

Updated Student Success Action Plan for Blue Ridge Community College

1. Initiative #1

a. **Description of Proposed Action**

Improve yield from registration session to retention in first day of classes by implementing a case management model to reduce obstacles to attending first day of classes. The College will hire high school career coaches during the summer to provide follow up assistance to high school students who completed the Group Advising and Registration (GAR) session at their respective high school during the spring semester. The high school career coaches will assist students with the following steps – 1) ensuring that students are in the correct program of study, 2) resolving any financial aid issues which may prevent their aid from processing correctly, 3) submitting official AP scores or other scores indicated in the Credit for Prior Learning manual so the credit can be applied to degree plan early, 4) identifying first generation students who may need extra support through BRCC's Mentoring program – providing a referral to the Mentoring Program Coordinator, 5) reminding students of the tuition payment deadline to avoid being backed out of classes for non-payment before the semester even begins, 6) identifying any other possible issues that may disrupt a student's progression toward entering classes. This initiative is aimed at preventing some of the loss identified by the "leaky pipe" analogy in which students are lost prior to the start of the semester due to a preventable issue or obstacle.

b. **Framework Area** – Connection to Entry

c. **Timeframe** –

- i. Summer 2016 – First two career coaches hired, assigned a case load, and provided professional development to deliver intrusive case management services to incoming high school students
- ii. Fall 2016 – Track students to determine retention to first day of class (yield)
- iii. Fall 2016 – Track students to determine completion and success rates for Fall 2016
- iv. Fall 2016 – Communicate results with staff, administration, and board
- v. Spring 2017 – Track students to determine retention to Spring and completion and success rates for Spring 2017
- vi. Spring 2017 – Determine results of case management model and decide if it should be continued in summer 2017
- vii. Spring 2017 – Communicate results with staff, administration, and board
- viii. Summer 2017 – Continue case management model if successful
- ix. Spring 2018 – Communicate results with staff, administration, and board
- x. Summer 2018 – Continue case management model if successful
- xi. Spring 2019 – Communicate results with staff, administration, and board
- xii. Summer 2019 – Continue case management model if successful
- xiii. Spring 2020 – Communicate results with staff, administration, and board
- xiv. Summer 2020 – Continue case management model if successful

d. Potential Costs

- i. Personnel cost for career coaches for case management
 - 1. Summer 2016 - Two career coaches for 200 hours x \$25 per hour = ~\$5000 for case management
 - 2. Summer 2016 – Professional development for two career coaches (provided by BRCC Student Services staff / supervisor) ~\$300
 - 3. Supervision of career coaches – Current Student Services employees
- ii. Personnel costs to track students through fall and spring
 - 1. Fall 2016 – Current IR employees - ~\$1000
 - 2. Spring 2017 – Current IR employees - ~\$1000
- iii. Personnel cost for career coaches for case management
 - 1. Summer 2017 - Two career coaches for 200 hours x \$25 per hour = ~\$5000
 - 2. Supervision of career coaches – Current Student Services employees ~\$3000
- iv. Personnel cost for career coaches for case management
 - 1. TBD based on first two summers' work

e. Impacted Stakeholders

- i. Students in pilot project
- ii. Advisors
- iii. Career services (supervises career coaches)
- iv. Institutional Research staff
- v. Outreach and Enrollment Management Office

f. Anticipated Impact

- i. Increase yield of applications by 10% over current yield of 47% in fall 2016.
- ii. Increase retention of students to spring 2017 by 5% over Fall 2015-Spring 2016 retention rate of 68.8%
- iii. Similar results in future years.

2. Initiative #2

a. Description of Proposed Action

Host outreach events to recruit nontraditional aged (25 and older) students to BRCC. These events will be coordinated by our Enrollment/Outreach office in conjunction with College Coordinator of Public Relations. College employees will be recruited to help with these events. A special mailing will be used to invite the public to the events. This will also include a presence at the county fairs. We will try to have a hands on activity at each event, such as mechatronics tools, robots, simulators, etc.

A second part of this initiative is an event that will be focused primarily on non-traditional age individuals in our service region and will provide information and demonstrations on the following fields of study:

- i. Aviation Maintenance Technology
- ii. Computer and Electronics Technology

- iii. Automotive Analysis and Repair
- iv. Mechanical Design
- v. Computer Aided Drafting and Design
- vi. Mechatronics
- vii. Welding
- viii. Commercial Truck Driving
- ix. Machining

We will market this Tech Day to the community using a variety of methods. The 'day' will include short presentations on the subjects and, wherever possible, hands on opportunities in labs or on training equipment. Faculty will be provided stipends to prepare material for the Tech Day and then to be here on Tech Day to present and work with the prospective students.

b. Framework Area – Connection

c. Timeframe –

- i. June 2016 – Schedule 10-15 off campus recruiting events at schools, libraries, community centers, etc.
- ii. June 2016 – Design and produce postcards to send to most homes in the service area
- iii. July 2016 – Send postcards to most homes in the service area
- iv. August 2016 – Schedule recruiting tables at two county fairs
- v. August 2016 – Man tables at county fairs with handouts, greeters, and demonstrations
- vi. July - August 2016 – Conduct recruiting events throughout the service area as scheduled
- vii. Fall 2016 – Track students to determine completion and success rates for Fall 2016
- viii. Fall 2016 – Communicate results with staff, administration, and board
- ix. Fall 2017 – Submit CIF grant
- x. Spring 2017 – Hold Tech Day
- xi. Spring 2017 – Track student to determine retention to Spring and completion and success rates for Spring 2017
- xii. Spring 2017 – Determine results of recruiting events and decide if they should be continued in summer 2017 or December/January of each year
- xiii. Spring 2017 – Communicate results with staff, administration, and board
- xiv. Summer 2017 – Continue recruiting events if successful
- xv. Spring 2018 – Communicate results with staff, administration, and board
- xvi. Summer 2018 – Continue recruiting events if successful
- xvii. Spring 2019 – Communicate results with staff, administration, and board
- xviii. Summer 2019 – Continue recruiting events if successful
- xix. Spring 2020 – Communicate results with staff, administration, and board
- xx. Summer 2020 – Continue recruiting events if successful

d. Potential Costs

- i. Summer 2016
 - 1. Personnel
 - a. Enrollment Management/Outreach personnel ~\$3000
 - b. Public Affairs Office personnel ~\$2000
 - c. Other College personnel ~\$6000
 - 2. Recruiting materials – Approximately ~\$1000
 - 3. Mailing costs – Approximately ~\$3000
 - 4. Travel – Approximately ~\$1000
- ii. Spring 2017
 - 1. Personnel
 - a. Program managers - ~\$2500
 - 2. Supplies
 - a. For Tech Day - \$1000
- iii. Summer 2017
 - 1. Personnel
 - a. Enrollment Management/Outreach personnel ~\$3000
 - b. Public Affairs Office personnel ~\$2000
 - c. Other College personnel ~\$6000
 - 2. Recruiting materials – Approximately ~\$1000
 - 3. Mailing costs – Approximately ~\$3000
 - 4. Travel – Approximately ~\$1000
- iv. Summer 2018
 - 1. TBD based on first two summers work
- v. Summer 2019
 - 1. TBD based on first two summers work
- vi. Summer 2020
 - 1. TBD based on first two summers work

e. Impacted Stakeholders

- i. Students
- ii. Institutional Research staff
- iii. Public Affairs staff
- iv. Outreach and Enrollment Management Office
- v. Volunteer employees

f. Anticipated Impact

- i. Increase yield of applications by 2% over current yield of 47% in fall 2016.
- ii. Increase enrollment in career degrees, certificates, and CSCs by 2% per year over spring 2016 levels for spring 2018, particularly in non-traditionally aged students (25-45)
- iii. Similar results in future years.

3. Initiative #3

a. Description of Proposed Action

Connect career program managers to interested students within first semester. We will train career faculty members on best practices in recruiting and have them go to SDV classes to talk with students in their first semester. They will be encouraged to bring something interactive to demonstrate to students (manikins, robot arms, etc.) The program managers will bring change of program forms in case students want to change to their or another major. They will also explain how to do it online. Our plan is that the students will select a major that they are interested in earlier and that this will increase enrollment in those programs, retention because they see a clear path to a profession, and completion and employment in industries that need qualified workers.

A major non-traditional gender training program for career faculty will also be part of this program. The College will schedule and hold a two day seminar on female recruitment into Career and Technical Education (CTE) programs at community colleges. This seminar will be open to all VCCS colleges. We have contacted Elaine L. Craft, Executive Director of the SC ATE Center of Excellence at Florence-Darlington Technical College. As part of an NSF grant, they are encouraged to provide training to other institutions. Because we will be benefiting from NSF ATE grant-funded initiatives, the cost will be limited to travel expenses for the three people who will be providing the workshop over two days.

b. Framework Area – Entry

c. Timeframe –

- i. Fall 2016 – Train two program managers on recruiting methods in SDV classes
- ii. Fall 2016 – Review and clean up SIS concerning majors for the two programs
- iii. Fall 2016 – Coordinate scheduling for female recruitment training.
- iv. Fall 2016 – Submit CIF grant request.
- v. Spring 2017 – First two program managers meet with SDV students in at least 2 classes each
- vi. Spring 2017 – Review results from the first meetings and determine if it increased program majors
- vii. Spring 2017 – Review and revise recruiting methods for summer and fall 2017
- viii. Spring 2017 – Communicate results with staff, administration, and board
- ix. Spring 2017 – Hold female recruiting conference
- x. Summer 2017 – At least one program manager meets with SDV students in at least 3 classes
- xi. Summer 2017 – Recruit two additional program managers for Fall 2017
- xii. Fall 2017 – Review and clean up SIS concerning majors for the four programs
- xiii. Fall 2017 – Four program managers meet with SDV students in at least 3 classes each
- xiv. Spring 2018 – Review results from the first meetings and determine if it increased program majors
- xv. Spring 2018 – Review and revise recruiting methods for summer and fall 2018

- xvi. Spring 2018 – Communicate results with staff, administration, and board
- xvii. Fall 2018 – Continue connect events in SDV classes if successful and expand to include other program managers and all SDV classes
- xviii. Spring, Summer, Fall 2019 - Continue connect events in SDV classes if successful and expand to include other program managers and all SDV classes
- xix. Spring 2019 – Communicate results with staff, administration, and board
- xx. Spring, Summer, Fall 2020 - Continue connect events in SDV classes if successful and expand to include other program managers and all SDV classes
- xxi. Spring 2020 – Communicate results with staff, administration, and board

d. Potential Costs

i. Fall 2016

1. Personnel

- a. Enrollment Management/Outreach personnel ~\$200
- b. Program managers ~\$1000

2. Recruiting materials – Approximately ~\$500

ii. Spring 2017

1. Personnel

- a. Enrollment Management/Outreach personnel ~\$100
- b. Program managers ~\$1500
- c. Research and Assessment ~\$500

2. Recruiting materials – Approximately ~\$100

3. Conference costs for travel of presenters - ~\$13,000

iii. Summer 2017

1. Personnel

- a. Enrollment Management/Outreach personnel ~\$200
- b. Program managers ~\$700
- c. Research and Assessment ~\$500

2. Recruiting materials – Approximately ~\$100

iv. Fall 2017

1. Personnel

- a. Enrollment Management/Outreach personnel ~\$200
- b. Program managers ~\$700
- c. Research and Assessment ~\$500

2. Recruiting materials – Approximately ~\$100

v. Spring 2018

1. Personnel

- a. Enrollment Management/Outreach personnel ~\$200
- b. Program managers ~\$700
- c. Research and Assessment ~\$500

2. Recruiting materials – Approximately ~\$100

vi. Summer 2018 – fall 2020 – TBD based on success of initiative

e. Impacted Stakeholders

- i. Students
- ii. Career Program Managers
- iii. Institutional Research staff
- iv. Outreach and Enrollment Management Office

f. Anticipated Impact

- i. Increase enrollment in career degrees, certificates, and CSCs by 2% per year over spring 2016 levels for spring 2018, particularly for women in non-traditional programs
- ii. Increase retention rate for student who change into career programs, since these programs have a higher retention rate than undeclared and general studies students
- iii. Increase completions in career degrees, certificates, and CSCs by spring 2019 from 2015-2016 total of 895 to 922
- iv. Similar results in future years.

4. Initiative #4

a. Description of Proposed Action

This was an initiative started in summer 2015 as a pilot based on the College's Success Team's participation in their second CCSSE High-Impact Practices Institute. The initiative's objective is to improve retention of students on Satisfactory Academic Progress (SAP) suspension. The BRCC policy on SAP is stated below. The College wanted to employ intrusive interventions for students identified as on SAP Suspension as BRCC was losing many of those students who didn't have a "Plan B" to pay for their courses out of pocket. This effort is focused on students on SAP Suspension as indicated in the policy. When a student is classified as SAP Suspension, the student is asked to attend a Student Success Workshop, which is a 2 hour workshop, taught by a Career Coach, covering the following topics - Developing a College Plan, Identifying Goals and Priorities, Understanding Your Learning Style, Managing Your Time, Defining Your Support Network, Knowing and Using Campus Resources, Getting Engaged, Utilizing Academic Advisors, Anticipating Obstacles and Practicing Good Money Management. Each session incorporates interactive learning activities to encourage, support, and reinforce the development of habits resulting in student success. Once the student completes the Student Success Workshop, the student then schedules an appointment with an Academic Success Advisor. During the appointment with the Success Advisor, the student and advisor work together to develop a plan for improvement through the creation of a learning contract. The student attaches his/her learning contract to the SAP appeal form which is reviewed by the Financial Aid team and either approved or denied. Students who complete the Student Success Workshop and learning contract are more likely to have their financial aid reinstated for the semester which improves BRCC retention rates as most students are not able to pay out of pocket for courses. We have used SAILS advisors, Career Coaches, and other advising personnel to support this initiative. Most of the work on this initiative is done during the summer months, as the summer months

allow more time for intrusive interventions. This initiative will be expanded to touch more students by developing an online version of the Student Success Workshop for implementation in spring 2017.

Satisfactory Academic Progress Policy

Federal regulations require that students maintain “Satisfactory Academic Progress” or SAP to be eligible to continue receiving financial aid. In addition to maintaining a minimum GPA (Grade Point Average), students must complete at least two-thirds of the courses they attempt with a passing grade. Students must also complete their program of study before having attempted more than 150% of the required credits for their program.

SAP Measurements

At the end of each term, students’ SAP is assessed to determine whether they have met the following minimum conditions:

Grade Point Average for Credit Hours Attempted

GPA Required	Credit Hours Attempted
1.5	1-15
1.75	16-30
2.0	31 +

Completion Rate

Completion rate must be at least 67%. This means that you may not have failed, withdrawn from, or received a grade of “U” or “I” in one-third or more of the credit hours in which you have enrolled. **The number one reason that students lose their financial aid at BRCC is excessive course withdrawal.** Please consult with the financial aid office before withdrawing from courses to learn the implications of doing so.

To determine your completion rate, use the following formula:

$$([\text{EARNED HOURS}]/[\text{ATTEMPTED HOURS}]) * 100 = \text{Completion rate.}$$

For example, if you have attempted 45 credit hours and passed (earned) 35 credit hours, you would calculate as follows:

$$([35]/[45]) * 100 = 77. \text{ In this case the completion rate is 77\%}$$

Total Attempted Credit Hours

Total attempted credit hours must not exceed 150% of the credit hours required to complete your academic program. Example: If the total credits in your degree plan are 66, then your 150% max is 99. ($66 * 1.5 = 99$).

If Minimum Requirements are Not Met

Warning Semester

Students who do not meet minimum GPA requirements or completion rate will have a warning semester during which to improve their GPA and completion rate measures. If, after the warning semester, students have met the minimum requirements, they will be taken off SAP violation. A student may only have one warning semester in his/her academic career. Students who have violated the 150% regulation will not have a warning semester.

Financial Aid Suspension

If you have not met the minimum requirements by the end of your warning semester, your financial aid eligibility will be suspended, and you will not be eligible to receive additional financial aid. If your aid becomes suspended, you may pay out of pocket for courses, and financial aid may be reinstated once you reach the minimum SAP requirements. If circumstances beyond your control contributed to your inability to meet SAP requirements, you may appeal for probationary reinstatement of your financial aid using the Satisfactory Academic Progress Appeal Form.

Academic Plan

If you appeal for financial aid and are approved, you will be placed on a “Financial Aid Academic Plan.” This academic plan will indicate a set of requirements that you must meet each semester in order to work to improve your GPA and completion rate, generally a 2.5 GPA and 100% completion (meaning that you may not receive a grade of “F,” “U,” or “W” in any course while under the plan). Your GPA will be measured against the requirements in your academic plan each semester until you reach the overall minimum requirements. If the conditions of your academic plan are not met, your financial aid will once again be suspended.

b. Framework Area – Progress

c. Timeframe –

- i. Summer 2015 – First efforts on advising SAP Suspension students and presented the first Student Success Workshops
- ii. Fall 2015 - Reviewed data on enrollment of students completing the program and made revisions to the program
- iii. Fall 2015 - Communicated results with staff, administration, and board
- iv. Spring 2016 – Reviewed data on retention and success of students
- v. Summer 2016 – Expanded the effort, with more Career Coaches used to help meet with SAP Suspension students
- vi. Fall 2016 - Review data on enrollment of students completing the program and make revisions to the program
- vii. Fall 2016 – Communicate results with staff, administration, and board
- viii. Fall 2016 – Submit CIF grant to support online Student Success Workshop
- ix. Fall 2016 – Start work on materials for online Student Success Workshop
- x. Spring 2017 – Start using online resources along with in person advising
- xi. Summer 2017 – Expand the effort, with more Career Coaches used to help meet with SAP Suspension students if needed
- xii. Fall 2017 - Review data on enrollment of students completing the program and make revisions to the program
- xiii. Fall 2017 – Communicate results with staff, administration, and board
- xiv. Summer 2018 – Continue SAP Suspension program if successful
- xv. Summer 2019 – Continue SAP Suspension program if successful
- xvi. Summer 2020 – Continue SAP Suspension program if successful

d. Potential Costs

- i. Summer 2015
 1. Personnel
 - a. SAILS advisors - ~\$3000
 - b. Career Coach - ~\$3000
 - c. Other Advisors - ~\$2000
 2. Student Success Workshop materials - ~\$500
- ii. Fall 2015
 1. Personnel
 - a. SAILS advisors - ~\$2000
 - b. Research and Assessment staff - ~\$1000
- iii. Spring 2016
 1. Personnel
 - a. SAILS advisors - ~\$2000
 - b. Research and Assessment staff - ~\$1000
- iv. Summer 2016
 1. Personnel
 - a. SAILS advisors - ~\$3000
 - b. Career Coach - ~\$3000
 - c. Other Advisors - ~\$2000
 2. Student Success Workshop materials - ~\$500
- v. Fall 2016 Personnel
 - a. SAILS advisors - ~\$3000
 - b. Research and Assessment staff - ~\$1000
 - c. Instructional Technologist - \$2500
 - d. Other staff - \$1000
- vi. Spring 2017
 1. Personnel
 - a. SAILS advisors - ~\$3000
 - b. Research and Assessment staff - ~\$1000
 - c. Instructional Technologist - \$2500
 - d. Other staff - \$1000
- vii. Summer 2017
 1. Personnel
 - a. SAILS advisors - ~\$3000
 - b. Career Coach - ~\$3000
 - c. Other Advisors - ~\$2000
 2. Student Success Workshop materials - ~\$500
- viii. Fall 2017
 1. Personnel
 - a. SAILS advisors - ~\$2000
 - b. Research and Assessment staff - ~\$1000
- ix. Spring 2018 - Fall 2020 – TBD based on results from previous years

e. Impacted Stakeholders

- i. Students
- ii. SAILS Advisors
- iii. Career Coaches
- iv. Institutional Research staff

f. Anticipated Impact

- i. Increase retention of SAP Suspension students Spring to Fall and Spring to Spring by 25% over SAP Suspension students in 2014
- ii. Increase the success rate (GPA) of students who take part in the program compared to students from 2014 when we did not have the program and compared to how they did before the program by 10%.

5. Initiative #5

a. Description of Proposed Action

Blue Ridge's approach to the structured pathways goal is to develop stronger and more structured advising guides, so that students will be assigned an advising guide when they first arrive at BRCC. This guide will limit elective choices for the student and make the path clearer to the students. The objective is to have students stay on track and complete their programs on time, without taking courses they do not need. Additionally, these guides will make students aware, as they start a program, of course prerequisites and of CSCs and other credentials that they can earn on the way to the Associate degree.

Create, review and refine advising guides for career degrees and for transfer degrees, with advising guides developed for primary transfer institutions. This is an initiative to develop clear pathways for students to follow as they progress through the degree programs. Our pathways for Career programs are fairly clear, with minimal problems with students taking courses that may not help them in the future or help them meet their goals. Therefore we are starting with these programs to practice developing better advising guides.

Our transfer degrees, particularly the Associate of Arts & Sciences degree has many options to meet degree requirements. While this allows students a great amount of flexibility, it is also confusing to students. This initiative will reduce the number of options for students once they have been helped to follow a specific advising guide for a specific four-year partner. This will be the second phase of the program. Since there are more transfer institution options and more potential degree options at each of these institutions, this will be a much larger and longer project.

b. Framework Area – Progress and Completion

c. Timeframe –

- i. Fall 2016 – VP of Instruction and Student Services provides a charge to the BRCC Education Strategies Governance Committee to, “Assist Student Services in reviewing advising guides to reduce options in degree tracks. Provide information on the guides to the Curriculum Committee as it revises General Education and approved electives for programs.”
- ii. Fall 2016 – VP of Instruction and Student Services provides a charge to the BRCC Curriculum Governance Committee to, “Review the “Required General Education Courses”, “Other Required Courses for the Degree”, and “Approved Elective Courses” for each degree program and recommend changes as appropriate. This should be done in conjunction with the Education Strategies Committee which will be reviewing and revising advising guides to reduce options available to students in specific degree paths.”
- iii. Fall 2016 - Communicate progress with staff, administration, and board
- i. Fall 2016 – Spring 2017 – The Educational Strategies Committee and the Curriculum Committee start work on the two charges that they have been presented.
- ii. Fall 2016-Spring 2017 – Start work on first structured advising guides for eight career degree programs and two transfer options
- iii. Summer 2017 – Report from Committees to VP on progress addressing the charges from the academic year
- iv. Summer 2017 – Planning Committee reviews all committee reports
- v. Fall 2017 – VP updates charges if needed
- vi. Fall 2017 – Transition of programs will begin, depending on recommendations from committees
- vii. Fall 2017 - Communicate progress with staff, administration, and board
- viii. Fall 2017 – Spring 2019 – Continue transition as needed.

d. Potential Costs

- i. Fall 2016
 1. Personnel
 - a. Ed Strategies Committee - ~\$5000
 - b. Curriculum Committee - ~\$5000
 - c. Research and Assessment staff - ~\$1000
 - d. Student Services staff - \$2000
 - e. Other faculty - \$5000
- ii. Spring 2017
 1. Personnel
 - a. Ed Strategies Committee - ~\$5000
 - b. Curriculum Committee - ~\$5000
 - c. Research and Assessment staff - ~\$1000
 - d. Student Services staff - \$2000
 - e. Other faculty - \$5000

- iii. Fall 2017
 - 1. Personnel
 - a. Ed Strategies Committee - ~\$5000
 - b. Curriculum Committee - ~\$5000
 - c. Research and Assessment staff - ~\$1000
 - d. Student Services staff - \$2000
 - e. Other faculty - \$5000
 - iv. Spring 2018 - Fall 2020 – TBD based on results from previous years and committee recommendations

e. Impacted Stakeholders

- i. Students
- ii. Curriculum Committee
- iii. Educational Strategies Committee
- iv. Faculty
- v. Academic advisors

f. Anticipated Impact

- i. Increase retention (fall to spring and fall to fall) of student in career programs over 2015 rates by 3% each year for those programs for which structured advising guides have been completed.
- ii. Increase completion of career programs by 3% per year over 2016 graduations starting in 2018 for those programs for which structured advising guides have been completed.
- iii. Increase retention (fall to spring and fall to fall) of student in AA&S degree program over 2015 rates by 3% each year for those programs for which structured advising guides have been completed.
- iv. Increase completion of AA&S degrees by 3% per year over 2016 graduations starting in 2018 for those programs for which structured advising guides have been completed.

6. Initiative #6

a. Description of Proposed Action

Sending out a degree audit each semester to each student. This initiative will require additional support from VCCS and possibly via the VIP-PASS system. The plan would be to make sure each student gets a copy of a clear degree audit with recommendations of what to take in the next year. We do not think we currently have the ability to do this initiative without expending a very large amount of personnel resources or a new technology option. The current SIS degree audits are not clear enough.

b. Framework Area – Completion

c. Timeframe –

- i. Fall 2016 – Support the VIP-PASS initiative by VCCS and ask that this be an option of the new system.
- ii. Spring 2017 – Communicate status with staff, administration, and board
- iii. Fall 2017 – VP of Instruction and Student Services gives a charge to Technology and Ed Strategies Committees asking them to investigate methods of accomplishing this initiative. This may be in parallel with the VIP-PASS program.
- iv. Summer 2017 – Planning Committee reviews annual reports and makes recommendation for charges
- v. 2017 – 2019 – Track the progress of VIP-PASS
- vi. 2018 – Consider recommendations on solutions to this issue and take actions based on the recommendations

d. Potential Costs

- i. 2017
 1. Personnel
 - a. Planning Committee - ~\$500
 - b. Technology Committee - ~\$2000
 - c. Ed Strategies Committee - ~\$2000
 - d. Other staff - ~\$500
- ii. 2018
 1. Personnel
 - a. Planning Committee - ~\$500
 - b. Technology Committee - ~\$2000
 - c. Ed Strategies Committee - ~\$2000
 - d. Technology Services staff - ~\$3000
 - e. Other staff - ~\$500
 2. Cost for programming or software product solution - ~\$10,000
- iii. 2019
 1. Personnel
 - a. Student Services staff - ~\$3000
 - b. Research and Assessment staff - ~\$3000
- iv. 2020
 1. Personnel
 - a. Student Services staff - ~\$3000
 - b. Research and Assessment staff - ~\$3000
- v. 2021
 1. Personnel
 - a. Student Services staff - ~\$3000
 - b. Research and Assessment staff - ~\$3000

e. Impacted Stakeholders

- i. Students
- ii. Advisors
- iii. Technology Committee
- iv. Ed Strategies Committee

f. Anticipated Impact

- i. Increase retention (fall to spring and fall to fall) of student in AA&S degree program over 2015 rates by 3% each year starting one year after implementation
- ii. Increase in enrollment, with more students going FT vs PT. Ratio will change from 20/80 to 30/70 over three years after implementation
- iii. Increase completion of AA&S degrees by 3% per year two years after implementation

7. Initiative #7

a. Description of Proposed Action

Mandatory Advising for students. The definition and frequency of the advising will need to be determined, as will the methods of advising, methods of enforcing/encouraging students participation, and the scope of the resources needed for the initiative.

b. Framework Area – Connection to Entry to Completion

c. Timeframe –

- i. Fall 2018 – The VP of Instruction and Student Services will charge the Education Strategies Committee with making a recommendation on a mandatory advising program.
- ii. Spring 2019 – Communicate status with staff, administration, and board
- iii. Summer 2019 – Planning Committee receives recommendations from the committee and begins implementation via the VP and Dean of Student Services
- iv. Summer 2019 – Begin mandatory advising program in accordance with recommendations
- v. Fall 2019 – Review issues, problems, and successes from first implementation
- vi. Fall 2019 – Communicate status with staff, administration, and board
- vii. Fall 2019 – Spring 2020 – Collect data on student retention and success
- viii. Fall 2019 – Second semester of mandatory advising for Spring 2020
- ix. Spring 2020 – Communicate status with staff, administration, and board
- x. Spring 2020 – Revise program as needed
- xi. 2020 – Continue project and continue collect and compare data
- xii. 2021 – Continue project and continue collect and compare data

d. Potential Costs

- i. 2017
 - 1. Personnel
 - a. Planning Committee - ~\$500
 - b. Technology Committee - ~\$2000

- c. Ed Strategies Committee - ~\$2000
 - d. Other staff - ~\$500
 - ii. 2018
 - 1. Personnel
 - a. Planning Committee - ~\$500
 - b. Technology Committee - ~\$2000
 - c. Ed Strategies Committee - ~\$2000
 - d. Technology Services staff - ~\$3000
 - e. Other staff - ~\$500
 - 2. Cost for programming or software product solution - ~\$10,000
 - iii. 2019
 - 1. Personnel
 - a. Student Services staff - ~\$3000
 - b. Research and Assessment staff - ~\$3000
 - iv. 2020
 - 1. Personnel
 - a. Student Services staff - ~\$3000
 - b. Research and Assessment staff - ~\$3000
 - v. 2021
 - 1. Personnel
 - a. Student Services staff - ~\$3000
- e. Research and Assessment staff - ~\$3000
- f. Impacted Stakeholders**
 - i. Students
 - ii. Educational Strategies Committee
 - iii. Advisors
 - iv. Institutional Research staff
 - v. Faculty
- g. Anticipated Impact**
 - i. Increase retention (fall to spring and fall to fall) of student in transfer degree programs over 2015 rates by 3% each year starting one year after implementation
 - ii. Increase in enrollment, with more students going FT vs PT. Ratio will change from 20/80 to 30/70 over three years after implementation
 - iii. Increase completion of transfer degrees by 3% per year two years after implementation

8. Initiative #8

a. Description of Proposed Action

Develop a consistent schedule that will facilitate students being able to plan their academic year better and get the courses they need for their programs in an organized and coherent manner. This initiative was initially planned to follow the work on guided pathways, but will be accelerated.

b. Framework Area – Progression to Completion

c. Timeframe –

- i. Fall 2016 – The VP of Instruction and Student Services charged Research and Assessment Committee (RAC) to, “Work with the Director of Institutional Research and Effectiveness to identify a theme for institutional research and data analysis for the academic year. Assist the Director to carry out such studies, and make recommendations based on analysis of the resultant data.”
- ii. Fall 2016 – RAC decided that their research project this year would be on scheduling
- iii. Fall 2016 – Communicate status with staff, administration, and board
- iv. Summer 2017 – Planning Committee receives recommendations from the committee and begins implementation via the VP and Academic Deans
- v. Fall 2017 – Begin new scheduling process in accordance with recommendations
- vi. Spring 2018 – Review issues, problems, and successes from first implementation
- vii. Fall 2018 – Communicate status with staff, administration, and board
- viii. Fall 2017 – Spring 2020 – Collect data on student retention and success
- ix. Fall 2018 – Second year of new scheduling process
- x. Spring 2019 – Communicate status with staff, administration, and board
- xi. Spring 2019 – Revise program as needed
- xii. 2020 – Continue project and continue collect and compare data
- xiii. 2021 – Continue project and continue collect and compare data

d. Potential Costs

i. 2017

1. Personnel

- a. Planning Committee - ~\$500
- b. RAC - ~\$2000
- c. Academic Deans’ office staff - ~\$5000
- d. Faculty - ~\$5000
- e. Other staff - ~\$500

ii. 2018

1. Personnel

- a. Academic Deans’ office staff - ~\$5000
- b. Faculty - ~\$5000
- c. Other staff - ~\$500

iii. 2019

1. Personnel

- a. Academic Deans’ office staff - ~\$5000
- b. Faculty - ~\$5000
- c. Other staff - ~\$500
- d. Research and Assessment staff - ~\$2000

iv. 2020

1. Personnel

9/29/2016

- a. Academic Deans' office staff - ~\$5000
 - b. Faculty - ~\$5000
 - c. Other staff - ~\$500
 - d. Research and Assessment staff - ~\$2000
 - v. 2021
 - 1. Personnel
 - a. Academic Deans' office staff - ~\$5000
 - b. Faculty - \$5000
 - c. Other staff - ~\$500
 - d. Research and Assessment staff - ~\$2000
- e. Impacted Stakeholders**
 - i. Students
 - ii. Faculty
 - iii. Academic Deans' office
 - iv. Advisors
 - v. Research and Assessment Committee
 - vi. Institutional Research staff
- f. Anticipated Impact**
 - i. Increase retention (fall to spring and fall to fall) of student in transfer degree programs over 2015 rates by 3% each year starting one year after implementation
 - ii. Increase in enrollment, with more students going FT vs PT. Ratio will change from 20/80 to 30/70 over three years after implementation
 - iii. Increase completion of transfer degrees by 3% per year two years after implementation
 - iv. Decreased time to graduation by 5% over 2015 rates two years after implementation

Blue Ridge Community College Change Framework

1. BRCC has a well-established Change Framework based on shared governance. A copy of the College's Governance Plan is attached.
2. This Governance Plan works because all constituent groups are represented and individual employees know that they can influence policy via the committees and subcommittees. Individuals are self-nominated and elected to committee positions, so they are interested in the subjects that the committees cover.
 - a. **Create a sense of urgency**
 - i. In the governance system this is done via charges provided to each Governance Committee at the beginning of each academic year by the administrative liaison.
 - ii. As the liaison for the Curriculum Committee and the Educational Strategies Committee, the Vice President of Instruction and Student Services provides the charges to these committees concerning the SSLI Action Plan.
 - iii. The following charges, specific to student success, were provided by the Vice President to these committees for FY 16-17:
 1. Curriculum Committee
 - a. At your first meeting, review the BRCC Mission, Vision, Values and Strategic Questions with the Committee. Please provide feedback on these items and how they guided your work on this committee.
 - b. Review the "Required General Education Courses", "Other Required Courses for the Degree", and "Approved Elective Courses" for each degree program and recommend changes as appropriate. This should be done in conjunction with the Education Strategies Committee which will be reviewing and revising advising guides to reduce options available to students in specific degree paths.
 - c. Review the new Financial Aid Course Audit that will be implemented in spring 2017. Where appropriate, recommend curricular changes and/or address items of concern with Financial Aid Coordinator.
 2. Educational Strategies
 - a. At your first meeting, review the BRCC Mission, Vision, Values and Strategic Questions with the Committee. Please provide feedback on these items and how they guided your work on this committee.
 - b. Enrollment Management
 - i. Work with the Enrollment Management Coordinator to develop methods to increase enrollment at BRCC.
 - ii. Continue to develop program specific enrollment management plans for each degree/certificate/CSC/diploma.
 - iii. Research and review retention at BRCC and develop methods to increase retention.
 - iv. The retention group should focus on two primary College goals and a third success goal:

1. Increase retention from Fall to Spring
 2. Increase retention from Fall to Fall
 3. Increase retention in classes with low retention rates, such as BIO 141
- c. Review the proposed BRCC Student Success Plan. Make recommendations on any changes and/or additions. Review progress on the plan.
 - d. Assist Student Services in reviewing advising guides to reduce options in degree tracks. Provide information on the guides to the Curriculum Committee as it revises General Education and approved electives for programs.
- b. Building a Guiding Coalition**
- i. The BRCC governance system provides built-in coalitions. The governance committees form subcommittees when needed, which can include members of the committees or other individuals from the College with an interest in the subject of the subcommittee.
 - ii. Subcommittees have already been formed by the Curriculum Committee. The Educational Strategies Committee has not met yet, but will form a subcommittee to consider the specific SSLI Plan charges.
- c. Form a Strategic Vision & Initiatives**
- i. The BRCC governance system operates to support the Mission, Vision, Values and Strategic Questions of BRCC. These were developed by a governance subcommittee and approved by the College Assembly. One of the charges to each governance committee is to review these guiding documents at the start of each year and try to support them through their work during the year.
- d. Enlist a Volunteer Army**
- i. The BRCC governance system provides the leadership and guidance for initiatives that support our mission.
 - ii. The best people to be involved will be the individuals who have already volunteered to work with the committees and subcommittees because they believe in the College's governance system and the work of that specific (sub) committee.
 - iii. This "army" is ready and waiting.
- e. Enable Action by Removing Barriers**
- i. The BRCC governance system is an integrated system with direct input to the administrative liaisons.
 - ii. The committees will identify issues that must be addressed and make recommendations to the administration, including recommendations for policy updates in support of needed changes, in the end-of-year report.
 - iii. Since many times significant barriers are not known until a later date, the governance system can identify them as they occur and suggest methods to address them.

f. **Generate Short-term Wins**

- i. The BRCC governance system is an ongoing system that accomplishes what they can each year and provides a written report on accomplishments. These are reviewed by the administrative liaisons and the Planning Committee; recommendations that are not ready for implementation are included in the next year's charges to the committees.

g. **Sustain Acceleration**

The BRCC governance system is an ongoing system that continues work on projects from year to year and which often has leadership changes. The strength of the governance system is that it maintains continuity, while encouraging changes to support the College mission.

h. **Example of the Governance System in Action**

The Research and Assessment Committee (RAC) received the following charge this year:

“Work with the Director of Institutional Research and Effectiveness to identify a theme for institutional research and data analysis for the academic year. Assist the Director to carry out such studies, and make recommendations based on analysis of the resultant data.”

RAC has discussed this charge and based on their knowledge of the Student Success plan and their collective and individual experience at the College, decided on “scheduling” as their research theme for the year. This is an example of how the BRCC Governance system works to support a change oriented culture. This committee recognized the urgency, they built a guiding coalition, and are working on their vision and initiatives. They had their first meeting on the subject on 9/16/16, when they invited interested faculty and staff to discuss scheduling. Over 40 people attended this Friday afternoon meeting. This is an example of enlisting an Army. RAC will continue their work this year, and I am confident that BRCC will get valuable information, direction, and recommendations from this process.

Governance Model

(approved by College Assembly on 1/8/16)

Section 1. Purpose of Governance

The purpose of the Blue Ridge Community College (BRCC) *Governance Model* is to ensure participatory decision-making. Its fundamental premise rests upon the active and responsible involvement of all BRCC faculty, staff, and administration. An inherent characteristic is a commitment made by the President, as well as members of all constituency groups, to engage in interactive communication. Through this engagement, details of issues and policy matters shall be brought into a forum where full participation in the decision-making process can be assured. This model presumes that there will be a timely response from the administrative leadership to all recommendations and resolutions. In its present form, the model describes the purposes, procedures, and membership of the College Assembly, the constituency groups, and the standing committees.

Section 2. General Statements about Governance

- A. Operations under the *Governance Model* shall conform to the latest edition of *Robert's Rules of Order*, absent over-riding law, bylaws, or regulation.
 - 1. Under *Robert's Rules of Order*, a quorum is defined to be a majority of all members.
 - 2. For any standing committees not meeting their membership at the time of elections, a quorum will be defined as a majority of elected or appointed members, not the defined membership found in this document. This does not preclude constituency groups from electing interested members for vacant positions throughout the year.
- B. Constituency group lists are available from Human Resources. Standing committee membership will be compiled by the Executive Assistant to the President and distributed to the College Assembly as needed.
- C. In addition to the groups in this document, subcommittees and ad hoc committees may be created to accomplish specific tasks for a designated and limited period of time.
- D. BRCC recognizes the duly appointed or elected leadership of the Student Government Association (SGA) as formal student representatives in communicating with the BRCC administration. The Student Activities Director serves as the liaison for the SGA, whose membership consists of all students with the exception of dual enrollment students. Although the SGA is not a formal part of the BRCC governance structure, any governance committee or subcommittee may invite, at the discretion of a majority of its membership, student representatives to participate in committee deliberations during any scheduled meeting.

Section 3. College Assembly

9/29/2016

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- A. Purpose: As BRCC's comprehensive body for internal governance, the College Assembly advises the President regarding decisions of college-wide importance. As such, it can be convened for any of the following reasons:
 - 1. To disseminate information;
 - 2. To provide a forum for open discussion of college-wide issues;
 - 3. To vote on specific topics or resolutions;
 - 4. To promote communication among faculty, staff, and administrators;
 - 5. To provide an officially recognized forum to air perspectives on policies, conditions, procedures, and operations of Blue Ridge Community College and/or the Virginia Community College System (VCCS).
- B. Membership: All members of a constituency group (Faculty Senate, Staff Association, and Administrative Faculty Association) are members of the College Assembly and are granted voting rights in the Assembly.
- C. Meetings: College Assembly meetings shall be convened at least once during the Fall and Spring semesters with additional meetings called as necessary at the request of the College President.

Section 4. Constituency Groups within the College Assembly

- A. Purpose: The purposes of the constituency groups are to:
 - 1. Create a forum to discuss concerns pertinent to the group;
 - 2. Disseminate information and promote communication;
 - 3. Provide representative membership to standing and ad hoc committees;
 - 4. Provide a forum for input regarding BRCC and/or VCCS policies, conditions, procedures, and operations.
- B. Membership of Groups (with Administrative Liaison): There will be three constituency groups, identified and defined as follows:
 - 1. Administrative Faculty Association (College President) - All employees who are designated by contract or appointment as administrative faculty;
 - 2. Faculty Senate (Vice President of Instruction and Student Services) - All full-time employees who are designated by contract as teaching or professional faculty;
 - 3. Staff Association (Vice President of Finance and Administrative Services) - All full-time and part-time classified employees and hourly staff, with the exception of student workers.

C. General Operations:

1. Each group is self-governing, determines and complies with its own approved bylaws, and sets its own agenda for meetings.
2. The purpose of the Administrative Liaison is to be present, when requested, at constituency group meetings to discuss matters of concern and to be responsible for convening meetings of appropriate individuals to discuss specific issues within the requesting constituency group.

Section 5: Standing Committees

A. Purpose: Standing committees are intended to allow faculty, staff, and administrators to participate in the generation of ideas and to discuss matters relevant to BRCC. Each standing committee has a specific purpose, representation from all respective constituency groups, and regularly scheduled meetings (with the option of additional called meetings).

B. Membership and Elections:

1. A staggered system of membership will be used through which one-third of each constituency group's representatives will be replaced each year (where applicable).
2. Each constituency group shall hold elections for open slots in April of each year with results being reported to the Office of the President by May 1.
3. Terms of office for standing committee members will end and begin at 8:00 a.m. on the first faculty work day of the fall semester, consistent with the staggered term of membership and length of respective terms.
4. Faculty Senate and Staff Association membership on standing committees shall be limited to one committee at a time unless there are vacancies without candidates.

C. Meetings: Standing committee meetings are open and participation from all segments of the BRCC community is encouraged.

D. General Operations:

1. Each committee will have an Administrative Liaison who will have the following responsibilities:
 - a. Within the framework of BRCC's mission, vision, values, and strategies, develop a committee charge in consultation with the Planning Committee. This charge outlines, but does not restrict, the general work of the committee for the academic year;
 - b. Communicate and explain the rationale for applicable administrative decisions, particularly when decisions went against the committee's recommendations;

- c. Inform the BRCC community, when appropriate, of the action taken by the standing committee.
 2. Subcommittees: When necessary, the standing committees may appoint one or more subcommittees to accomplish certain tasks. Membership of a subcommittee must include at least one member of the standing committee, but may be drawn from anyone in the BRCC community.
 3. Election and duties of Chairs and Recorders/Secretaries:
 - a. Annually, each standing committee shall elect a chair and a recorder/secretary from among its membership. If approved by the committee's membership, standing committees may rotate the duties of the recorder/secretary amongst its membership.
 - b. The responsibilities of the chair include, but are not limited to:
 - i. Communicating with the committee membership and BRCC regarding meeting times;
 - ii. Creating and disseminating an agenda addressing the committee's charges and other pertinent goals;
 - iii. Leading the scheduled meeting;
 - iv. Submitting a written annual report to the committee's Administrative Liaison at the end of each academic year.
 - c. The recorder/secretary shall promptly circulate draft minutes to members and attendees of each standing committee and upload approved minutes, documents, charges, and annual reports to the committee's yearly folder in the official governance minutes document library.
 - d. After the minutes are archived, the chair or recorder/secretary shall send a link to the uploaded minutes college-wide via email.
 4. No release time will be provided for either members or chairs of standing committees.
 5. As part of its responsibilities, the Planning Committee manages the charge distribution and end-of-year reporting structure for each of the standing committees.
 - a. During the fall in-service, the Planning Committee will review the draft charges for standing committees. Representatives from all standing committees including the chairs (or a designee) from the previous academic year, the chairs for the present academic year (if already elected), and employees potentially interested in chair positions are expected to attend.
 - b. During its June meeting, the Planning Committee will review the end-of-year reports from standing committees. Standing committee representatives are encouraged to attend.

Section 6: Individual Standing Committee Structure

A. *Cultural Affairs Committee*

1. Administrative Liaison: Vice President of Instruction and Student Services
2. Purpose: The Cultural Affairs Committee promotes activities and programs to enhance the cultural experience of BRCC students and the community. This committee's responsibilities include:
 - a. Planning and requesting budgetary resources sufficient to support a calendar of events for the academic year;
 - b. Coordinating BRCC cultural activities, including, but not limited to, films, lectures, exhibits, travel, concerts, readings, etc.;
 - c. Exploring and coordinating the sharing of cultural resources with other institutions.
3. Membership:
 - a. Three faculty members from outside Fine and Performing Arts elected from the membership of the Faculty Senate
 - b. Two full-time faculty members from Fine Arts elected by the Faculty Senate
 - c. One full-time faculty member from Performing Arts elected by the Faculty Senate
 - d. One representative elected from the membership of the Administrative Faculty Association
 - e. Three representatives elected from the membership of the Staff Association
 - f. Student Activities Director
 - g. Foundation Executive Director
 - h. Director of Community and Cultural Programs
 - i. A full-time Fine Arts Center staff member responsible for managing the Black Box Theater
 - j. A full-time Fine Arts Center staff member responsible for managing the Gallery

B. *Curriculum Committee*

1. Administrative Liaison: Vice President of Instruction and Student Services
2. Purpose: The Curriculum Committee reviews BRCC's programs, certificates, and degrees while making recommendations regarding curriculum, courses, and pathways of learning. This committee's responsibilities include:
 - a. Recommending new policies, courses, and/or procedures related to established curriculum, and assessment of appropriate credit;
 - b. Recommending procedures for program revisions and adoptions;

- c. Recommending programs for the promotion of instructional excellence and faculty professional development;
- d. Recommending or initiating curricular action as a result of program review or assessment results;
- e. Reviewing instructional programs, including non-credit, continuing education, and community service programs;
- f. Reviewing proposals for curriculum changes;
- g. Reviewing lay curriculum advisory committee recommendations with respect to job market, job skills and competencies, and job performance of graduates.

3. Membership:

- a. Nine faculty members, three from each division, elected from the membership of the Faculty Senate
- b. Three administrative faculty members elected from the membership of the Administrative Faculty Association
- c. One Academic Advising staff member elected by the Staff Association
- d. One additional staff member elected from the membership of the Staff Association
- e. SACS Coordinator
- f. Registrar

C. Educational Strategies Committee

- 1. Administrative Liaison: Vice President of Instruction and Student Services
- 2. Purpose: The Educational Strategies Committee examines, discusses, and makes recommendations concerning strategic issues that affect teaching, learning, and student services. This committee's responsibilities include:
 - a. Identifying and providing recommendations regarding long-term instructional issues, which span across curricula, and which impact the process and outcomes of teaching and learning (e.g. instructional delivery, pedagogical approaches to teaching, general education, academic advising, and support services for student learning);
 - b. Providing input regarding strategic decisions that affect BRCC's educational environment;
 - c. Providing recommendations regarding long-term enrollment and retention strategies as they deal with student success initiatives.
- 3. Membership:

- a. Six faculty members elected from the membership of the Faculty Senate
- b. Two administrative faculty members elected from the membership of the Administrative Faculty Association
- c. Two staff members elected from the membership of the Staff Association
- d. One Student Services staff member appointed by the Vice President for Instruction and Student Services in consultation with the Dean of Student Services

D. Financial and Facilities Resources Committee

1. Administrative Liaison: Vice President of Finance and Administrative Services
2. Purpose: The Financial and Facilities Resources Committee addresses issues and concerns that relate to BRCC's physical and financial resources. This committee's responsibilities include:
 - a. Reviewing the physical environment and recommending areas for improvement;
 - b. Reviewing and making recommendations regarding fiscal resources, specifically addressing policy issues relating to budgeting and resource allocation;
 - c. Providing guidance regarding future directions, policy development, and service provision within the realm of finance and facilities.
3. Membership:
 - a. Three faculty members elected from the membership of the Faculty Senate
 - b. One administrative faculty member elected from the membership of the Administrative Faculty Association
 - c. Three staff members elected from the membership of the Staff Association
 - d. Director, Business and Facilities Services

E. Health/Safety and Human Resources Committee

1. Administrative Liaison: Vice President of Finance and Administrative Services
2. Purpose: The Health/Safety and Human Resources Committee addresses issues and concerns that relate to BRCC health, safety, and human resources. This committee's responsibilities include:
 - a. Health and Safety
 - i. Reviewing and monitoring the implementation of BRCC's emergency preparedness plans and making recommendations for improvements;
 - ii. Providing guidance regarding future directions and policy development in this area.
 - b. Human Resources
 - i. Developing and recommending services and programs;

- ii. Reviewing and monitoring the implementation of BRCC's human resources plans (e.g. Equal Employment Opportunity Plan and Affirmative Action Plan)

3. Membership

- a. Three faculty members elected from the membership of the Faculty Senate
- b. One administrative faculty member elected from the membership of the Administrative Faculty Association
- c. Three staff members elected from the membership of the Staff Association
- d. Chemical Hygiene Officer
- e. Director of Human Resources
- f. Chief of Police

F. Planning Committee

1. Administrative Liaison: College President

2. Purpose: The Planning Committee leads the on-going planning process for BRCC, overseeing the implementation of broad initiatives and strategies. This committee's responsibilities include:

- a. Managing the charge distribution and end-of-year reporting structure for each of the standing committees;
 - i. Reviewing the draft charges and assignment of recommended charges;
 - ii. Managing the logistics, including communication, associated with information flow and task distribution among the standing committees;
 - iii. Reviewing end-of-year reports from standing committees and providing feedback to Administrative Liaisons regarding future charges;
- b. Periodically reviewing and endorsing the Institutional Effectiveness Plan;
- c. Periodically reviewing the mission, vision, values, and strategies and recommending changes as deemed appropriate;
- d. Periodically reviewing the *Governance Model* and recommending changes as deemed appropriate;
- e. Reviewing and providing recommendations of strategic initiatives;
- f. Providing support and direction for environmental scanning efforts.

3. Membership:

- a. Six faculty members elected from the membership of the Faculty Senate
- b. Two administrative faculty members elected from the membership of the Administrative Faculty

Association

- c. Four staff members elected from the membership of the Staff Association
- d. The Vice President of Instruction and Student Services
- e. The Vice President of Finance and Administrative Services

G. Research and Assessment Committee

- 1. Administrative Liaison: Vice President of Instruction and Student Services
- 2. Purpose: The Research and Assessment Committee monitors assessment activities for BRCC and oversees the institutional effectiveness process. This committee's responsibilities include:
 - a. Reviewing institutional research priorities and suggesting areas for further study;
 - b. Reviewing assessment results and making recommendations for improvement;
 - c. Providing guidance to faculty engaging in assessment and program review to promote the improvement of teaching and learning in academic programs.
- 3. Membership:
 - a. Nine faculty members, one from each division with six open seats, elected from the membership of the Faculty Senate
 - b. One administrative faculty member elected from the membership of the Administrative Faculty Association
 - c. Two staff members elected from the membership of the Staff Association. It is preferred that at least one come from the Applied Sciences.
 - d. Coordinator of Institutional Research and Effectiveness
 - e. Assistant Coordinator of Institutional Research and Effectiveness

H. Technology Committee

- 1. Administrative Liaison: Vice President of Instruction and Student Services
- 2. Purpose: The Technology Committee examines, discusses, and advises the Vice President of Instruction and Student Services on the technology issues that affect the institution's instructional mission. This committee's responsibilities include:
 - a. Strategic planning for technology resources;
 - b. Recommending priorities for instructional technology initiatives;
 - c. Identifying technology training needs to support instruction;

- d. Recommending new policies, and/or procedures related to technology;
 - e. Recommending resolutions for current technology issues;
 - f. Reviewing and prioritizing budget requests for technology resources;
 - g. Annually advising the committee liaison on BRCC's Strategic Technology Plan.
3. Membership:
- a. Six faculty members, one from each division with three open slots, elected from the membership of the Faculty Senate
 - b. One administrative faculty member elected from the membership of the Administrative Faculty Association
 - c. Two staff members from outside Technology Services elected from the membership of the Staff Association
 - d. One Technology Services staff member elected by the Staff Association
 - e. Technology Services Director
 - f. Coordinator of Learning Technologies

Governance Model:

Adopted by the College Assembly: April 1, 1997
Amended by the College Assembly: February 9, 1999
Amended by the College Assembly: January 5, 2001
Amended by the College Assembly: May 9, 2003
Amended by the College Assembly: August 20, 2004
Amended by the College Assembly: August 17, 2007
Amended by the College Assembly: August 15, 2008
Amended by the College Assembly: May 15, 2009
Amended by the College Assembly: May 10, 2013
Amended by the College Assembly: January 8, 2016