

**Carroll Community College**

# **Compass 2015**

**College Priorities through FY2015**

**I. Student Achievement**

**II. Enrollment Development**

**III. Partnerships**

**IV. Continuous Improvement**

**V. Resource Management**

**Status Reports on FY2015 Strategic Plan Initiatives**

**Planning Advisory Council**

**June 1, 2015**

# **FY2015 Strategic Plan Initiatives Status Report**

**June 2015**

## **I-1: Implement all requirements of the College and Career Readiness and College Completion Act of 2013, as required through FY2015.**

Reporters: Rob Brown, Michael Kiphart

- All seven Areas of Study have had leaders identified. Large and small group meetings have occurred throughout the academic year. Web presence is under development. All new students are choosing an Area of Study upon applying to Carroll Community College. All missing pathways have been submitted to Academic Council and will be uploaded to Student Planning software.
- Updated College Enrollment Application to reflect only areas of study and we have eliminated degree specific options. Changed application to include non-degree options.
- Working with mapping and building each area of study pathway and exploratory options within Student planning.
- Working with PMA and K. Crumley to develop multiple print piece marketing publications to enhance current collateral.
- One ready all print work will filter into new website Areas of Study pages.
- Departments were created to facilitate the “connector” between Ellucian and the web.
- Areas of Study programs were loaded into Ellucian/Production. Degree audits were revised to work with Student Planning. Terms by terms have been loaded into Ellucian Production.
- Student Planning System was piloted in all READ A and COL 099 classes for spring 2015. All incoming new students for fall 2015 are creating an academic plan and registering with the new software in the first advising appointment. There have been several training sessions also in the software for faculty and Student Affairs staff.
- One Step Away grant implementation is complete. Grant developed and implemented. Communication goals met. Approximately 10.5% of cohort 1 graduated in December of 2015 and 8.3% were enrolled in credit or non-credit courses for 2015 spring. In total, we have 19% of cohort 1 graduated or enrolled. Several students in cohort 1 also stated that they might enroll in

summer or fall so this number can very well increase to meet our ultimate 25% graduation goal. Cohort 2 is currently in process.

- Posted CCT News One Step Away article on the college's social media sites, which generated 172 link clicks to the online article.
- Implementing a hashtag campaign promoting completion/graduation.
- Also posted related content on the college's social media sites, including open houses and info sessions, PTA and Nursing graduates, shared content from Huffington Post College and New York Times.
- CLEP Center application completed, contract negotiated, and awaiting signatures.
- Proof approval process has been updated and seen many rounds of approvals, getting ready for final rounds
- New programs for History, World Language, Math, and Philosophy have been created and incorporated into areas of study and Colleague.

### **Recommendations:**

- Continue the development of the areas of study and implement the co-curricular, career, and other efforts for further development of the areas of study and involvement of students, faculty, and the entire College community.
- Consider the development of areas of concentrations within degree programs as a part of the areas of study development.
- Develop and hold extensive training and information sessions for the effective use of Student Planning for department chairs, faculty, and staff.
- Further develop the student advising/academic department relationships using the liaisons between advising and departments with respect to areas of studies, using student planning, and academic community-like activities within areas of study.
- Implement the CLEP testing for the One Step Away Grant for other students.

## **I-2— Complete implementation of Developmental Mathematics, English and Reading redesign projects and fully implement the College Readiness Bridge Program.**

Reporter: Rob Brown

Developmental Mathematics, English, and Reading continue with the implementation and assessment of their redesign projects. All current redesign projects have been implemented and evaluated at some level and are now transitioning into another phase.

Developmental English and Reading redesign projects have made scheduling adjustments as deemed appropriate. Assistance has been provided by Marketing and Creative Services as appropriate.

Developmental Mathematics has completed an initial assessment of its redesign through Nanci Barker's promotion project. Given Mathematics designed much of its work based on developmental efforts at Anne Arundel Community College, the plan is to follow up with Dr. Alicia Moore from AACC on next steps and best practices from them. In addition, Mathematics is switching its software support in those courses from Pearson's MyMathLab to Hawkes Learning Systems. Faculty felt that the product from Hawkes provided better support at a cheaper price for students. Finally, Mathematics will be working on aligning their Developmental Mathematics courses with the Maryland College and Career Readiness Standard Algebra 1, Geometry, and Algebra II high school courses.

**Recommendation:** Continue the assessment cycle/improvement loop.

### **I-3: Continuously upgrade learning assessment and improvement strategies for all college learning and student services programs.**

Reporters: Janet Ohlemacher, Michael Kiphart

- IT upgraded Business Objects (BO) to version 4.1 and completed the upgrade of the Colleague Operational Data Store server. As part of this upgrade IT worked with all BO users to review which reports were actively used and needed to be migrated. Additionally, training was provided to BO power users relating to new features and functionality of BO 4.1. Additional training will be planned for faculty/staff BO users in June. These upgrades were required to leverage improvements and new features in the platform including a 64-bit architecture, improved data visualization, and a more seamless integration with SharePoint as well as ensuring continuing compatibility with related third party technology releases (i.e. Microsoft SQL Server, Java and web browsers).
- One-on-One and small group training has been provided upon request for BO and Web Intelligence (WebI).
- Worked with ASR and users to complete enhancements to the Course success Grade Distribution report incorporating it into the Enrollment Accelerator universes including additional market data and relevant measures.
- IT supported the Outcomes Assessment office with the use of the Enrollment Accelerator.
- Worked with Student Affairs and Ellucian to participate in the Student Planning reports beta.
- Completed Institutional Research (IR) department report requests relating to MHEC reporting.
- Completed Course Sections Details report for IR including a comprehensive course sections offerings with scheduling and size analysis.

- Worked with ASR and Admissions to complete admissions enhancements to the Enrollment Accelerator.
- Graduation processes for Records Office now relies on Business Objects queries.
- Efforts to examine CET points of service and identify actions to enhance the client and student experience has been deferred to FY 2016, however we have currently been looking at alternate registration systems to enhance the student registration process.
- Visuals and instructions on Instant Enrollment screens was streamlined for better communication, and CET customer service staff intentionally coach students on the phone about how to use Instant Enrollment.
- CCSSE's delivery of the data has not occurred at this time so the analysis and dissemination of results has not been possible. In short, there's no progress on this task as the college is not in possession of the requisite CCSSE data set.
- Focus groups have been administered and group interviews conducted for a section of a College Success course, a Marketing 201 section, and the STEM Club. This study was requested by Heather Diehl to assess the usefulness of current Student Life activities to support student engagement, as well as solicit opinions for creating new events. Raza Khan was seeking program assessment within the STEM area of study. The clients felt the results were very useful to support changes within each respective area. We will continue to work with the STEM department in conducting further studies to validate findings.
- Cross training of support staff in CET Workforce Unit with each employee in workforce having development goals.
- Work on the CET components of the portal is ongoing.
- Regular support staff meetings being held to ensure consistency and communication.
- Began CET cross unit collaboration and training to share knowledge and experience about use of technology to encourage work efficiency

### **Recommendations:**

- Continue the development of Business Objects and training for staff and faculty.
- Assist in the development of new reports and reporting mechanisms for departments, program reviews, and student affairs developing assessment efforts.
- Continue working on focus groups and other evaluation techniques with STEM and other areas of the college who are interested in gathering qualitative results to complement quantitative data towards assessment efforts and measuring effectiveness.
- Work in 2016 to increase efforts to examine CET points of service and identify actions to enhance the client and student experience.
- Continue efforts for staff development and training for the CET area for improved student and client service.

- Once CCSSE results information is received, evaluate and disseminate Carroll findings from the CCSSE special focus project on best practices in student engagement to the college community.

**II-1: Investigate and expand offerings in credit and non-credit programs; and strengthen pathways for students to move between non-credit and credit programs and professional update learning opportunities.**

Reporters: Karen Merkle, Janet Ohlemacher

Continuing Education – Accomplishments and Progress

- Implemented new Business Training and Services outreach and marketing plan to provide broader range of organizational development services, increase client base, and increase revenue to the College.
- Added five new Continuing Education Certificates in information technology and entrepreneurship.
- Completed the development of course requirements, processes and report structure under MCCACET guidelines for the first report of Continuing Education Workforce course completers and Continuing Education Certificate program completers to the community College presidents.
- In collaboration with academic colleagues developed and received grant funding to participate in The Cyber Technology Pathways Across Maryland project with thirteen other community colleges.
- Collaborating with academic and student affairs colleagues to implement credit Cyber certificate and degree options which will include credit for prior industry credentials awarded; marketing to CET students preparing for the industry certification exams through non-credit coursework, and continuing to offer basic and advanced non-credit cyber security related training for adults employed in the industry.
- Collaborating with academic colleagues to explore feasibility of developing a nine-hour Letter of Recognition for the Maryland Dept. of Juvenile Services.

- Collaborating with academic colleagues to offer an AAS Technical Studies degree track for students who successfully complete a DLLR approved four-year apprenticeship program in the building trades.
- Expanded the Kids@Carroll summer enrichment program to the largest to date.
- Implemented advising services for students registering for entry-level career training and incorporated Career Coach in advising process.

### Academic Affairs – Accomplishments and Progress

In addition to elements noted above with Continuing Education, the following achievements have been made:

- Added three late start options for spring. Additional options have been added in Business and English for Fall, 2015.
- Working with the Criminal Justice program to pursue opportunities to develop credit courses in conjunction with Continuing Education offerings.
- Created new courses in Career Planning, Mathematics, English, EMS, Accounting, History, and Philosophy to strengthen current program offerings and develop enrollment in these programs.
- Created a Letter of Recognition for Personal Training.
- Identified career pathways for all seven Areas of Study and will be asking MHEC to formally recognize these pathways so students can add them to their diplomas as concentrations.

### Recommendations

1. Continue plans to review opportunities to work with programs to create appropriate bridges with Continuing Education.
2. Continue plans to expand accelerated course offerings, as appropriate.
3. Continue working with the Carroll County Public School System to find opportunities to connect high school courses with offerings at Carroll for a seamless transition.

## **II-2— Develop collaborative academic, continuing education, student services, and marketing initiatives to serve adult learners.**

Reporter: Rob Brown, Libby Trostle

The college is sharpening its focus on adult learners. The design phase of the college's new public website has taken this into consideration and will respond to a variety of audiences when the site "goes live." Internally, there is a focus on "Areas of Study" and "pathways" in those areas to provide better advising to students with the ultimate goal of timely completion of certificates and degrees.

Based on results from annual program reviews, targeted marketing to adults for Education and Criminal Justice was utilized with a plan for targeted marketing this fall for Cyber Security pathways for TAACCT eligible students, 7-week "accelerated" course options in Business, and plans for additional marketing to adult students in the near future.

Career advising and career information services have been expanded to Continuing Education and Adult Education students. For example, Career Choices sessions are offered monthly with referrals to non-credit or credit options as appropriate. Workforce training information sessions are held for Adult Education students and information is provided at high school career and education fairs.

**Recommendation:** Continue targeting initiatives to serve the adult learners as they are the identified growth area for enrollment over the next five years.

### **II-3 - Further develop and implement the business plan to increase enrollment and revenue through customized employee training and assessment services.**

Reporter: Libby Trostle

- Implemented Salesforce.com to track clients, contacts, opportunities, activity and sales.
- Hired dedicated employee – Sonya Hand – to focus exclusively on Business Training and Services (BTS) outreach.
- Created BTS Contract Training Guidelines to ensure consistency in pricing, methods and processes.
- Currently recruiting for Coordinator of Client Support Services, who will be dedicated to handling logistics for contract training, plus some specialized BTS support duties.
- Currently working with MACS to revise marketing literature to place more emphasis on business services – business processes, organizational development and assessment services. Reinstated the BTS brochure and mailing to county businesses and non-profits.

## Recommendations for 2016

- Create and distribute Business Training and Services semi-annual newsletter to area businesses
- Participate in Business Industry Roundtables
- Begin free webinars on various leading business topics to help position Carroll Community College as a “thought leader”; at the same time promote business training and services.

### **III-1: In conjunction with Mid-Maryland Allied Health Care Education Consortium partners, improve the programmatic effectiveness and operational efficiency of the Mount Airy College Center for Health Care Education.**

Reporter: Alan Schuman

Ongoing discussion related to improving the programmatic effectiveness of Credit and Continuing Education offerings.

Support for the operation of the Center focusing on logistical concerns, liability and security issues, and financial implications.

- Effective communication procedures and efficient support. Mitigate liability and financial impact by review of vendor contract/insurance procedures.
- Purchasing adequate insurance for the Mt. Airy College Center; currently responding to the major flood at the Center.
- Partners discussing CCC assuming responsibility for security.
- Approval has been obtained from landlord to install security cameras on building exterior tied into Carroll’s security system.

## Development of and Implementation of Strategic Plan

- Guiding principles for the Mount Airy College Center:
  - Instructional programs offered will prepare students for high-demand health care jobs in the Mid-Maryland region and assist them in professional development and maintaining credentials.
  - Offerings and scheduling will be designed for 75 percent capacity utilization throughout the year.
  - The financial model for the Center will be sustainable and

equitable for the three colleges, with the expectation of a reasonable return on investment without undue burden on any college's resources or revenue streams.

- Colleges will fully and equally promote the Center's programs in their respective service delivery areas.

The Mount Airy Coordinating Council and the Presidents of the three partner community colleges are discussing the possibility of bringing in an outside consultant or facilitator to lead a more structured visioning process.

### **III-2—Implement new strategies for outreach to community businesses and organizations.**

Reporter: Rob Brown

The college is repositioning internally to identify and respond to potential gaps between industry needs and our current workforce programs. EMSI Analyst and Bureau of Labor statistics are being used as possible identifiers of future new programs for FY2016 and FY2017. As programs are identified, college leadership will use a rubric to assess the creation and implementation of these possible new programs for financial viability and efficacy. In addition, Continuing Education and Training stays in contact with our local Workforce Investment Board (WIB) as there are possible changes coming via the re-authorization of the Workforce Innovation and Opportunity Act (WIOA) in the near future. Currently, press releases included Health Care training preview day, entrepreneurship in the arts, Cyber Security, Annual Child Care Training Day, and Small Business Week. Once additional staff is in place to more fully develop a methodology and timeline for adoption of new programs, then marketing and other outreach strategies will flow from this plan.

**Recommendation:** Once internal restructuring is completed, then a methodology and timeline needs to be developed for the analysis of possible new programs.

### **III-3: Collaborate with Carroll County Public Schools and the University System of Maryland institutions to improve transition strategies to meet the goals of the College and Career Readiness and College Completion Act of 2013.**

Reporters: Janet Ohlemacher, Michael Kiphart

- Marketing and Creative Services was not focused on this initiative for 2015 and work will continue in 2016 to develop print and electronic publications to support efforts to ease student transitions between educational sectors and programs.
- M3CAO group of community college chief academic officers is presently working on common courses for general education areas for all community colleges with the hope that the four-year institutions will accept these courses from all institutions and not on an institution by institution basis.
- MACC President's Group's efforts on COMAR reform has developed a report regarding potential recommended changes to COMAR which was shared by MACC with the University System of Maryland, MHEC, and with key state interests.
- MACC/USM Workgroup on transfer policies and COMAR changes met and came up with some agreed changes to COMAR to assist transfer in Maryland. Items that were not agreed upon by the workgroup will be included in efforts by MACC with MHEC and legislative interests.
- Carroll Community College has worked with CCPS regarding a Criminal Justice articulation agreement. An initial Pilot Project 2015-16 was approved by both institutions and the agreements for articulation of criminal justice credit was put into place for the next year.
- The Dual Enrollment agreement between CCPS and Carroll Community College entered its second year and there have been students enrolled in the new program for each semester. Both institutions continue to discuss issues related to dual enrollment for Carroll County students.

#### **Recommendations:**

- By June 2016 work to develop print and electronic publications to support efforts to ease student transitions between educational sectors and programs.
- Continue to work with CCPS related to articulation agreements, review the one-year pilot program in criminal justice, and work with CCPS to market the dual enrollment possibilities with Carroll Community College.
- Continue statewide efforts for COMAR reform with MACC, other community colleges, and Maryland's four-year institutions. Work to ensure the effective and meaningful transfer of 60 credits to four-year institutions for students obtaining an associate's degree.

## **IV-1: Implement faculty and staff professional development and wellness strategies to ensure that staff are continuously enhancing their abilities to perform effectively.**

Reporters: Sylvia Blair, Alan Bogage

Background: Faculty and staff professional development opportunities are provided through in- house workshops, seminars, training, consultations, discussions, and labs. In addition, funds are provided for faculty to attend off- campus conferences and training. The Instructional Quality committee in conjunction with the Executive Assistant to the President, and the Coordinator of Wellness, develops an extensive calendar of professional development and staff development activities. Each calendar includes the following modules: Teaching and Learning, Technology, Health and Wellness, Cultural/Global Awareness, and Special Programs. Prior to each Fall and Spring semesters, peer-led faculty workshops are offered. Department chairs consult with individual faculty members to determine conference attendance and professional development priorities.

### **IV-1-ADMa (Person Responsible: Terry Bowen)**

Task: Formalize and enhance the college's OSHA program and establish training plans and documentation.

#### **Results**

The **OSHA safety manual** is almost complete and is ready for legal review. Following legal review, the manual will be reviewed and approved by the college Executive Team. The college is considering various methods of distribution of the completed and approved manual to employees, including an electronic version. All employees (full-time, part-time, credit and non-credit) are expected to receive a copy. The anticipated roll-out is early fall, 2015.

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### **IV-1-ADMb (Person Responsible: Donna Marriott)**

Task: Assist in identification of staff development and wellness needs. Intended outcomes and success indicator: Programs identified and completed.

#### **Results**

- Employee Assistance Program (EAP): The college's EAP is administered through Business Health Services. BHS services include assessment and referral to community resources for counseling and support; short-term confidential, face-to-face or telephone assistance through crisis; and unlimited 24/7 access to a

help-line all year long. Services are available to employees and their household members free of charge to employees. Working with our EAP, the college offers free workshops to employees on staff development and wellness needs.

- Personal Finance Development: Our retirement savings provider TIAA-Creff comes to campus to offer one-on-one and group information sessions. In addition, First Financial credit union offers seminars on financial strategies.
  - Benefits: PSA, our employee benefits provider, provides on-site meetings in conjunction with our annual open enrollment.
  - Medical Insurance: The college is planning to offer an external workshop speaker on the Affordable Care Act this fall for employees.
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#### **IV-A-ADM-c (Person Responsible: Patti Davis)**

Task: Provide IT resources required for training content owners to use the college's new web content management system

##### **Results**

To date, key Information Technology staff and Marketing and Creative Services staff have been trained in the content management system. With the roll-out of the new college website, the need for college-wide training in the Content Management System is being addressed. Trainings will roll out this summer and fall to assist content managers from every department to learn how to add, edit and/or delete content from their associated web pages.

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#### **IV-1-PRE-a (Person Responsible: Sylvia Blair)**

Task: Create joint faculty and staff workshop opportunities.

##### **Results**

The Information Technology (IT) department at the college prepared for the roll out of Microsoft Office 2013 last fall. In order to help employees to be ready for the software upon installation on their computers, the college offered a major training for faculty and staff on What's New in Microsoft Office 2013. All faculty and staff were invited to attend 1 hour workshops about the new features taught by college instructor Margo Chaney in fall, 2014. This is an example of joint training with faculty and staff at the college.

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#### **IV-1-PRE-b (Person Responsible: Sylvia Blair)**

Task: Continue to develop diversity workshops for employees. Intended outcomes and success indicator:

Workshops scheduled and attended.

## Results

Diversity training for employees in FY 2015 includes:

- Book Discussion on “The Distance Between Us” diversity-related book
- Eight- hour training on Mental Health First Aid: Recognizing Signs and Symptoms
- Student Panel titled “The Power of Positive Language” highlighted stories of our students who represent diversity, for an audience composed of faculty and staff. The panel was moderated by Kristie Crumley and Michael Stovall.

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### **IV-1-ASA-a (Person Responsible: Alan Bogage, IQ Committee)**

Task: Complete the Master Teacher track for faculty development.

## Results

- The Instructional Quality committee planned and implemented the 2014 Summer Institute which included a week’s worth of faculty development sessions organized around various tracks: **Master Teacher**, Adult Learner, Instructional Technology.
- Individual workshops included:
  - Promotions project seminar
  - Technology to promote classroom interactivity
  - XY Boom: the intergenerational classroom
  - Instructional strategies for the diverse classroom
  - Fast Five: great ideas for teaching in no more than 5 minutes
  - Faculty writers group
  - Effective use of presentation software
  - Assessment tools in Blackboard
  - Student panel discussion
- Dr. Sally Hoskins (CUNY faculty) was brought to campus as a guest speaker. She spoke about and conducted faculty workshops dealing with a new model for teaching undergraduates research (i.e. C.R.E.A.T.E.)
- In August, as part of the **Master Teacher track**, Dr. Stephen Walker, director of the Virginia Master Teacher seminars, visited campus and addressed the topics of faculty leadership and student engagement.

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### **IV-1-ASA-b (Person Responsible: Michael Kiphart, Joel Hoskowitz)**

Task: Complete a Compliance Audit

## Results

The overall **compliance audit** for the college has been delayed while the committee and staff have had to work on specific federal and state compliance requirements regarding sexual misconduct. A new comprehensive college sexual misconduct policy and procedures have been developed, revised, and was approved by the Board of Trustees at the May 2015 meeting. This new policy is a comprehensive effort to meet federal Clery, SAVE, VAWA, and Not Alone requirements and guidelines as well as meet state initiatives and legislation. The college is working with the Law Room to develop required training for students and employees by July 1, 2015, for implementation for all students and new students for the fall semester 2015. These pressing issues and compliance requirements have taken away from the original efforts for the overall College compliance audit which will be initiated in August 2015 for completion by December 2015.

#### **IV-1-ASA-c (Person Responsible: Review Committee)**

Task: Review Adjunct Faculty Issues and Needs

##### **Results**

An Adjunct Faculty Review committee was created in August 2014 to examine such areas as professional development, promotion, and compensation, as they pertain to adjunct faculty. The committee came up with a wide range of recommendations dealing with contract changes, meeting commitments, and compensation which were forwarded to Dr. Ohlemacher. Many of the recommendations have budgetary implications and, therefore, any action on these recommendations has been delayed until clarity regarding the final budget is in place.

#### **IV-1-CET-a (Person Responsible: Sally Long, Libby Trostle, Becki Maurio)**

Task: Streamline administrative responsibilities of adjunct faculty and enhance communication, resources and professional development opportunities.

##### **Results**

- 2015 Evening/weekend staff are now providing support to CET faculty.
- A new version of the faculty handbook is in progress
- The portal site for adjunct faculty is in progress
- CET Adjunct Faculty development Committee was reconvened and is reviewing course packets and processes.

## **Additional Accomplishments**

1. Total expenditures for Academic Affairs professional and staff related development (i.e. conferences and meetings) for FY2013 was \$84,211.72 and for FY2014 it was \$69,872.79.
2. A full schedule of Blackboard open labs and training opportunities are provided each year. The focus in 2014-2015 was on efficient use of Bb storage/content system and the Kaltura video management software.
3. Carroll Community College hosted the January 2015 Association of Faculties for Advancement of Community College Teaching (AFACCT) conference. The conference was very successful in terms of attendance numbers and evaluation responses. Carroll encourages and pays for conference registration for full and part time faculty. Numerous Carroll faculty presented and/or attended.
4. New adjunct orientation was provided in August and January. The new full time faculty orientation schedule was offered in the Fall 2014 to the cohort of new faculty hired in Spring 2014 and Fall 2014 semesters.
5. Distance learning faculty professional development was ongoing and included: Maryland Distance Learning Association (MDLA) Fall and Spring conferences, Quality Matters conference, QM rubric update workshop, Certificate for Online Adjunct Teaching (COAT) training.
6. Each of the academic departments provided discipline specific professional development opportunities including: Reading engagement study (English dept.), Pearson MyLab training (Business dept.), CCPS Secondary Math night (Math dept.) as well as attendance at numerous conferences such as MMATYC, Quantitative Literacy Conference, National League for Nursing Education, Organization for Associate Degree Nursing Conference, Association for Theatre in Higher Education Conference, EMS Educator Conference, MILEX (Md. Information Literacy Exchange) conference, and the AFACCT conference.

**Recommendation:** Continue to provide an annual schedule of faculty and staff professional development offerings each year including a Master Teacher focus and adjunct orientations. Continue to support faculty attendance and participation in professional conferences and affinity group meetings. As budget allows, implement the recommendations of the Adjunct Faculty review committee.

**IV-2: Implement a mandatory supervisor development plan with online training modules followed by group discussions that cover topics which enhance supervisor capabilities, growth, and success.**

Reporter: Donna Marriott

The College’s managers, supervisors and chairs participated in a supervisory development program that included online training followed by group discussions. The modules were completed in the following order:

Employment Law Boot Camp	January
Performance Reviews	February
Hiring I: Identifying Candidates	March
Hiring II: Interviewing & Selection	April
Leave & Absence Management	May

Each module had a start date and end date identified and a group discussion were scheduled shortly after the end date. The group discussions were be led by the Director of Human Resources and included how the College’s own HR polices/procedures are related to each topic.

At the time we started there were approximately 56 employees who supervise other full-time employees and part-time employees. To facilitate impactful group discussions and to encourage discussion around best practice it was recommended there be four separate discussion groups:

- President and Executive Team
- Academic Department Chairs and Academic Deans
- Supervisors of Professional Employees ( to include supervisors of professional and support staff)
- Supervisors of Only Support Staff.

Training appears to have been well received.

**IV-3: Implement business intelligence and data governance to support outcomes assessment and data-based decision making across campus at all levels.**

Reporters: Jan Ohlemacher

- Completed Business Objects 4.1 Upgrade and ODS Server Upgrade, allowing the college to leverage improvements and new features in the platform.
- Completed Course Success Grade Distribution report enhancements.
- Completed Admissions enhancements to the Enrollment Accelerator so the Admissions Department will be able to use data to determine effectiveness of its events going forward.
- Complete comprehensive course section scheduling and size analyses.
- Completed annual reports for all programs with additional data to assist in determining effectiveness of student success outcomes.

### Recommendations

1. Continue training plans to expand use of Business Objects in all areas of the college.
2. Continue adding definitions to the Data Cookbook to increase common understanding of terminology and use of data fields.
3. Expand use of Economic Analyst data in Annual Program Review reports.

## **IV-4: Maintain a robust technology infrastructure, implement the web portal, complete the redesign of the college’s website, and invest in employee technology skills.**

Reporters: Patti Davis, Eleni Swengler

The college is committed to maintaining a robust technology infrastructure. Key projects have been identified to achieve this initiative including developing a new college website, implementing the Portal for faculty and staff, and investing in technology training for employees. In addition, the college continues to evaluate how technology can enhance current business practices and improve efficiencies. Major accomplishments for each of the associated tasks are listed below.

### **New College Website**

#### **Provide IT resources to complete the software integration, technical implementation and website administration for the website redesign project.**

Assist in completing the logistics for the new website to go live, including training, content migrations, and documentation. Once live, MACS in collaboration with the IT web administrative team will start planning and creating goals in Universal Analytics.

The college worked with VisionPoint and The Nerderly to complete the design and develop the structure based on the approved Information Architecture (IA) of the site. The Nerderly developed the top structure and navigation for the top 3 layers of the IA and IT is developing all additional sub-levels of the site and navigation and populating content on all levels.

MACS and IT conducted web content owner training sessions. Topics included writing for the web, SEO, the college's brand standards, accessing photography and other resources on the MACS portal site, and steps for migrating content to the new website. A [video of the training and supporting materials](#) are available on C3.

The [content standards](#) and [website governance document](#) have been developed and approved by the President. These documents are available to the college community via the Web Standards Committee/Website Redesign on C3.

Content owners were responsible for making copies of content in the old content management system (CMS) and reviewing/modifying content. There are approximately 400 pages of content migrated to the new site. The content had to be copied in its raw format (no formatting was maintained from old system to the new system.) Formatting of all pages in the new system is more than 50% complete. Additional IT resources have been reallocated to assist with the formatting process.

The connector between the new CMS and Colleague was designed. There are limitations with data/fields that the connector can transfer between the two systems. This is a shortcoming in the Ellucian designed Connector. Multiple iterations of the process had to be designed and tested including updating data in Colleague to work with the Connector. The Connector is functioning for credit areas of study/pathways and IT and CET are in the process of configuring for CET courses.

Content owners/editors will review their pages in end of June/beginning of July via a web browser (they will not have access to the WCMS at this point). MACS/IT will meet with each content owner to discuss their findings and make required modifications (schedule to be determined based on content owner availability).

Training will be provided to all content owners during July/August. The schedule will be determined over the next month.

The site will go live prior to the fall semester.

## **Portal**

### **Complete the design and implementation of Ellucian Portal for faculty and staff**

The design for C3 (employee Portal) has been completed. To date implementation includes development of the structure for 10 Committee Sites, 26 Department Sites,

and 25 Team Site. All committee sites are actively used with the exception of the Academic Council Proposal site which will undergo a pilot for the proposal submission process. There are 13 department sites and 17 team sites actively used. All sites listed below have been provided training from IT with the exception of sites with \*\*.

Additional development on C3 requiring Web Developer resources is temporarily on hold until the college's new web site goes live. Specifically, a process needs to be developed for storing the Administrative Procedures Manual on C3 and developing workflows to update the content. One option for managing the content is to use the new CMS to store the content and link to it from C3. Additional options will be evaluated.

#### Committee Sites

- Academic Council Proposal Site (standard committee site developed, testing of proposal submission next)
- Bb Users Group
- Data Governance
- Ellucian
- Instructional Quality
- Planning Advisory Council
- Senate
- Technology Advisory Group
- Technology Security Committee
- Web Standards Committee

#### Departmental Sites

- Academic Affairs
  - Nursing
  - EMS
  - Learning Technologies
  - Performing Arts
  - Visual Arts
- Administration
  - Emergency Management
  - Facilities
  - Fiscal Affairs
  - HR
  - IT
  - Public Safety & Security
  - Risk Management (on hold pending move of Administrative Procedures Manual)
- Board of Trustees (on hold per request of Foundation)
- Continuing Education and Training
- Distance Learning
- Foundation & Institutional Advancement
- Library

- Planning, Marketing and Assessment
  - Institutional Research
  - MACS
- President's Office
- Student Affairs
- Admissions
  - Advising & Transfer
  - Career Development
  - Financial Aid
  - Records and Registration
  - Student Life

#### Team Sites

- Administration\*\*
- Admissions\*\*
- Advising
- Care Team
- Catalog Production
- Continuing Education and Training
- CET Leadership
  - Life-long Learning
  - Operations
  - Workforce Training & Business Services
    - K Building
    - T Building
- Cyber Security Program \*\*
- Distance Learning
- Education
- EMS\*\*
- Facilities\*
- Financial Aid\*\*
- Fiscal Affairs\*\*
- Foundation & Institutional Advancement
- HR Department
- Information Technology
- Library
- Nursing
- Performing Arts\*\*
- Planning, Marketing, & Assessment
- Records & Testing
- Risk Management
- Strategic Plan
- Visual Arts

**Implement IR web portal information site as an internal resource for analytical reports, survey results, and institutional data.**

In process.

**Increase the value of the MACS portal information site in providing access to resources such as college logos, brand standards, and college photographic assets.**

Content on the MACS portal info site is maintained on an ongoing basis. Updated job request forms were posted in April and 134 photos are currently available for download. More photos will be added as photo shoots are completed.

**Review CET processes and apply technology solutions to increase efficiency and effectiveness.**

- Implemented ImageNow for open enrollment course folders.
- Completed analysis of the course development process. Strategies for streamlining will be identified and implemented in FY16.
- Created CET Universe in Business Objects to streamline reporting and data analysis.
- Increased electronic marketing using Constant Contact and piloted a Lifelong Learning web campaign with MACS and CBS marketing.
- Provided cross training of support staff to increase flexibility in peak times.
- Increased online registrations by 7% over last year using instant enrollment (46% of open enrollment registrations are now online).
- Implemented prerequisite checking to allow online registration in Instant Enrollment.

**V-1: Monitor college operations to identify cost efficiencies to maximize the effective use of college resources.**

Reporter: Alan Schuman

Reallocation of Resources

- The President and each Vice President is responsible for evaluating opportunities to operate more efficiently within their areas. Resources identified may be reallocated by the President or Vice President to fund priority items. This process occurs both during the budget development process and throughout the year.
- Approximately \$200,000 was identified to be reallocated in FY2016.

### Improving Return on Investment in Programs and Courses.

- College is in the process of developing (1) a model for analyzing and improving cost efficiencies in course and program offerings; (2) a data dashboard for monitoring/improving return on investment; (3) implementation methods for improving cost efficiencies of programs and courses.
- Progress to date: Initial data gathering and summary analysis completed. Review of data and additional recommendations to be developed by fall 2015.

### Contingency Planning

- During the annual budget development process, the President and the Executive Team routinely identify options to increase revenue and reduce expenditures beyond what is included in the Preliminary Budget Request to the Board of Trustees. These options are evaluated for reasonableness and impact, and are held in reserve in the event that any of the revenue assumptions supporting the budget were to change dramatically.
- This process is repeated each fiscal year after the budget has been adopted to respond to reductions in revenue caused by enrollment estimates not being realized, State or County appropriations being reduced, or unplanned expenditures that occur.

## **V-2: Support Carroll Community College Foundation efforts to attract new donors and increase private fundraising and foundation gifts to support the college and its students.**

Reporter: Steve Wantz

Held successful fundraising events including Starry Night, the Penguin Random House Book Fair, and the newest fundraiser, the Car Raffle. Approximate net proceeds were \$108,000 for Starry Night, \$66,000 for the Book Fair, and \$29,000 for the car raffle.

Identified and cultivated four new Foundation Board members during FY2015.

Recommended goals for FY2016:

Conduct our two annual signature fundraising events in an operationally efficient manner and with continued focus on maximizing revenue to benefit the students and critical learning support initiatives.

Identify the major funding needs that will require Foundation support in the Compass 2020. Begin the initial steps toward conducting a feasibility study to increase community awareness and begin to cultivate support.

Expand grant funding. Assist faculty and administration in identifying opportunities that are available in areas of high priority needs. Assist in writing and submitting targeted, strategic proposals.

Enhance annual fund raising results with emphasis on the President's Society. Articulate the case for support. Identify and communicate the benefits of the President's Society.