

**The Honorable Nancy King**

Senate Budget and Taxation Committee  
Education, Business and Administration Subcommittee  
Annapolis, MD 21401

**The Honorable Stephanie Smith**

House Appropriations Committee  
Education and Economic Development Subcommittee  
Annapolis, MD 21401

RE: Baltimore City Community College Fiscal Year 2024 Operating Budget

Dear Chair King and Chair Smith:

The Governor's budget demonstrates Maryland's commitment to BCCC. The College is dedicated to providing the students of Baltimore City and surrounding areas with affordable higher education and maintaining a steady focus on college completion or workforce training. With your support, BCCC has been deliberate in its efforts to keep tuition and fees within the reach of the demographic we serve. BCCC remains one of the least costly community colleges in the State with one of the lowest tuition rates. BCCC offers its "in-county" tuition rate of \$110 per credit for all Maryland residents, not just Baltimore City residents.

The Board of Trustees approved the Associate of Arts in Communications, Certificate in Communications, Associate of Applied Sciences in American Sign Language & Deaf Studies, Geoscience Technology Associate of Applied Science, Cybersecurity Digital Forensics Associate of Applied Science and Certificate, and Digital Marketing Certificate.

In FY 2022, BCCC awarded 473 degrees and certificates. Through its 29 degree and 18 certificate programs, the College served 5,761 credit students during the fiscal year (FY) 2022. The demographic and socioeconomic characteristics make full-time enrollment challenging for the majority of BCCC's students: 52.2% of credit students are 25 years of age or older and 47.8% are employed at least 20 hours per week. Of the students who responded to the Spring 2022 Community College Survey of Student Engagement, 42.9% reported having children that live with them and 64.4% reported that childcare is an important service.

As a result of the COVID-19 pandemic, the College implemented new ways to serve incoming students in a remote environment. The transition to a remote learning and services environment fostered innovation in how the College provided instruction to support retention. Prior to the pandemic, distance education was offered strictly online. With the shift to remote instruction, all face-to-face courses transitioned to a virtual modality with interactive instruction and support. The College continues to use an embedded tutoring model to support students in developmental courses. The course sections with embedded tutors had high utilization of the virtual tutoring services. The embedded model begins with auto-enrolling all students in a course such as a developmental math course into the learning management system's tutoring resources.

The College continues to refine its efforts to recruit and enroll more students from all demographic groups. The core recruitment team has expanded to include the Coordinator for International Support Services, the Director for Disability Support Services, the Mayor's Scholars Program Coordinator, the Directors for TRIO Student Support Services and Upward Bound Math and Science, and the Athletic Director. The expanded team's recruitment targets are interconnected, and key performance indicators for recruitment are under development. Like all community colleges,

BCCC faced many challenges brought about by the COVID-19 pandemic; however, the College is now in an excellent position to see tremendous enrollment recovery and growth over the next few semesters. It is clear that BCCC's future enrollment growth potential will come from Baltimore's changing demographic in the international, veterans, dual-enrollment, and LatinX/Hispanic populations.

To increase operational efficiencies, BCCC is continuing to implement a new integrated Enterprise Resource Planning (ERP) system to replace the College's legacy student information and administrative systems. The new system, Banner, will foster an environment that supports positive student learning experiences and focuses on recruiting, retaining and graduating students. BCCC is working closely with the Maryland Department of Information Technology (DoIT) to ensure timely and successful completion of project milestones. The Human Resources, Student, Finance, Financial Aid, and Student Accounting modules became operational in 2022.

BCCC continues to implement the 12 Realignment Tasks that the legislature mandated for the College in 2017. The College provides periodic reports on the status of the 12 Tasks which are focused on improving student success and operational efficiencies. The first Joint Chairman's Report was submitted in November 2018 and Realignment updates are provided to the Board of Trustees during monthly open session meetings. The College is committed to supporting the City of Baltimore and providing vital educational and training opportunities.

Thank you for your continued support of higher education and Baltimore City Community College.

Sincerely,



Debra L. McCurdy, PhD  
President

cc: Members of the Education, Business and Administration Subcommittee  
Members of the Education and Economic Development Subcommittee

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## **Mission**

Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

## **Vision**

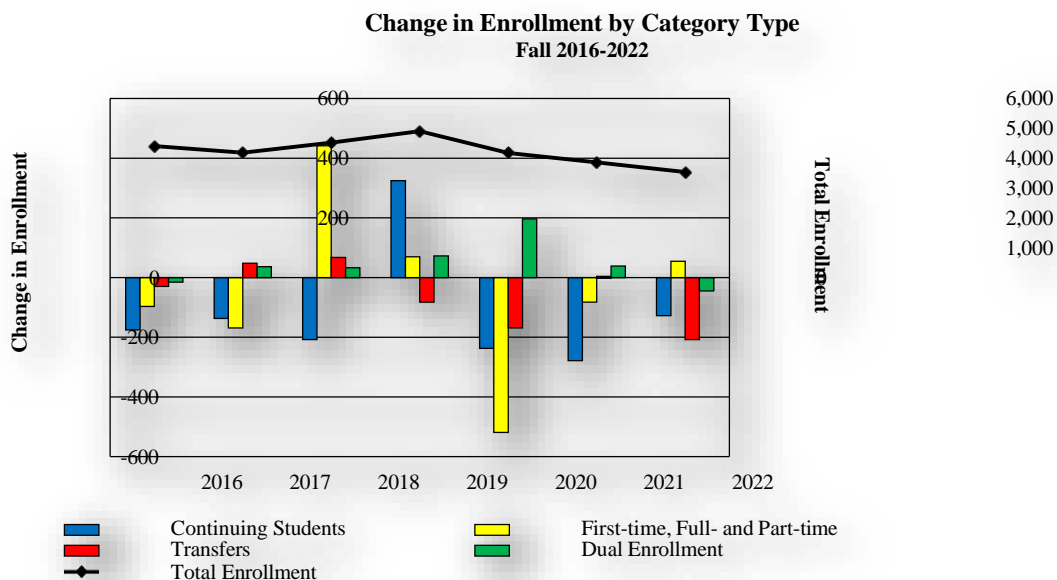
Baltimore City Community College is an innovator in providing quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment.



## PERFORMANCE ANALYSIS: MANAGING FOR RESULTS

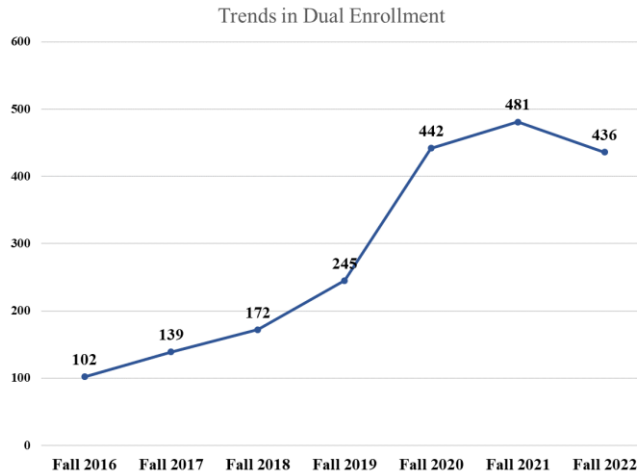
### 1. Enrollment

**Context 1:** As shown in Exhibit 1, while total enrollment had begun to increase in fall 2018 and 2019, the impact that the COVID-19 pandemic had on BCCC’s enrollment can be seen beginning in fall 2020 and has continued into fall 2022. Total enrollment decreased by 326 students, or 8.4%, from fall 2021 to fall 2022, and by 27.9%, or 1,371 students, when comparing fall 2022 to fall 2019. The first-time, full-time student population experienced the first increase since fall 2019, a 9.5% increase in fall 2022, compared to fall 2021. The transfer student population has been in decline since fall 2019, when it fell 13.9% compared to fall 2018. Since fall 2019, it has fallen 73.3%. The transfer student population experienced the largest decrease in fall 2022, falling by 208 students, or 60.5%, when compared to fall 2021.

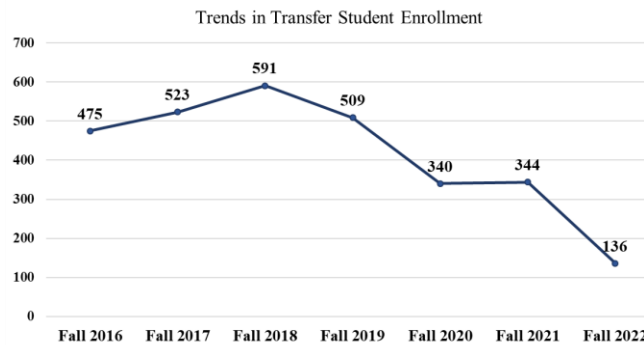


**Question 1:** The President should comment on the steep decline in transfer students for fall 2022.

**Response 1:** While the number of transfer-in students has declined, the number of dual-enrolled students increased steadily until fall 2022. Students who earn college credits while in high school are designated as first-time students after they earn their diploma, in accordance with the Maryland Higher Education Commission's (MHEC) current guidelines.



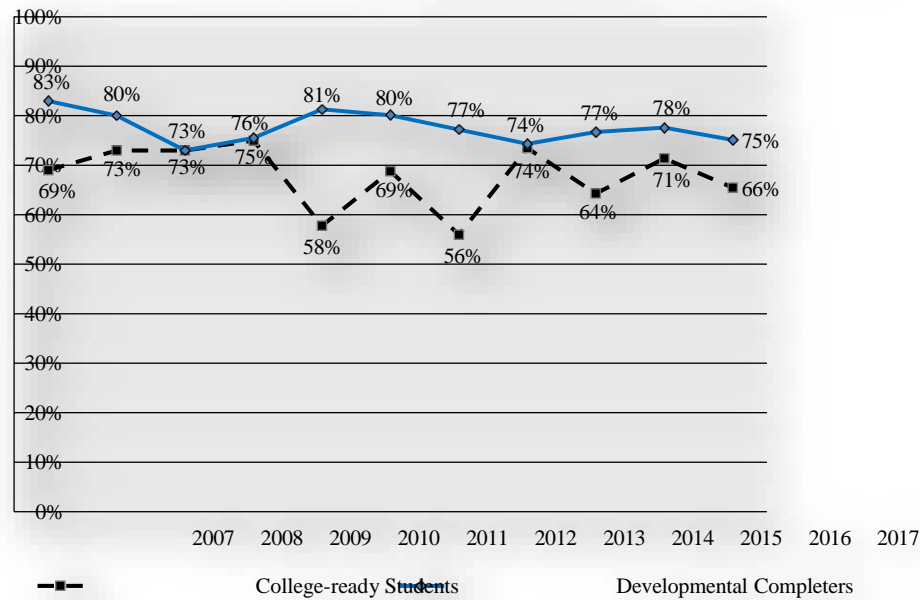
With the shift to the new ERP in late summer 2022, there were different systems used for the admissions application process for all students. There were challenges in consistently ensuring migration of transcripts from the legacy system into the new Banner system. After BCCC completes a full reconciliation of applications from that period and cross walks that data with received transcripts, the College projects changes in student types from the "new first time in college" designation to "new transfer in" designation. Consequently, the College projects an increase in fall transfer enrollment numbers for this group. The College has assigned the responsibility for transfer and articulation to the Assistant Vice President of Engagement & Partnerships.



## 2. More Students Are Benefiting from Completing Developmental Coursework

**Context 2:** Rates for both of these groups are much higher than the third group – students who did not complete their required developmental coursework within four years. As shown in the exhibit below, these students have the lowest persistor rates at BCCC, with only 46% of this group persisting for the 2017 cohort, an increase of 19 percentage points from the 27% persistor rate for the 2016 cohort.

**Successful Persister Rate for Baltimore City Community College  
Fall 2007-2017 Cohorts**



Source: Maryland Higher Education Commission

**Question 2:** The President should address what efforts have led to the increase in persister rates of developmental noncompleters.

**Response 2:** The increase from 27.0% to 46.0% represents 22 students. It is commonplace for students who place into developmental education to change their majors from an associate degree to a lower division certificate program, which may not have required developmental education. This would have allowed for enrollment into quick certificate programs, which could account for higher levels of persistence for developmental non-completers.

The stability in developmental completers' successful persistence rate is of great importance as this was in spite of the challenges presented by the shift to a remote learning environment during the period of study for this cohort.

In FY 2021, BCCC formalized its use of multiple measures for assessing first-time students' developmental needs. The streamlined levels of developmental courses in math and reading/English have made a positive impact. BCCC expanded its support services, including virtual and in-person tutoring and advising, along with offering courses with various scheduling and modality options. The Mayor's Scholars Summer Bridge Program was developed for students who place into developmental education. During this experience students receive additional support and wrap-around services such as additional tutoring, success seminars, and MSP group study sessions by developmental course.

BCCC continues to provide free laptops and internet service to all students on request. Students have 24/7 access to library services and online virtual tutoring for developmental education and other courses.

### 3. Education and General Expenditures

**Context 3:** Since tuition and fee revenue in the allowance is based on enrollment projections, increases and decreases in enrollment have a significant effect on an institution’s revenues. Therefore, looking at the changes of expenditures by program area between fiscal 2022 and 2023, when institutions know their fall enrollment, provides a more accurate picture of funding priorities.

As shown in the exhibit in fiscal 2023, total education and general spending increases \$10.2 million, with nearly every category experiencing growth of over at least \$1.0 million, because of additional State funding to pay for these services and the costs associated with the education delivery modality. Spending on scholarships and fellowships increases by \$5.3 million compared to fiscal 2022. The increase in scholarships spending is due to the extension of federal stimulus funds into fiscal 2023. The next largest dollar increase in spending by program area is in academic support, which grows by 47.2%, or \$2.4 million. Student services experiences an increase of \$2.1 million, or 51.5%. Institutional support spending decreases \$2.0 million, or 11.2%, related to the completion of its new Enterprise Resource Planning (ERP) system. As discussed later in the analysis, BCCC indicates that they are experiencing budget challenges in fiscal 2023, which indicates that the data in Exhibit 4 does not accurately reflect anticipated revenues and spending. The tuition and fee revenue estimate does not appear reasonable showing a 40% increase despite an enrollment decline.

**Budget Changes for Unrestricted Funds by Program**  
Fiscal 2022-2023 (\$ in Thousands)

	2022	2023	2022-2023	
	Actual	Working	\$ Change	% Change
<b>Expenditures</b>				
Instruction	\$17,021	\$18,844	\$1,823	10.7%
Academic Support	4,979	7,330	2,350	47.2%
Student Services	4,107	6,223	2,115	51.5%
Institutional Support	17,451	15,491	-1,960	-11.2%
Operation and Maintenance of Plant	8,257	7,640	-617	-7.5%
Scholarships and Fellowships	10	5,310	5,300	55,384.2%
4.5% COLA		1,175		
<b>E&amp;G Total</b>	<b>\$51,825</b>	<b>\$62,011</b>	<b>\$10,187</b>	<b>19.7%</b>
Auxiliary Enterprises	\$2,851	\$2,130	-\$721	-25.3%
<b>Total Expenditures</b>	<b>\$54,676</b>	<b>\$64,141</b>	<b>\$9,465</b>	<b>17.3%</b>
<b>Revenues</b>				
Tuition and Fees	\$10,101	\$14,156	\$4,055	40.1%
State Funds <sup>1</sup>	41,154	44,911	3,757	9.1%
Other	2,161	3,215	1,054	48.8%
<b>Total E&amp;G Revenues</b>	<b>\$53,416</b>	<b>\$62,281</b>	<b>\$8,865</b>	<b>16.6%</b>
Auxiliary Enterprises	\$2,047	\$1,860	-\$187	-9.1%
Transfer (to)/from Fund Balance	-696		696	-100.0%
<b>Available Unrestricted Revenues</b>	<b>\$54,766</b>	<b>\$64,141</b>	<b>\$9,375</b>	<b>17.1%</b>

COLA: cost-of-living adjustment

E&G: education and general

<sup>1</sup>State funds include general funds

Note: Fiscal 2023 adjusted to reflect a proposed deficiency appropriation for a general salary increase budgeted in the Department of Budget and Management.

Source: Governor’s Fiscal 2024 Budget Books; Department of Legislative Services

**Question 3:** The President should present the committees with a revised spending plan that is aligned with available revenue.

**Response 3:** The College has realigned its spending plan based on the loss of revenues and reduced budget. Although the College returned to an in-person learning environment in FY 2022 spring, all revenue sources were not fully operational until FY 2023: parking fees, bookstore, vending machines, space rentals, cafeteria, and athletic concessions. The College is currently evaluating the operational expenses and vendor contracts, as well as enrollment plans to increase tuition and fees revenues. The College has plans to use Institutional COVID Relief Funds for any remaining shortfall/deficit. BCCC will continue to monitor enrollment and adjust the budget as needed.

#### 4. Funding Formula

**Context 4:** The accuracy of the fiscal 2024 funding formula is in question as BCCC has not provided audited FTES counts to the State as required by statute for use in the formula. As of January 20, 2023, the Maryland Higher Education Commission indicated that it had not received the final audited numbers from BCCC. DBM used the FTES numbers submitted by BCCC for the formula, but statute dictates that the audited numbers must be used.

**Question 4:** The President should address BCCC’s unresponsiveness and what is being done to improve communication issues between the college and other State agencies to ensure that aid for the institution can be correctly calculated.

**Response 4:** The College has strengthened its relationship with the various State agencies and has submitted its reports as required. With the implementation of Governmental Accounting Standards Board (GASB) Statement No. 87, the College requires a third-party opinion on the financial statements before the final audit report can be submitted. The final audit has been submitted to Maryland Higher Education Commission (MHEC). The institution is reliant on this audit firm to provide the final report to complete the submission to MHEC. The College has submitted the report to the MHEC and will meet the established deadlines as required.

**Context 5:** The exhibit below shows BCCC’s funding in the fiscal 2024 allowance. The general fund appropriation increases by \$3.0 million, or 6.7%, when compared to the fiscal 2023 working appropriation after accounting for statewide salary actions, excluding the PAYGO capital funding from the total. In both fiscal 2023 and fiscal 2024, BCCC’s formula funding is supplemented by funds from DBM to cover statewide salary adjustments. Funds to annualize the costs of a 4.5% fiscal 2023 State employee COLA (\$2 million) are included directly in the BCCC allowance in fiscal 2024 and will be included in the calculation of hold harmless for fiscal 2025. Funds for a COLA and increments in fiscal 2024 (\$2.1 million), however, are budgeted in DBM and will be transferred to BCCC at a later date. The funds budgeted in DBM are not part of the future hold harmless base.

<b>Proposed Budget</b>					
<b>Baltimore City Community College (\$ in Thousands)</b>					
	<u>Actual</u>	<u>Adjusted</u>	<u>Adjusted</u>	<u>Change</u>	<u>% Change</u>
	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2023-2024</u>	<u>Prior Year</u>
General Funds	\$41,154	\$43,735	\$45,825	\$2,090	4.8%
Deficiency – 4.5% COLA		1,175			
Statewide Employee Compensation	0	0	2,075		
<b>Total General Funds</b>	<b>\$41,154</b>	<b>\$44,911</b>	<b>\$47,899</b>	<b>\$2,989</b>	<b>6.7%</b>
<b>Total State Funds</b>	<b>\$41,154</b>	<b>\$44,911</b>	<b>\$47,899</b>	<b>\$2,989</b>	<b>6.7%</b>
Other Unrestricted	\$13,612	\$19,231	\$16,865		
<b>Federal Stimulus – Restricted</b>	<b>\$6,418</b>	<b>\$12,596</b>			
Other Restricted	\$12,289	\$20,676	\$21,610		
<b>Total</b>	<b>\$73,473</b>	<b>\$97,413</b>	<b>\$86,375</b>	<b>-\$11,039</b>	<b>-11.3%</b>

COLA: cost-of-living adjustment

Note: Numbers may not sum to total due to rounding. Federal Stimulus includes American Recovery Plan Act funds. The fiscal 2023 working appropriation includes deficiency appropriations including this agency’s share of a deficiency appropriation budgeted in the Statewide Account within the Department of Budget and Management (DBM). The fiscal 2024 allowance excludes \$4.0 million in special funds from the Dedicated Purpose Account for pay-as-you-go capital funds. The fiscal 2024 allowance accounts for salary enhancements that are budgeted in the Statewide Account within DBM.

Source: Governor’s Fiscal 2024 Budget Books; Department of Legislative Services

**Question 5:** The President should comment on the continued high vacancy rate, identifying how much the COVID-19 pandemic attributed to this rate and the effect that the vacancies are having on the college’s ability to meet its goals.



**Response 5:** A host of contributors impacted the 34% vacancy rate. Retirements and resignations have played a major role in the elevated vacancy rate. Many employees have opted for retirement considering the operational impacts and changes related to COVID-19. BCCC recently returned to campus in September 2021. Given the characteristics of BCCC students and service population, students face several non-academic barriers to student success, including access to the appropriate technology. More face-to-face support is needed. The College is aggressively working to fill positions. Competitive recruiting and high-cost financial incentives are contributing to the College's ability to fill in-demand positions. The national average for employee turnover rate in 2021 was 57.3%, according to the Bureau of Labor Statistics. As the College continues to realign and focus its operations on accountability, there are ongoing changes to attract qualified applicants to fill the vacancies. The College is managing several complex infrastructure changes (ERP, Institution Reaccreditation, Legislatively Mandated Realignment, Capital Improvements), which are atypical for organizations to facilitate simultaneously.

## ISSUES

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**Context 1:** As shown in Exhibit 10, mirroring a similar overall decrease in enrollment for the community colleges at the State level, BCCC's total FTES enrollment has fallen from the fiscal 2011 high mark of 6,999 FTES, to 2,693 in fiscal 2022, a decline of 4,306 FTES, or 61.5%. BCCC expects the total FTES enrollment to grow slightly in fiscal 2023, increasing by 8.3% over the fiscal 2022 actuals, to 2,916 FTES students. This estimate for fiscal 2023 has been adjusted from last year's projection of 3,891 FTES in fiscal 2023.

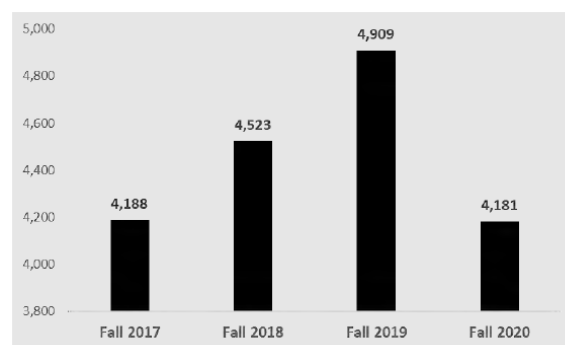
**Question 1A:** The President should comment if the anticipated growth in FTES enrollment is realistic, given the steady overall decrease in FTES enrollment since fiscal 2011.

**Response 1A:**

The anticipated growth is realistic given the May 2022 revised projections from the Maryland Higher Education Commission, which were reflected in the College's estimates for FY 2023 and FY 2024. The enrollment in FY 2011 was at the peak of the 2008 recession, when most institutions of higher education experienced unprecedented enrollment growth.

The College's fall 2022 official credit headcount enrollment was 3,538. BCCC's first day fall 2022 enrollment was down (-1.1%) but on par with the other 15 Maryland community college's enrollment for fall 2022, which ranged from a -10.9% decrease to a +6.6% increase from the prior year. Prior to the pandemic, the College's fall enrollment was increasing.

Trends in Fall Credit Headcount



The Maryland Higher Education Commission (MHEC) made considerable changes to their projections for BCCC and all Maryland community colleges. Their projection for BCCC's fall headcount is quite close to BCCC's projection; in fact, it is 87 students fewer. MHEC's new estimate for fall 2029 calls for an increase of 95 students, 2.1%, from fall 2022. While this is still ambitious given that BCCC's fall 2021 actual enrollment was 3,864, it is more realistic as it anticipates sustained enrollment in the out-years. The enrollment projections from the MHEC were modified by the Commission in 2022 and provided more realistic projections for fall 2022-2029. The fall credit headcount projections reflect the projections published by MHEC in April 2021 that called for an increase of 1,913 students, 32.1%, from fall 2022 to fall 2029. In July 2021, the BCCC team recognized that the projected fall 2022 credit headcount enrollment of 5,952 was not realistic given the fall 2022 enrollment of 4,181. Therefore, the team established 4,692 as an ambitious target for fall 2022. Neither MHEC nor community colleges across the State predicted the second year of substantial declines due to the pandemic in fall 2021.

As stated in the College's 2022 JCR Report, through the work of BCCC's Recruitment Team, the College continues to refine its efforts to recruit and enroll more students from all demographic groups. The core recruitment team has expanded to include the Coordinator for International Support Services, the Director for Disability Support Services, the MSP Coordinator, the Directors for TRIO Student Support Services and Upward Bound Math and Science, and the Athletic Director. Like all community colleges, BCCC faced many challenges brought about by the COVID-19 pandemic; however, the College is now in an excellent position to see tremendous enrollment recovery and growth over the next few semesters. It is clear that BCCC's future enrollment growth potential will come from Baltimore's changing demographic in the international, veterans, dual-enrollment, and LatinX/Hispanic populations. As stated in this report, some of Baltimore City Schools now report up to 52% LatinX/Hispanic enrollment. Patterson, Ben Franklin, and New Era High Schools will all become majority Hispanic Serving Institutions (HSI). Additionally, Baltimore's Elementary and Middle Schools show an even bigger percentage of LatinX/Hispanic enrollment with eight schools reporting over 50% LatinX/Hispanic enrollment. John Ruhrah Highland, Highlandtown, Lakeland, Graceland Park, and Armistead Gardens Elementary and Middle schools all report enrollment of LatinX Hispanic students over 70%. This change in demographics also offers an opportunity for BCCC to grow its Dual Enrollment program beyond the current enrollment. BCCC is working hard to incorporate the needs of this important demographic into its new student recruitment and strategic enrollment management planning efforts.

Partnerships between International Admissions and BCCC's ESL Program will likely result in a significant increase in International Student enrollments at the College. It is anticipated that MHEC will approve BCCC's full-time English Language Program and increased enrollment of this population should be realized in Fall 2023. BCCC is working hard to put into place additional support services that will be needed to support this population.

BCCC's MSP staff developed the following seven (7) strategies to increase the 2023 MSP Summer Cohort enrollment - 1. Host a MSP High School Counselor Professional Development Event, 2. Invitations to join the 2023 Summer MSP Cohort Program to all graduating BCCC Dual Enrollment Students, 3. For MSP recruitment purposes, BCCC will request a Spring 2023 Graduating Seniors Report from Baltimore Public Schools, and private high schools in Baltimore. 4. Increase recruiter presence at all Baltimore City Public High Schools and private schools. The expanded BCCC Recruitment Team will develop a territory management plan to set spring 2023 key performance indicators for each high school. 5. BCCC's Admission and Recruitment Team will develop a continuous communication plan for all eligible MSP students and parents. The enhanced communication management tools provided by Banner's CRM Recruit make tracking students through the enrollment process easier and more efficient. 6. BCCC is currently developing several on-campus MSP Information Sessions that will occur throughout the Spring 2023 Semester in both English and Spanish. 7. BCCC will utilize the contact lists from the College Board for all spring 2023 high school graduates from Baltimore City Public Schools. The contact list will be used to

filter students with ACT, SAT, and PSAT scores that demonstrate the likelihood that the targeted students would benefit from participation in the MSP Program.

**Question 1B:** DLS recommends adding language restricting funds pending the receipt of a report on enrollment trends and MSP.

**Response 1B:** The College does not concur with the recommendation to add language restricting funds. The 2022 JCR Enrollment & Mayor’s Scholars Program Report has been submitted, and BCCC will meet the upcoming December 1, 2023 deadline.

## **OPERATING BUDGET RECOMMENDED ACTIONS**

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**Context 1:** Restrict funds pending a report on BCCC’s overall enrollment trends and MSP.

**Response 1:** The College does not concur with the State’s recommended action. The 2022 JCR Enrollment & Mayor’s Scholars Program Report has been submitted, and BCCC will meet the upcoming December 1, 2023 deadline.

**Context 2:** Restrict funds pending a report on BCCC’s Implementation of Realignment Task 6 and the Faculty Contract System.

**Response 2:** The College does not concur with the State’s recommended action. The College will submit the Faculty Contract System and Realignment Task 6 Report by June 1, 2023 and will meet the upcoming October 1, 2023 deadline.

The College has a strong history of conducting program reviews in Academic Affairs through the faculty-led assessment committees, Program Review & Evaluation Committee, Curriculum & Instruction Committee, and Student Learning Outcome & Assessment Committee. The Office of Institutional Research supports the College’s assessment processes through the development of institutional, program, and course data and survey support. Every academic program is evaluated once every five years in accordance with the schedule published in the PREC Canvas course.

Three surveys are administered annually as part of the PREC process: faculty, student, and advisory board members. Surveys are designed to capture information regarding the programs and related College services and administrative processes. Due to the shift to a remote learning and service environment in spring 2020 due to the pandemic, the surveys were reviewed by the three schools in Academic Affairs and Institutional Effectiveness, Research and Planning to ensure that the changes made in the delivery of instruction and services were addressed. When the College returned to a primarily in-person environment, the surveys were reviewed and revised accordingly. Academic Year 2022-23 includes all the Nursing and Health Professions program in the PREC process. Accordingly, an additional level of review occurred with the Program Coordinators and Deans to ensure that the items on all three surveys were appropriate.

Among the topics included in the faculty survey are the clarity, rigor, and depth of program objectives; learning outcomes; syllabi; communication of information; facilities including laboratories; technology; leadership; practical applications for students; instructional and other support services for students; program support from other College offices; processes related to assigning teaching loads and receiving information for department meetings; program leadership and support in decision-making; and textbook processes.

The work historically has been housed in Academic Affairs with growing engagement from the business areas. In 2021, the College shifted to an institutional assessment model by moving the Office of Assessment to the Office of the President. The College is better aligning the State Plan for Post-Secondary Higher Education with the realignment and operational plans as well as its Strategic Plan which is currently under development. The institution also aligned the Managing For Results (MFR) and Performance Accountability Report (PAR) key performance indicators for continuity. Finance & Administration, Academic Affairs, Student Affairs, Office of Institutional Effectiveness, Research, and Planning, Facilities, Human Resources, Workforce Development & Continuing Education, work collaboratively to review and define planning activities and performance outcomes. This centralization of operations has yielded favorable engagement by faculty and leadership in key areas across the College. In 2022-2023, the Deans, Associate Deans, Program Coordinators, and Faculty have reviewed all degrees and certificates to ensure alignment with MHEC requirements, Middle States Commission on Higher Education Accreditation Standards, and specialized academic program accreditation requirements. The institution is intentionally developing a comprehensive analysis to evaluate programs and services to best meet the evolving needs of faculty and students. The Implementation of Realignment Task 6 and the Faculty Contract System will serve as a product of this collaboration as mandated.