Secretary of Higher Education requested that an Advisory Evaluation Team be formed to visit Baltimore City Community College to evaluate whether the College was compliant with the *Minimum Requirements for Degree-Granting Institutions* in the *Code of Maryland Regulations* (COMAR) 13B.02.02. The request was made after numerous complaints and concerns related to the College were brought to the attention of the Maryland Higher Education Commission and to the Governor's Office. COMAR 13B.02.02.08 *Maintenance of Authority to Operate* requires the Secretary of Higher Education to monitor the continued compliance of approved institutions in accordance with the *Minimum Requirements*. This provision of the regulations also grants the Secretary the authority to appoint an advisory evaluation team to make an on-site visit to an institution to determine whether or not the institution complies with the *Minimum Requirements*.

On August 9, 10, and 11, 2004, an Advisory Evaluation Team made a visit to Baltimore City Community College. The Commission wants to thank the College community for the professional, open, and participative manner that the College trustees, administration, faculty, staff and students assisted the Team in making the visit a success. The result of the visit is this Report, which contains the observations, judgments, and recommendations made by the Advisory Evaluation Team. Questions regarding this Report may be made to:

Michael J. Kiphart, Ph.D.
Assistant Secretary for
Planning and Academic Affairs
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401

Telephone: 410-260-4552
E-Mail: mkiphart@mhec.state.md.us

The Maryland Higher Education Commission (MHEC) Advisory Evaluation Team for Baltimore City Community College had the following members.

MHEC Staff Advisory Evaluation Team Members:

Dr. Michael J. Kiphart
Assistant Secretary for Planning and Academic Affairs

Ms. Janis Doyle
Assistant Secretary for Finance Policy

Dr. David E. Sumler
Director of Academic Affairs - Planning and Policy

Ms. Genevieve Segura
Senior Education Policy Analyst

Ms. Dominique Raymond
Education Policy Analyst

Outside Consultant Advisory Evaluation Team Member:

Dr. Wilfredo Nieves
President
Middlesex Community College
Middletown, CT

Visiting with the MHEC Advisory Evaluation Team:

Dr. John H. Erickson
Deputy Executive Director
Middle States Commission on Higher Education

OVERALL OBSERVATIONS

Baltimore City Community College is an important institution to the residents of Baltimore and to Maryland. It provides learning and developmental opportunities to individuals that may otherwise not have access to higher education or training and preparation for the workforce. An overall finding of the Teams is that the faculty, staff, administration, and trustees are concerned about the College, believe in the institution, and working together have the ability to move the College forward. The College has had many challenges throughout its history. The opportunity that the College has at this time to move forward with respect to the College's goals and mission can only be accomplished by everyone working together in an integrated and collegial manner to address the issues and concerns before it.

The comments and recommendations that follow in this report are intended to assist the College in becoming fully compliant with the *Minimum Requirements for Degree-Granting Institutions* in the *Code of Maryland Regulations* (COMAR). The recommendations are also intended to be constructive and in most instances validate the observations contained in the College's self-study report, the report of the Middle States Association visiting team, reports by the Abel Foundation and Consultant, the College Catalog, College handbooks, and procedure manuals. The comments are offered for professional consideration as strategies are selected and activities developed to strengthen programs and services for the College's students. The recommendations will serve as guides in helping the institution shape its priorities for future action.

The College is made up of many dedicated and committed individuals: students, faculty, staff, administration, and trustees. It is taking a serious look at itself and especially its mission in an effort to provide a unique learning environment that is supportive and nurturing to its important student body. The discussions with faculty, staff, administration, and trustees demonstrate a concern and commitment to growth and improvement for the College's future. The faculty, staff, trustees, administration, and students are to be commended for their efforts to identify and address the concerns presented in the referenced materials and discussions. The accomplishment of many goals at Baltimore City Community College and its continued attention to planning and assessment will do much to assure that the institution moves forward and fulfills its mission, goals and objectives.

The Report is organized by individual sections of the provisions of the COMAR *Minimum Requirements for Degree-Granting Institutions*. Each section presents the COMAR language, Team Observations, Deficiencies and Action(s) to Overcome Deficiencies if appropriate, and Team Recommendations for Consideration.

ORGANIZATION AND ADMINISTRATION

Minimum Requirements (COMAR 13B.02.02.13):

A. An institution shall design its organization to bring together the institution's total resources in an effectively coordinated effort that will accomplish the institution's stated objectives. The institution shall inform all individuals in the organization of their responsibilities and of those of the other principal administrative positions.

B. Governing Board.

(1) A nonpublic institution seeking initial approval shall have a governing board that conforms to the requirements of regulations in existence at the time of the application.

(2) Board members shall represent the founders, benefactors, and public, and are responsible for directing the accomplishment of the purposes for which an institution was founded.

(3) Board members of higher education institutions are responsible for:

(a) Establishing broad policy and long-range planning;

(b) Appointing and evaluating the chief executive officer;

(c) Developing financial resources; and

(d) Playing a major role in the development of external relations.

(4) Board members may not use their positions on the board for personal material gain, with the exception of proprietary for-profit institutions.

(5) Meetings shall be held at regularly stated times. The institution shall prepare an agenda of the meeting and keep accurate minutes of the meeting on file.

(6) The duties, responsibilities, and relationship of the board with the administration, faculty, and other staff members shall be clearly defined in an organizational chart. Decisions shall be made based on consultation with affected parties. The board shall concentrate on broad policy matters and avoid concerning itself with administrative detail.

C. Chief Executive Officer.

(1) Within the organizational structure, the chief executive officer shall delegate responsibilities and authority to the administrative staff and provide for a regular evaluation of the administrative staff. The results of an evaluation are solely for internal institutional purposes.

(2) The chief executive officer shall:

(a) Be responsible to the board for the entire operation of an institution or of all institutions in a multicampus or multicollege system;

(b) Serve as a liaison between the board and the staff, and be directly responsible for the administration of the policies and procedures as set forth by the board;

(c) Provide leadership for the development and operation of all institutional functions;

(d) Be committed to the comprehensive purpose of the institution;

(e) Ensure the development and use of appropriate procedures of plant maintenance and fiscal management;

(f) Maintain a sound administrative structure for the orderly operation of the institution; and

(g) Be responsible for communications between the institution and the community served.

D. Chief Academic Officer.

(1) An institution shall have a chief academic officer who is not the chief executive officer. When required by the size and complexity of the institution, the institution may have several academic officers sharing the responsibilities of a chief academic officer.

(2) The chief academic officer shall:

(a) Be responsible for implementing the educational goals of the institution; and

(b) Develop and enforce the academic standards and procedures of the institution.

(3) The chief academic officer shall be qualified by academic training and appropriate experience to fulfill the responsibilities of the position.

E. Chief Business Officer.

(1) An institution shall have a chief business officer who is not the chief executive officer.

(2) The chief business officer shall:

(a) Manage the business and financial affairs of the institution;

(b) Keep the chief executive officer and the board apprised of the institution's financial condition; and

(c) Act as financial adviser to the chief executive officer and the board.

(3) The chief business officer shall be qualified by appropriate training and experience to fulfill the responsibilities of the position.

F. Administrative Staff.

(1) The administrative staff shall have an organizational structure that is appropriate to the size and purpose of the institution.

(2) An institution shall define and clearly communicate the duties and responsibilities of all employees.

(3) The administrative personnel shall furnish effective leadership for institutional development and viability.

(4) Administrators shall be qualified by appropriate training and experience to perform their responsibilities.

Team Observations:

Baltimore City Community College, after twelve years of stable administration under one president, has now experienced two years of increasing administrative instability and turmoil. A new president arrived in August 2002 and resigned in May 2004, after only 19 months. This new president began wholesale reorganization of the campus administration and appointed new individuals to all campus leadership positions. Several individuals hired for top leadership positions were new to the campus or to their positions. At one point, the most recent president removed three vice presidents on the same day. During this time, many of the second-level leadership positions (department chairs and program coordinators) changed hands as the new president's recent appointees worked to consolidate their new positions.

The Board of Trustees may have hastened the previous president's departure when they became involved in personnel decisions at the administrative level. However, it should be noted that the 1990 law transforming Baltimore City Community College into a State institution gives the College's Board more extensive authority than that of trustees of other Maryland community colleges and four-year State institutions. In some limited instances, the statutory authority granted the College's trustees exceeds the Commission's *Minimum Requirements* that prohibit the trustees from interference in day-to-day operations of the College.

When the previous president resigned, with the exception of the Business and Finance Division, another round of changes to administrative personnel and positions occurred. The new vice presidents once again appointed new department chairs and program coordinators, which result in a second major set of administrative changes that further undermined the stability of the College and resulted in a near cessation of communication on the campus.

Even during the former president's last months on campus, the College's Board of Trustees had assumed a role in the everyday management and administration of the College. This role, while consistent with statute, exceeds the Commission's regulation and common practice of other Boards at Maryland colleges and universities. After the previous president left the College, the Board assumed responsibility for the day-to-day operation of the College without an Interim President while a national search was conducted. In theory, the College was led by a collective leadership of three vice presidents. In practice, it appeared to the Team that the vice presidents acted independently and reported not to the collective body of vice presidents but to the Chairman of the Board of Trustees, who established an office in the presidential suite on the Liberty campus and reviewed the day-to-day activities of not only the three vice presidents but also of other administrators.

In a Team meeting with the Chair and the Vice Chair of the Board of Trustees, both Trustees expressed concern regarding the College faculty, considering it hidebound and self-serving, and a barrier to progress on campus. This opinion would not be so significant if it had not given rise to policies and practices that were detrimental to

establishing and maintaining necessary campus community and communication. During the visit, the Team members were informed that all College-wide collegial bodies had ceased to function with a resultant lack of communication between faculty and staff and top-level administrators. Repeatedly the Team heard that there had been no meetings of campus-wide committees and councils involving both faculty and administrators since January 2004. While not well known to the campus community, the President's Council and President's Staff did continue to meet with meetings in June and July. The Team was informed that the Divisional bodies, referred to as "deans and directors meetings", that had met monthly, had also stopped meeting around January 2004. However, the Business and Finance Division reported that the Division did continue to hold bi-weekly Director's meetings, and the Office of Student Affairs reported that the Office held monthly Directors and weekly Executive Staff meetings during this period.

The College has defined organizational and administrative procedures that over the last three years have not been applied in a consistent manner. This, in the opinion of the Team, is a direct result of the turnover of individuals in key positions from the College and the active role of the Board Chairman in the day-to-day operations of the College. Roles, responsibilities, functions, and expectations of the individuals assigned positions formally during this time of transition, appear to still be in flux. As a result, the College has had difficulty in maintaining consistency in its level of operations and communication has been ineffective and almost ceased.

The result of the almost constant administrative changes at the College and the cessation of the meetings of College-wide committees and consultative bodies has been a near fatal collapse of campus administration and community. Repeatedly, Team members were told that College-wide changes in policies had been announced with no warning and no prior consultation. As of the time of the visit (August 9-11, 2004) most academic department chairs, program coordinators and directors of administrative offices reported to the Team that they had not received operating budgets for the 2004-2005 academic year, which was to begin within one month (September 2004). Academic department chairs reported that they had not been given an instructional budget permitting them to hire adjunct faculty for the coming semester. If budgets were provided to the appropriate personnel, the Team was provided with a very different perspective in its meeting with College administrative personnel, particularly in the academic sector under the Vice President for Learning. During the Team visit, a Fall 2004 catalog of courses was published with courses that were not scheduled by department chairs and with faculty assignments for faculty who had not yet signed or been offered contracts to teach. The Team was informed that many of these problems were caused by the absence of the Vice President for Learning, who had been absent for over a month because of illness. In her absence, the perception was presented to the Team that no decisions concerning academic matters were being made. The Assistant to the Vice President for learning did handle the day-to-day management of the division in the Vice President's absence.

Another symptom of the general campus malaise was a pervasive paranoia among faculty and staff to which the Team was repeatedly exposed. Many faculty and staff were afraid to voice opinions in public forums for fear of retribution and firing. College personnel

reported to the Team that at some point during early 2004, a memorandum had been sent to all faculty and staff announcing "policies to be followed when terminated." The Vice President of Human Resources has subsequently reported that no memorandum was sent to faculty and staff outlining termination policies. Many individuals alluded to the fact that terminated employees were to be escorted off-campus immediately by two security guards and were allowed to take only what they could carry in one box. In actuality, the College administration reported that terminated employees were provided one half hour to pack (high ranking administrative employees were reported to get up to three or four hours to pack) and two to three boxes to pack their personal belongings, and remaining items were delivered to their homes by public safety officers. Such policies and practices have bred paranoia and fear that have created a climate on campus where normal collegial relations and communication are very difficult, if not almost impossible.

The number of administrative professional staff at the College has been growing rapidly compared to other categories of staff members. From 1994 to 2001 the number of "professional staff" at the College increased from 117 to 218, while the number of full-time instructional faculty remained relatively unchanged (117 in 1994 and 122 in 2002) and the number of support staff decreased from 124 to 111.

Of critical importance, the Team learned that many professional positions had possibly been filled without following appropriate procedures as called for by the College's own policies. There was prevalent anger among staff and faculty about lax hiring procedures without appropriate searches and without an objective review of candidates' credentials to assure that the individuals hired were qualified for their positions. The College has extensive written policies and procedures, but the Team repeatedly found that the policies were either not followed or that key individuals were not knowledgeable regarding the policies. The Human Resources Division contends that search and hiring procedures were disseminated to the College community in 2003, and that a human resources representative was assigned to all search committees.

It is critical that stability in administration be established at the College. There needs to be clear and appropriate delineation of authority between the Board and the President. The College has many experienced, capable and committed staff. However, lack of communication and appropriate leadership was cited repeatedly as a serious problem. This issue needs to be addressed immediately to allow the institution to move forward and to keep competent staff at the College.

It should be noted that efforts are moving forward to make appointments in order to have a full complement of staff. At the time of the Team visit the Board of Trustees had three positions vacant. Recommendations to fill these Board vacancies were underway.

In the coming year, the College needs to focus on stabilizing the administration and on the nine initiatives identified by the Middle States Association report. The College must develop an academic master plan and strategic plan using an inclusive and participative process involving the entire campus community. Once these plans are completed, then

appropriate master plans for facilities and information technology should also be developed.

The College is to be commended for its strong commitment to faculty and staff development, including both professional and skilled service employees. The Board policy establishes a goal of 40 hours of professional development annually for all employees. This policy is implemented through a program that includes in-house training, specialized programs for managers and supervisors, tuition waiver and/or reimbursement for college courses and/or degrees and support for participation in conferences, as appropriate. The College conducts an annual survey to help guide their development program.

Team Assessment:

While the Baltimore City Community College Board of Trustees has operated within its statutory authority under section § 16-505 and § 16-506 of the Education Article, *Annotated Code of Maryland*, in some limited instances, the College exceeds specific provisions of COMAR 13B.02.02.13. *Organization and Administration*. As a result, the Team held the position that it is very important to point out the discrepant areas and past Board actions, which in the observation and evaluation of the Team had not served the College well.

Areas of Inconsistency and Concern regarding the College's practices and COMAR 13B.02.02.13

While operating within its present statutory authority, College practices exceed, perhaps unnecessarily, the following areas related to the Board of Trustees (COMAR 13B.02.02.13):

B(3) Board members of higher education institutions are responsible for:
(a) Establishing broad policy and long-range planning;
(b) Appointing and evaluating the chief executive officer;
(c) Developing financial resources, and
(d) Playing a major role in the development of external relations.

B(6) The duties, responsibilities, and the relationship of the board with the administration, faculty, and other staff members shall be clearly defined in an organizational chart. Decisions shall be made based on consultation with affected parties. The board shall concentrate on broad policy matters and avoid concerning itself with administrative detail.

C(2) The chief executive officer shall:
(a) Be responsible to the board for the entire operation of an institution or of all institutions in a multi-campus or multi-college system;
(b) Serve as a liaison between the board and the staff, and be directly responsible for the administration of the policies and procedures as set forth by the board;.....

Recommendations to facilitate rectifying the discrepancies between authority that may be exercised by the Board of Trustees pursuant to statute and that set forth in regulations.

- The Maryland General Assembly should consider, where necessary, appropriate amendments to the *Annotated Code of Maryland* concerning the authority of the Board of Trustees of Baltimore City Community College consistent with and in light of the authority vested in other Maryland community college and public four-year boards of trustees and in compliance with good management practices as stated in the *Minimum Requirements for Degree-Granting Institutions.*

- The Board of Trustees of Baltimore City Community College should refrain immediately from interference in the day-to-day operations of the College and to recognize the role of the Interim President as the sole liaison between the staff and the Board as expressed in the regulations.

- A search for a permanent President should be conducted in a fair and open manner utilizing a national search firm to identify finalists to be interviewed by the Board of Trustees and the campus community. The Board of Trustees should select the next President from among the panel of candidates so selected.

- The Secretary of Higher Education should monitor the development of the administrative structures at the College to be assured that principles of good management are being observed at this State institution, and should inform the Governor, as appropriate, regarding the progress of the College.

- The College should contract with an outside consultant group to provide appropriate training to the College's Board of Trustees in best practices for trustees. An orientation for new board members is needed in order to define roles, responsibilities, and expectations of trustees. The orientation will also provide the opportunity to develop trustee-presidential relationships that are necessary to move the College forward.

- The College should take steps immediately to insure that all new employees are hired in accordance with written College policies and procedures. In addition, the College must ensure that all College personnel responsible for hiring are fully informed and trained in using the College's hiring policies and procedures.

Other Team Recommendations for Consideration:

- The College should immediately re-instate collegial bodies and policies that will permit open and effective communication among all segments of the College community, including but not limited to monthly deans and directors meetings and reports by the Faculty Senate to the Board of Trustees.

- It is recommended as part of its effectiveness and outcomes efforts that the College include a formal review of its governance system. Refinement of the College's governance system should ensure representation and participation from the many constituent groups of the College. The role of faculty in academic planning and governance should be enhanced. This will lead to more faculty involvement and participation in academic and other College matters.

- It is recommended that the College review job descriptions throughout the College to minimize duplication of functions and redundancy in responsibility and accountability. As part of this review, it is suggested that the College see if any of its programs and services can be combined for greater efficiency to provide better access for students to support services.

- It is recommended that the College continue with a comprehensive orientation program for new faculty and staff. The orientation will need to ensure clarity of roles and expectations, information on procedures and processes, as well as insight into the college culture in order to help integrate new hires into the college community.

MISSION AND GOALS

Minimum Requirements (COMAR 13B.02.02.14):

A. An institution shall have a statement of mission and goals.

B. An adequate statement of institutional goals shall incorporate:

(1) The institutional identity, to include:

(a) A summary of the institution's character and purpose;

(b) A designation of the institution's functional emphasis as instruction, research, or public service;

(c) The degree levels offered and relative emphasis given to undergraduate and graduate instruction; and

(d) The institution's current Carnegie classification;

(2) Constituencies served by the institution, including:

(a) A general description of the student body, including:

(i) The geographic origin of students, and

(ii) Admission standards and the anticipated academic preparation of entering students;

(b) Special relationships with elementary and secondary schools; and

(c) Partnerships with government, business, and industry; and

(3) Instructional program emphasis.

C. Publication of Mission and Goals.

(1) An institution shall publish a comprehensive statement of its mission and goals that is consistent with Education Article, Annotated Code of Maryland, and with the philosophy of the institution's board.

(2) The institution shall set forth the statement in §C(1) of this regulation in the institution's catalog.

D. The institution shall periodically review its mission and goals statement. For public institutions, this statement shall remain consistent with the identification of the role, function, and mission of the institution and segment as established in the Commission's Statewide plan, as revised from time to time.

Team Observations:

The current mission statement is available in college publications and venues. The currently published mission statement is quite focused and does not provide a full description of the breadth and comprehensive nature of the College. The current mission statement does not correspond to the "Duties of community colleges" presented in the Annotated Code of Maryland, Education Article, § 10-210. As a result, there is a need to better identify and connect the stated purposes with college goals and objectives and Maryland statute.

At the time of the Team visit the College was in the process of revising its mission statement and did not have an officially adopted institutional mission statement. Since an accreditation team of the Commission of Higher Education of the Middle States Association of Colleges and Schools had visited the College in 2003, the College has been attempting to develop a mission statement that can command consensus support from the College community. The College provided the Team with a document that chronicled the many meetings that the College had held and the six drafts of a mission statement that had resulted. It does appear that the College is getting closer to a mission that can be adopted. However, even with the lengthy process that has been employed, some faculty members with many years of service at the College were not aware of any discussions regarding the College's mission.

Team Assessment:

Baltimore City Community College is not in compliance with COMAR 13B.02.02.14. *Mission and Goals.*

Deficiency:

At the time of the Team visit, the College did not provide an official statement of mission and goals as required in COMAR 13B.02.02.14.A., but provided the Team with documents outlining the recent efforts of the College to revise and update the official mission of the College.

Action to Overcome Deficiency:

The College must submit an official mission statement, adopted by the Board of Trustees, by July 1, 2005. The review and update of the mission is a priority and the process must be completed at the earliest possible date. The mission review should be communicated to and involve the entire campus community. The mission review and revision effort extends to the day-to-day operations and procedures in all of the College's divisions. The strategic plan of the College and the master academic plan must focus on goals and objectives that are in concert

with the revised mission and goals once they have been approved. The College will need to make every effort to "demonstrate congruence between the institution's mission, goals, and objectives and the actual outcomes of its educational programs and activities" (*Characteristic's of Excellence*, p.17, Middle States Association).

ADMISSIONS

Minimum Requirements (COMAR 13B.02.02.15):

A. Admissions Policy.

(1) An institution's admissions policy shall be related to the objectives and resources of the institution, and clearly stated.

(2) An institution that maintains an open-door policy shall make adequate provision for placement testing, counseling, and compensatory services. Similarly, an institution that has a very selective admission policy shall ensure sufficient challenge and stimulus for its students.

(3) There shall be a demonstrable correlation between admissions policies and educational practices.

(4) Because the admissions policy affects all aspects of institutional planning, funding, and staffing, an institution shall carefully plan the admissions policy to determine whether it is serving the needs and interests of its students, or how it could be doing so more effectively.

(5) The admissions policy shall be nondiscriminatory, and in compliance with all State and federal laws with regard to nondiscrimination.

B. Individuals To Be Admitted.

(1) A student admitted to a degree-granting institution shall:

(a) Be a graduate of a high school accredited either by its own state department of education or by a regional accrediting association recognized by the United States Department of Education; or

(b) Have received a high school equivalency certificate or a high school equivalency diploma.

(2) Notwithstanding §B(1) of this regulation, an institution may admit to college level courses and programs individuals who present evidence, through testing or other means, of the ability to profit from the instruction. In making decisions about the potential of these individuals to complete a course or courses, or programs, the institution may consider previous formal education, equivalency of other learning by examination, and competencies gained through practical experience, maturity, or other appropriate criteria.

C. In those instances when a student has been admitted under exceptions to existing institutional policies, the institution shall retain an explanation of those exceptions.

D. The receiving institution shall limit the credit earned in or transferred from an associate degree-granting institution to approximately 1/2 the baccalaureate degree program requirement, not to exceed 70 credits. The receiving institution shall limit these transferred credits to the first 2 years of the undergraduate educational experience.

Team Observations:

The Baltimore City Community College employs an *open admission policy,* which is consistent with COMAR regulations and is defined on page 15 of the 2003-2004 College Catalog:

"All high school graduates and holders of high school equivalency diplomas or certificates are eligible for admission. Adults not holding a high school diploma or

equivalency or a GED diploma or equivalency become eligible for degree and certificate programs after successfully completing 15 college-level credits."

Transfer students are also required to follow standard admissions application procedures. The guidelines and limitations for transfer credit are clearly presented in the College Catalog, and are consistent with COMAR regulations and COMAR General Education Requirements.

Another provision of the admission policy applies to international students who must follow the application process and take appropriate placement tests. The Coordinator of Veterans and International Student Services works with international students and handles their admissions. International students who score below college level in English language skills are referred to the College's English Language Institute rather than developmental courses. All admissions polices are consistent with COMAR regulations.

The College recognizes that not all applicants are academically prepared for college level work. The College's open admissions policy has a provision that mandates placement testing for all first-time applicants. Based on test results, students who meet the cutoff scores may enroll in college level courses; those who do not may enroll in developmental courses. Since 1994, the Test Center has administered the College Board's ACCUPLACER assessment tests.

Computerized placement testing is readily accessible at the College's Test Center. Individuals who are not capable of taking exams under standard conditions are provided accommodations consistent with state and federal law. Test Center services are available six days per week, and in the fall of 2003, the Center expanded its services to offer placement testing at the College's Harbor campus.

Students who achieve college level scores in math, reading and English are referred by the Test Center to the Admission Office and assigned advisers. Additionally, new full time degree/certificate students must attend the "mandatory new student orientation." Students scoring below the college level cutoff may retest one time. To appeal a course placement decision, students may contact the appropriate departmental chairs.

The Test Center provides free ACCUPLACER test review booklets to students for their use. The Division of Learning provides free ACCUPLACER review sessions for students interested in improving their test-taking and academic skills. The sessions have proven especially helpful to individuals who have been away from academic studies for a long period. The College has also made reviews sessions available for students on-line.

The Test Center has an arrangement with the Harbor City High School, an alternative school in the Baltimore City Public School System, to administer the ACCUPLACER test to interested high school students. High school staff members are trained by the Test Center to offer the exam periodically through the school year. In addition, the Test Center provides on-site testing and liaison activities with other Baltimore City High

Schools. College bound junior and senior level high school students can enroll in collegiate courses via the College's Early College Institute.

The open-door admission policy and policy of non-discrimination are sound, applied in a fair manner, and grounded in a framework that reflects the College's mission and goals. These policies, testing requirements, alternative admissions methods, and developmental education practices are consistent with Maryland regulations and are similar to other regionally accredited two-year institutions in Maryland and around the country.

Concern was expressed by many administrators, faculty and staff regarding a need for the College to adequately evaluate and potentially overhaul the College's developmental programs and courses to improve services for inadequately prepared students. The staff related firsthand knowledge to the Team of how easily the inexperienced, intimidated developmental students have a difficulty negotiating the College's support systems.

Findings in an Abel Foundation report confirm that the number of first-time developmental students is growing for the College. Approximately 97% of the College's applicants were placed in developmental courses in 2004. More than a third of adults in Baltimore have not received their high school diplomas and the numbers do not seem to be improving. In addition, the staff of the Test Center voiced concern about an increase in the number of developmental students who fail to score beyond the lowest developmental levels. Staff members are extremely concerned over whether the College has the resources to meet the developmental needs of these students. In spite of these many concerns and problems, College staff remains hopeful and eager to find new ways of addressing the needs of both developmental level and college level students.

Team Assessment:

Baltimore City Community College is in compliance with COMAR 13B.02.02.15.

Team Recommendations for Consideration:

- The Team recommends that the major issues and concerns related to the developmental needs of the College's student population be fully addressed and taken into consideration in the College's master academic plan and strategic plan. The planning process must be inclusive of all administrative and academic communities at the institution to fully address the pressure put on the College by the developmental needs of its students.

- The Team recommends that the College fully assess the scope of all admissions and student services as they influence new and continuing student enrollment, retention, and graduation success.

- The College must evaluate the financial resources needed to successfully address the concerns related to developmental education and the needs of students

admitted to the College, and work to acquire the necessary funding for the College's services to these students.

GRADUATION REQUIREMENTS

Minimum Requirement (COMAR 13B.02.02.16):

A. Associate Degree.

(1) An associate degree requires the satisfactory completion of not less than 60 or more than 70 semester hours of academic credit, or equivalent hours of college credit, representing a planned sequence of learning experiences.

(2) An institution shall require a minimum average of 2.0 on a 4.0 scale for graduation for both degree and certification programs.

(3) A student shall earn at least 30 semester hours of academic credit by direct instruction for conferral of a degree.

(4) A student shall earn at least 15 semester hours of academic credit at the institution granting the degree.

(5) An institution may not include credit awarded for remedial education towards the academic credit required for graduation.

D. General Education Requirement.

(1) An approved degree-granting institution shall provide to its students, within the required curriculum for graduation, a general education that is designed to provide the student with the skills and knowledge necessary to:

(a) Communicate effectively in oral and written English;

(b) Read with comprehension;

(c) Reason abstractly and think critically;

(d) Understand and interpret numerical data;

(e) Understand the scientific method;

(f) Recognize and appreciate cultural diversity; and

(g) Understand the nature and value of the fine and performing arts.

(2) A nonpublic institution shall satisfy the general education requirement by:

(a) Requiring each associate degree program to include not less than 20 semester hours and that each baccalaureate degree program shall include not less than 40 semester hours of required arts and science core courses, with at least one 3-semester-hour course from each of the following five areas:

(i) Arts and humanities,

(ii) English composition,

(iii) Social and behavioral sciences,

(iv) Mathematics, and

(v) Biological and physical sciences;

(b) An integrated and structured general education experience required of all students, adopted by the governing board of the institution, which shall be demonstrated to the Commission at the time of initial approval or reaffirmation of approval, to achieve the goals of general education as defined in §D(1) of this regulation; or

(c) A process to measure competencies and to award credit in the areas of general education adopted by the governing board of the institution, which shall be demonstrated to the Commission to achieve the goals of general education in accordance with guidelines approved by the Commission.

E. General education requirements for public institutions are governed by COMAR 13B.06.01.

Team Observations:

The College's general education, certificate, and degree requirements meet the requirements of COMAR. The College has a proper review and auditing process to determine when students have successfully completed the requirements for a certificate or degree.

The academic program, graduation and General Education requirements are clearly stated in all College publications and web-based sources. There are adequate systems in place for apprising students in advance of the progress they are making and for the students to receive proper advising regarding their progress toward completing a certificate or degree.

Developmental courses are a critical part of the College program emphasizing the need to address deficiencies in student reading, writing, and mathematics. The campus is commended for attempting to meet the developmental and basic skills needs of its students. Given the academic skills of entering students, this area requires ongoing review and constant attention by the College.

The College is also commended for its strong programs in Nursing and the Allied Health Professions.

Adhering and following through on the formal cyclical review process of academic programs would further enhance the efforts of the College to strengthen its programs and ensure faculty participation and leadership in the College's governance process. Student enrollment and completion of programs is a measure that needs to be closely examined as part of the program review process.

Team Assessment:

Baltimore City Community College is in compliance with COMAR 13B.02.02.16.

Team Recommendations for Consideration:

- The College must complete an academic master plan and a strategic plan for the institution that address developmental courses, academic programs, program evaluation, and student performance and success.

- It is recommended that the College document a comprehensive assessment plan that is integrated and includes the details of student learning objectives at the institutional, program, and course level and the methods by which their intended outcomes will be assessed. The plan should include a reliable and realistic timetable for the implementation of both the formative and summative components of its comprehensive assessment plan. To ensure that students,

faculty, and staff are all aware and clear on competencies in all courses with special emphasis to developmental education courses.

- The College should continue to explore strategies for better assessing and communicating to the college community the competencies, the integration of these competencies within courses, and the assessment links to the competencies. The adoption of a model for outcomes assessment and its implementation are important steps for the College. Having a formal system to evaluate the College's progress toward achieving its plan is necessary for it to be successful.

FACULTY

Minimum Requirements (COMAR 13B.02.02.17):

A. The faculty employed by a degree-granting institution shall be competent on the basis of their formal education and professional experience to enable them, through effective instruction and other activities, to achieve the educational objectives of the institution.

B. A faculty member shall have completed formal studies at a regionally accredited or internationally recognized institution at least through the master's or first professional degree, or its equivalent, in the field in which the faculty member teaches. "Equivalent" means documented outstanding achievement in the arts, music, letters, science, research, business or industry, or public service. A faculty member shall demonstrate successful experience and provide continuing evidence of keeping abreast of developments in the faculty member's field.

C. The highest educational requirements for faculty members who teach courses of a technical or vocational nature at an associate degree-granting institution shall be compatible with their teaching assignments, with practical experience being given special consideration.

D. An associate degree-granting institution shall ensure the quality of the general education courses offered by:

(1) Assigning a full-time employee, with appropriate credentials, to be responsible for coordinating and supervising the general education offerings;

(2) Having a plan for relating the general education requirements to the curriculum offered by the institution; and

(3) Ensuring that faculty teaching in the general education courses comply with the requirements set forth for all faculty in this chapter.

E. Faculty members who engage in instruction shall be able to communicate effectively in both written and spoken English.

F. At least 35 percent of the full-time faculty in 4-year colleges, and 50 percent of the full-time faculty in universities and in independently incorporated graduate institutes and centers shall hold a terminal degree in the field in which they teach.

G. At least 50 percent of the total credit hours offered by an institution within a normal academic year of 2 semesters or 3 trimesters, normally September to May, which are creditable toward a formal award, shall be taught by full-time faculty members at the institution.

H. Full-time faculty members of the parent institution shall teach at least 1/3 of the credit hours offered in an off-campus program.

L. Part-time faculty shall have appropriate qualifications for their assignment.

N. The institution shall have evidence of a defined nondiscriminatory faculty selection and evaluation process that is systematically planned and executed.

O. Faculty professional assignments:

(1) Shall be based directly on institutional policy;

(2) Shall be reasonable and consistent with professional standards; and

(3) May not exceed published professional standards of the institution.

P. Teaching faculty shall schedule and publish office hours for purposes of student advising and counseling.

Q. Faculty Handbook.

(1) An institution shall publish a faculty handbook that encompasses the institution's personnel practices affecting faculty members, as well as other appropriate policies.

(2) The faculty handbook shall have accurate and current information.

Team Observations:

The faculty of Baltimore City Community College is dedicated to providing the best possible education to their students and to serving the broader interests of the citizens of Baltimore through public service. There can be no doubt that the administrative turmoil of the past few years has been a great obstacle to the faculty contributing to and attaining these goals. The faculty members clearly satisfy the *Minimum Requirements* in terms of both quantitative and qualitative standards.

In Fall 2002, the College employed 122 faculty members under full-time, continuing (or "rolling") contracts, an increase of 5 from the 117 faculty members in 1994. During the same period, the number of part-time faculty increased from 275 to 460. This 45% increase in part-time faculty was much greater than the 15% increase at community colleges statewide for the same period. This steep increase in part-time faculty raises questions of adequate supervision and academic quality controls. The College has dealt with this problem by designating program coordinators within departments. The department chairs and program coordinators are responsible for recruiting, hiring, monitoring, and evaluating the part-time faculty within each academic program, under the general supervision of department chairs. Unfortunately, due to the rapid turnover of academic vice presidents, there has been a corresponding and disturbing turnover of department chairs and program coordinators.

Before 1990, the College faculty was unionized and had influenced the operation of the College and their own working conditions through collective bargaining as well as through service on numerous College committees. The union contracts were dissolved when the College became a State institution. During the years 1990 to 2003, the faculty worked collegially with the College administration and Board of Trustees through a number of joint faculty-administration forums and committees. The Chair of the Faculty Senate made monthly reports to the Board of Trustees at the Board's monthly meetings.

After the departure of the former President, all routine, structural channels of communication between the faculty and the administration appear to have been severed. Although the degree of the breakdown in communication varied from division to division (that is, from vice president to vice president), it was evident throughout the College. The divisional meetings of the vice presidents with "deans and directors" stopped in January 2004. The Business and Finance Division continued to hold these meetings within the Division. At some point in late 2003, the reports of the Faculty Senate Chair to the Board were ended. Gradually, the normal and formal institutional lines of communication at the College broke down. In the absence of formal communication channels and face-to-face

meetings, rumors and gossip have become the dominant means of information transmission. The College has clearly become polarized into administration defenders and administration critics.

The current academic structure creates concerns, anxiety, and frustrations for a number of loyal, long-term, full-time faculty members. Key members of the Board of Trustees and many College administrators who met with the Team indicated that they did not see a significant role for faculty in College governance. Key members of the Board of Trustees questioned the competence, commitment, and value of the faculty in general. Mutual trust between the faculty, Board of Trustees, and administration seems to be absent or damaged.

In a system dependent on rolling contracts (one-year and three-year) the future employment of faculty members is determined largely by the evaluation of that faculty member's performance conducted at the end of the Spring semester. In Spring 2004, a number of evaluations were not done. Therefore, a number of faculty contracts were not renewed for Fall 2004, and one-year extensions were granted.

The status of faculty personnel was a major stated concern just prior to the start of the Fall 2004 semester. Department chairs and program coordinators told the Team that, at the time of the visit (August 9-11, 2004), they had not yet received their instructional budgets for the Fall 2004 semester. The Budget and Finance Division indicated that the budgets were available to the campus community consistent with past practice. Some had proceeded to hire full-time and adjunct faculty on the assumption that funds would be forthcoming. Others had decided they could not hire without some assurance of receiving a budget. Individuals from a number of departments reported to the Team that many classes had not been scheduled nor faculty hired approximately four weeks before the beginning of the semester.

The Faculty Senate is the formal expression of the will and the wishes of the College faculty. It seems to have two main functions. First, it is the spokesperson for the faculty on matters of College academic policies and administrative policies so far as these affect the faculty. Unfortunately, an almost unbridgeable chasm has developed between the Faculty Senate and the administration and Board of Trustees. Trust and respect have broken down and need to be rebuilt. Reinstating the Faculty Senate reports at Board meetings would be a first step. Instituting all-College planning and policy committees that include representatives from the faculty and/or Faculty Senate should be considered.

The second role of the Faculty Senate is to act as an arbiter of educational quality. In this area, it is normal for Senates to review and make recommendations regarding certain academic matters—graduation requirements, admission requirements, new academic programs, and so on. On many campuses, the faculty senate also makes recommendations on faculty promotions. However, at BCCC, the administration has abdicated its responsibility for quality control by permitting the Faculty Senate to make decisions on faculty promotions rather than offer advice on such matters. Understandably, the faculty will resist any change in this process, but this is an area in which final decisions should rest with the president of the institution.

The Faculty Senate does not have any established process for recruiting new faculty leadership. The present Faculty Senate President has been in that position for over six years. Whereas vice presidents of the Senate seem to have only a one-year tenure, there is no limit on the President's tenure. The Senate should consider developing a ladder of succession, which would allow new Senate officers to be trained for the presidency. That is, a second vice president would become first vice president and then president. The president's tenure would be limited to one or two years. This would provide a constant supply of new leadership. This would also counter charges made to the Team that the Faculty Senate President did not represent the faculty as a whole.

Team Assessment:

Baltimore City Community College is in compliance with COMAR 13B.02.02.17. *Faculty.*

Team Recommendations:

- The Board of Trustees should consider reinstating the report of the Faculty Senate to the meeting agendas of the Board.
- The College must improve the communication channels between the Board, administration, and faculty to rebuild mutual trust and fully engage the faculty in achieving the goals of the institutions.
- The College should give serious consideration to the establishment of joint faculty-administration committees to confront the issues facing the College in the areas of developmental education, supervision of part-time and adjunct faculty, enrollment growth, and facilities planning.

LIBRARY RESOURCES

Minimum Requirements (COMAR 13B.02.02.18):

A. General.

(1) A library/learning resource center shall provide print and nonprint materials, services, media, and related equipment and facilities designed to facilitate and improve learning and to foster inquiry.

(2) A library/learning resource center's program and services shall:

(a) Be available to students, faculty, and the community as appropriate; and

(b) Include functions as the mission and goals of the institution may require.

B. Collection Adequacy.

(1) An institution shall have an accessible library materials collection adequate to support the educational program. The type and variety of books and materials depends upon the nature of the institution, and they shall relate realistically to the institution's educational goals, curricula, size, complexity, or degree level, and the diversity of its teaching, learning, and research requirements.

(2) For institutions seeking initial approval, the minimum number of BVEs, as defined by national library associations, required to be accessible on the date when the first students are enrolled is calculated according to the following cumulative formula:

	Associate Degree-Granting	*4-Year Degree-Granting*
(a) Basic collection	*5,000 BVEs*	*10,000 BVEs*
(b) Additional to the basic collection, for each:		
(i) FTE faculty member	*100 BVEs*	*100 BVEs*
(ii) FTE student	*12 BVEs*	*15 BVEs*
(iii) Undergraduate program	*350 BVEs*	*350 BVEs*
(iv) Master's degree program		*3,000 BVEs*
(v) Doctoral degree program		*25,000 BVEs*

(3) Waiver.

(a) In extraordinary circumstances, an institution may request a waiver of the minimum collection required by §B(2) of this regulation.

(b) The request for a waiver shall be placed on the agenda of a regularly scheduled public meeting of the Education Policy Committee. The Chairman of the Education Policy Committee shall present the Committee's findings to the Commission at its next regularly scheduled public meeting. The decision of the Commission is considered final and not subject to further review.

(c) A waiver may be granted if the waiver is justified by:

(i) The specialized or technical nature of the institution's curriculum; or

(ii) An executed contract or contracts with another library or libraries ensuring students adequate access to another appropriate collection either through location or through information technology.

(4) In determining the adequacy of the library collection of an existing institution, the Secretary shall consider relevant guidelines of professional associations and library associations.

C. Library/learning resource center professionals shall:

(1) Be sufficient in number; and

(2) Have appropriate professional education to perform the functions required by the institution's mission and goals.

D. Library/learning resource center professionals shall have faculty status or appropriate administrative professional status.

E. Faculty and student usage statistics shall be kept to determine to what extent the library/learning resource center's resources are available and accessible. In addition to monitoring activities, the institution shall use these statistics to identify additional resources required to meet the needs of the faculty and students and estimate the strengths of the current resources.

F. An institution shall include in its operating budget adequate funds to provide library services on its campus and for off-campus instruction.

G. An institution offering off-campus programs within the State shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. The institution shall keep usage statistics to determine to what extent these resources are available and accessible.

H. The Secretary shall approve executed contracts providing for library resources to supplement, and not to substitute for, the holdings of the institution's library/learning resource center, if the institution ensures adequacy and accessibility. The institution shall maintain evidence of the extent of student usage of the supplemental resources.

Team Observations:

The Library maintains two collections in two sites under one Director. The primary collection is located in the Harry Bard Library on the Liberty Heights campus. The Library has adequate physical space at both locations. In addition, the Library has taken advantage of advances in information technology to make the collection more cost effective and more accessible to students. Through membership in the Maryland Digital Library, the College is able to give students access to a vast array of professional and scholarly journals that the College could not afford otherwise. This has permitted the use of space formerly occupied by bound copies of journals for other purposes. The Library also provides a great deal of student work space and space for instruction on use of the Library and research methods.

The Library on the Liberty Heights campus also provides training space for faculty to develop computerized enhancements of courses and for the development of online distance learning.

The Library at the Inner Harbor Campus contains a smaller collection than the collection at Liberty Heights. This collection is focused on the programs offered at the Inner Harbor rather than being a comprehensive collection. BCCC students and faculty have open access to either collection.

The staff of the Library is rather small for the maintenance of two sites. The Director splits her time between the two sites, but the Library might function better with a permanent Assistant Director to oversee the Harbor Campus collection and services.

As of the time of the visit (August 9-11, 2004), the Library Director had not received a formal budget for the academic year beginning in September. The Director did not seem concerned about this, doing her planning for the new year based on an assumption of a continuation of funding levels for the previous year.

The Library facilities on both campuses are aging. A number of refurbishments at the Harry Bard Library have greatly enhanced the usefulness of that facility. A thorough study of the library facilities at both campuses is needed to determine whether a renovation of the present facilities or new construction would be most useful.

Team Assessment:

Baltimore City Community College is in compliance with COMAR 13B.02.02.18. *Library Resources.*

Team Recommendation for Consideration:

The College needs to perform a thorough study of the library facilities at both of its campuses to determine whether renovation of the present facilities or new construction would be most useful in meeting the future library and learning resource needs of the College. The study of the library resources should coincide with the College developing a master academic plan and overall strategic plan.

STUDENT SERVICES AND ACTIVITIES

Minimum Requirements (COMAR 13B.02.02.19):

A. Student services and activities shall realistically reflect the stated objectives, purposes, and philosophy of the institution. The needs and welfare of students shall be of primary concern if there is to be motivation toward worthwhile academic achievement. Student policies shall encourage associations among students, faculty, and the administration, and shall provide opportunities for the development of individual potential.

B. An institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, placement, health services, food dispensing, and a college bookstore. The institution may determine specific organization of services, as well as the resources and staffing provided, as long as provision for the services noted in this section are made.

C. Student activities that complement the instructional program are particularly encouraged. An institution should establish student government organizations that are representative and provide a responsible forum for student views as well as a vehicle for student input into institutional decision making. While participation in varsity athletics, student organization, and student governance is a valuable adjunct to the instructional program, these activities are not part of the instructional program itself, and the institution may not award academic credit for participation in these activities.

D. An institution shall keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice.

E. Student Records. An institution shall:

(1) Maintain student records in accordance with acceptable national standards regarding institutions of higher education;

(2) Ensure the physical security and confidentiality of student records, and store physical records in fire-proof cabinets;

(3) Have adequate security to prevent loss of records maintained in electronic systems; and

(4) Have a document security plan appropriate to its record-keeping system.

F. An institution shall develop a statement of the rights, privileges, and responsibilities of students, and make this statement available to students through the catalog, student handbook, or other appropriate means.

Team Observations:

Consistent with the recommendations in the Middle States Association report, the Office of Student Affairs has consolidated a number of services for students: Student Activities; Advising; Enrollment Management; Records and Registration; Outreach and Counseling; Disability Support Services; Financial Aid; Retention; funded programs, such as Upward Bound and TRIO; and Health Services. The Vice President for Student Affairs heads these areas with 106 staff members within the division. The restructuring of the Office of Student Affairs was implemented with the approval of the Board and the previous President in collaboration with the Office's directors and staff and human resources.

The Team met with a variety of staff members representing the array of student service areas. Many staff members expressed their frustration, discouragement, sense of burden and burnout due to increasing and potentially excessive workloads and work hours that have outpaced the staff's capacity to deliver quality and effective services to new and continuing students. Many expressed concern that staff members were constantly being juggled and that the re-organization of admissions and advising did not have an

appropriate foundation with regards to what was needed by the students or regard for employees who would be required to provide the needed services. One of the problems that surfaced has been that factions within the professional ranks were forming and fueling organizational chaos. Communication has broken down between areas involved, and directors and staff members have not been adequately apprised of administrative decisions nor were they included in the decision-making process despite being responsible for the implementation of the necessary services.

Despite these difficulties, the Office of Student Affairs staff is genuinely committed and dedicated to their assigned duties and responsibilities. This commitment to students was evident in interviews with staff as well as with students. The staff possesses a "can-do" spirit when it comes to assisting students. The Division's organizational chart has been fluid in recent months and staff members have had to become very proficient at handling things on their own to ensure that the work of student affairs is completed. Consequently, many staff members have been in the position of taking on responsibilities that are not specifically within their job descriptions.

The institution offers sound testing and advising through most of its Student Affairs offices, e.g., Test Center, Disability Support Services, the TRIO program. The Harbor campus offers "one-stop" student services. Even though the organizational chart reflects a "one-stop" approach to student advising at the Liberty campus, this may physically prove difficult since the designated space in the new building will significantly decrease the available space for student advising for certain offices of Student Affairs.

The revamping of the organizational functions in Student Affairs and movement of services to the new building will result in faculty advisors from all disciplines, who once shared a central space to advise students, being decentralized to advise in their individual departments or offices. Students and staff expressed concern over this change, stating this may greatly diminish faculty participation in the academic advising process. This situation bears close monitoring by the Office of Student Affairs and Division of Learning to ensure that student advising needs are being well met within the new facility and organizational structure.

An individual who is very capable and experienced in the area of financial aid leads the Office of Financial Aid. The office is well managed and staffed by a stable and experienced staff. The Financial Aid staff is well trained, dedicated, supportive, and focused on assisting students. The office has appropriate software designed for a financial aid office and has excellent information technology support to provide and enhance services. The office has implemented a number of enhancements that are not readily available at many other campuses including: document imaging to assist with aid processing; award amounts appropriately reflected on student bills and automatically adjusted if a student adds or drops courses; and an online book voucher system. The office has a policies and procedures manual. The director exhibits the ability to appropriately manage the Financial Aid office.

On other student services related matters, the Students expressed a strong interest in the need to improve book inventory at the bookstore, in having a doctor in the Health Services Center, and the College achieving less "run around" among the various offices. Staff also voiced concern related to the "run around" that students and staff endured.

The institution has an active student government organization, the Student Government Board, with engaging students who are active and genuinely committed to their roles as student representatives. There is no evidence the students are receiving academic credit for their involvement in student government, which was a concern that had been brought to the Teams attention prior to the Team visit.

Commission staff randomly selected current and alumni student records and determined that records were complete and accurate. However, while there is evidence that the institution is in the process of purchasing fireproof file cabinets for all student records, they have only thus far purchased ten. Consequently, the vast majority of student files are not physically secure from fire. In addition, student files that are a decade old or older are stored in an area known as the "planetarium" by staff, a dank, deserted, basement area that staff are required to visit in tandem for personal safety reasons in the event an injury should occur while attempting to navigate this room. Commission staff was shown the future location for the student records filing cabinets, which was a secured, caged area in the new facility.

Team Assessment:

Baltimore City Community College is not in complete compliance with COMAR 13B.02.02.19.

Deficiency:

Baltimore City Community College is not in full compliance with COMAR 13B.02.02.19.E.(2), "Ensure the physical security and confidentiality of student records, and store physical records in fire-proof cabinets."

Action to Overcome Deficiency:

The College should assure the safety of all student records through the purchase of additional fireproof storage cabinets and other measures. In addition, the College should develop a plan to archive (copy, CD-ROM, or microfilm) old files dating back to the beginning of the College to protect the files.

Other Team Recommendations for Consideration:

- Staff within the Office of Student Affairs and the College in general should be informed in a timely manner of any organizational, staff and/or responsibility changes within student services to ensure that students are being directed to the appropriate staff for efficient and effective assistance.

- The production of the schedule of classes, room scheduling, and the academic calendar should be studied as soon as possible to ensure that there is publication of an accurate academic calendar and to ensure that courses are assigned to appropriately-sized rooms. It is recommended that this function be coordinated with, or under the auspices of, the Office of the Registrar, which is standard practice at many higher education institutions.

- It is recommended that the Office of Student Affairs and Division of Learning take cooperative steps to implement the "advising week by discipline," with the understanding that faculty participation in advising should be encouraged to be an ongoing enterprise rather than a "one week out of the semester" exercise.

- Baltimore City Community College has an array of programs that improve student academic achievement, such as TRIO, *Upward Bound*, and *Talent Search* programs. It is recommended that the Office of Student Affairs look to the success of these programs as promising practices that can be coordinated with and implemented among other programs at the institution to improve overall student success.

FACILITIES

Minimum Requirements (COMAR 13B.02.02.20):

A. Because the effective operation of an institution depends largely upon the physical atmosphere of the surroundings, the cleanliness, state of repair, and attractive appearance of the institution's grounds and buildings shall provide an adequate and effective educational environment.

B. An institution shall provide safe, accessible, functional, and appropriately maintained facilities.

C. Facilities shall meet applicable federal, State, and local fire, safety, and health standards.

D. An institution shall have a schedule for cleaning, repair, and maintenance of buildings and grounds.

E. An institution shall appropriately assign specific responsibilities for care of grounds, campus security, traffic safety and control, fire protection, utilities, and plant upkeep.

F. An institution shall appropriately assign specific responsibilities for storage, handling, and disposal of dangerous and toxic materials.

G. An institution shall provide laboratory and classroom space appropriate to its curriculum.

H. An institution shall provide office space and conference space to full-time and part-time faculty and administrators.

Team Observations:

The College has a capable and competent executive director of facilities. The institution has established procedures for building maintenance, including housekeeping and minor renovation, repair projects, and grounds maintenance. Preventative maintenance for the institution includes a preventative maintenance schedule and follow-up inspection system. The College is revising the program to enhance and coordinate its efforts. The

institution has a Chemical Hygiene Officer and Risk Manger and procedures for storage, handling, and disposal of toxic and medical waste material.

The institution has a facilities master plan; however, this plan needs to be updated. In order for the facilities master plan to be updated appropriately, the institution needs to develop a master academic plan and a strategic plan.

The primary concern with regard to facilities is the lengthy time the renovation of the main building is taking and the process requires extensive relocating of offices and other space. In addition, various individuals reported that space in the new facility, which was designed based on a comprehensive assessment of need, was "reassigned" to offices, which resulted in, in some instances, offices given inappropriate space for their function.

Team Assessment:

Baltimore City Community College is in compliance with COMAR 13B.02.02.20. *Facilities.*

Team Recommendations for Consideration:

- The College needs to complete a master academic plan and overall strategic plan in order to provide appropriate direction for an update of the facilities master plan.
- The College also must ensure that offices have facility space that is appropriate to their functions.

FINANCES

Minimum Requirements (COMAR 13B.02.02.21):

A. An institution shall operate in accordance with sound principles of financial management.

B. An institution shall expend its revenue to provide adequately for instruction, administration, learning resources, student services, maintenance, equipment, and supplies. The institution's expenditures for specific functions shall be consistent with the goals and objectives of the institution.

C. Annual expenditures of an institution shall be consistent with the annual revenue, financial plan, and other resources of the institution. The institution shall have adequate controls over expenditures in accordance with sound principles of financial management.

D. An institution shall have appropriate and adequate financial planning to ensure the stability of the institution.

E. An institution shall maintain its accounts in accordance with recognized national standards regarding institutions of higher education.

F. An institution shall have a financial management process that includes the following functions:

(1) Ascertaining the institution's needs for funds;

(2) Generating adequate funds to meet the institution's needs;

(3) Using funds in a responsible manner to satisfy the institution's needs; and

(4) Evaluating whether identified needs have been satisfied in the most efficient and effective manner.

G. Audits.

(1) An institution shall have a financial audit conducted at least every 2 years by an independent certified public accountant or a State legislative auditor, which provides a detailed and accurate picture of the financial status of the institution since the preceding audit.

(2) The audit shall be an unqualified audit.

(3) In the case of management issues raised by an audit, the latest audit shall indicate resolution of exceptions noted in the previous audit.

Team Observations:

The College has a Chief Business Officer, who has appropriate experience, has worked at the College for many years, and is well respected. Discussions with finance staff focused on the importance of stabilizing the basic infrastructure of the College. Given recent funding reductions, it is not the best time to implement new initiatives that require significant funding. Pay equity is being reviewed; however, implementation will be difficult without additional funds. Comments have been made in external analyses of the College that the amount of funds targeted to academic functions is a smaller percent of the total funds than desirable. However, it appears that some functions that typically are included in academic support are organized in other functional areas.

Baltimore City Community College is required to submit an annual operating budget request and an annual audit of their financial statements conducted by a certified public accounting firm. Additionally, they are subject to fiscal/compliance audits by the Office of Legislative Audits, under 106-507(e), and to the COMAR 13B.02.02.21, which describes in detail the minimum requirements of degree-granting institutions' finances. Staff conducted a review of institutional audits from March 1999 to January 2002. These audits identified a number of issues; however, the College responded to all issues and suggestions identified and provided appropriate recommendations for internal changes to address concerns.

After a careful review of the Office of Legislative Audits and review of College's financial statements, with respect to meeting financial minimum standards, the College is in compliance with COMAR 13B.02.02.21.

Team Assessment:

Baltimore City Community College is in compliance with COMAR 13B.02.02.21.

Team Recommendation for Consideration:

The College should determine the College functions that typically should be included in the academic area to identify whether the College has the appropriate balance in funding between administrative and academic functions. This determination will be very important as the College develops its master academic plan and overall strategic plan.

CATALOG AND OFFICIAL PUBLICATIONS

Minimum Requirements (COMAR 13B.02.02.22):

A. General Requirements.

(1) An institution shall publish on a regular and continuing basis an official catalog that describes the institution and its course offerings accurately and completely.

(2) The catalog is the official document of the institution.

(3) The catalog and other publications of the institution shall present accurate, up-to-date information about the administration and operation of the institution.

(4) The institution shall make the catalog available to all students before the beginning of the period of instruction covered by the catalog and during that period of instruction.

(5) An institution shall ensure that all publications containing information normally included in the catalog are consistent with the catalog.

B. The catalog or other appropriate publications shall contain, at a minimum, the following information:

(1) The date of publication;

(2) The current academic calendar;

(3) A comprehensive table of contents and appropriate indices;

(4) A statement of the origin and the objectives of the institution;

(5) The roster of the official governing board;

(6) A complete roster of faculty and administrators showing earned degrees and the granting institution;

(7) The entrance requirements, academic regulations, support services, graduation requirements, and general procedures;

(8) The financial policies of the institution, including all costs, schedule of payments, and refunds of all types of charges for academic and other services;

(9) A detailed description of all types of financial assistance available from the institution, including private, State, and federal programs;

(10) A description of each course and its prerequisites, if applicable, to be offered during the year or years for which the catalog is issued;

(11) A clear indication if a particular course is not offered regularly;

(12) A full description of student support services, including:

(a) Personal counseling,

(b) Academic counseling and advisement,

(c) Health services,

(d) Services for veterans, disadvantaged individuals, and other special groups,

(e) Intercollegiate athletics and recreation,

(f) Extracurricular activities,

(g) Cooperative work experiences,

(h) Student participation in institutional decision making,

(i) Alumni activities,

(j) Housing,

(k) Food services, and

(l) Bookstore;

(13) A statement of student rights and responsibilities, including:

(a) A student grievance procedure,

(b) Constraints on students, such as automobiles, parking, and parietal rules, including rules for the maintenance of order on campus and in other facilities under the institution's control, and

(c) A contact office for the resolution of complaints;

(14) A statement of nondiscrimination, student privacy legislation, and provisions for barrier-free access to the handicapped in accordance with State and federal regulations, if applicable; and

(15) For public institutions, the Commission's student transfer policies.

C. Statements and policies contained in official publications shall be in accordance with State and federal law.

Team Observation:

The new Publications Manager reports to the Vice President of Institutional Advancement. The department drafts and produces the College catalog, schedule of classes for registration purposes, the commencement booklet, open house flyers, and all advertising of credit and non-credit courses.

The Team meeting held with the Publications staff centered on inaccuracies observed in an audit of the College 2003-2004 Catalog and Fall 2004 Schedule booklet. Publications Manager and staff seemed surprised to learn that numerous certificate and degree programs were being advertised without Maryland Higher Education Commission approval and that the Fall 2004 schedule had many errors. Staff indicated that part of the problem might have been due to a lack of familiarity with the processes and significant pressure to meet the production deadline. Other key organizational and administration staff were not consulted in the drafting and editing phases of these publications, e.g. deans, academic chairs, Registrar's Office, etc. The Publications Manager indicated that the College would insert an "addendum" to the College catalog, and reprint several thousand revised Fall 2004 schedules.

The meeting with the publication staff illustrated a concern also expressed by the Registrar and expressed in discussions with the staff of the Office of the Registrar. The College's decision to remove the catalog production and scheduling tasks from the Office of the Registrar was viewed with great concern. These functions are routinely performed by Registrar offices at most higher education institutions and had been performed for years by the Office of the Registrar at the College. The Registrar had expressed concern with the numerous errors that had recently occurred in the catalog and schedule of class production and the negative impact and confusion that the errors may have on students, faculty, and staff.

In yet another meeting, the Team discussed the catalog problems with the Veteran's Affairs Certifying Official and assistant. The staff members were informed of 25

academic programs that had not been approved by the Commission. Until the Vice President for Learning submits the programs in question for State approval as required in State regulation, military students and their dependents may not have access to needed Veteran's Administration benefits. If a military student were certified by the College to receive tuition benefits for an unapproved academic program, the Veteran's Administration would either deny the request, or require reimbursement. Until the administration initiates corrective action, the College will remain in a potentially precarious position concerning Veteran's Administration benefits.

Team Assessment:

Baltimore City Community College is not in complete compliance with COMAR 13B.02.02.22.

Deficiency:

Baltimore City Community College is not compliant with regard to sections A.(1), A.(3) and C. of COMAR 13B.02.02.22. concerning the accuracy, currency, and completeness of information presented in official College publications, particularly the College Catalog and Schedule of Classes.

Actions to Overcome Deficiency:

- The College must work with the Maryland Higher Education Commission to get appropriate approval for all academic programs presently included in College publications that have not been approved.

- The College personnel must make corrections to the publications where errors have occurred and address the production issues to ensure that future College publications are both accurate and up-to-date.

Other Team Recommendations for Consideration:

- Given the wide circulation of college publications, it is in the best interest of the College to build in quality-control mechanisms and ensure the accuracy of the catalog and other publications.

- The production of the College's catalog, schedule of classes, room scheduling, and the academic calendar should be studied as soon as possible to ensure that the publications are accurate, current, and complete. It is recommended that this function be coordinated with other administrative offices of the College, particularly the Office of the Registrar, and with academic departments. Improved communication across the campus is imperative for the publications to be as accurate as possible

FOLLOW-UP REPORTING REQUIRED BY THE MARYLAND HIGHER EDUCATION COMMISSION

The Maryland Higher Education Commission requires Baltimore City Community College to provide to the Commission a status report and plan to rectify identified deficiencies and recommendations by January 31, 2005. The status report and plan should address the progress that the College has made in addressing each of the deficiencies and recommendations noted in this Report and the College's plan to completely rectify all deficiencies. In addition, the College will share with the Commission all materials, documents, and reports relevant to continued Middle States accreditation, and the Commission will assign one or two staff members to visit the College with the next Middle States Association team at its visit scheduled for April 2005, or thereafter.