![BCCC - Baltimore City Community College]

December 31, 2022


The Honorable Guy Guzzone
Chair, Budget and Taxation Committee
Maryland State Senate
3 West Miller Senate Office Building
11 Bladen Street
Annapolis, MD 21401

The Honorable Ben Barnes
Chair, Appropriations Committee
Maryland House of Delegates
House Office Building, Room 121
6 Bladen Street
Annapolis, MD 21401

RE: 2022 Session Joint Chairmen's Report – Baltimore City Community College – Realignment Report

Dear Chairman Guzzone and Chairman Barnes:

The *Joint Chairmen's Report on Fiscal Year 2022 State Operating Budget* (page 200) directed Baltimore City Community College (BCCC) to submit to the budget committees a report titled "Realignment Plan Status Update."  A report was requested "on the institutional realignment plan that further documents progress toward completion of the realignment plan's objectives."

The legislatively mandated realignment continues to be central to the College's operational change and strengthening of infrastructure.  This submission is in accordance with the Schaefer Center report and the 2017 *Laws of Maryland* to provide an update on the status of each Realignment task.

Enclosed is BCCC's Realignment Plan Status Update. The corresponding implementations and attachments are reviewed regularly and approved by the BCCC Board of Trustees.

Thank you for your continued support of Baltimore City Community College.  If you have any questions or would like to discuss this report in greater detail, please feel free to contact me at dlmccurdy@bccc.edu or 410-693-8878.


Sincerely,


Debra L. McCurdy, PhD
President

cc:     The Hon. Bill Ferguson, President, Senate of Maryland
        The Hon. Adrienne A. Jones, Speaker, Maryland House of Delegates
        Ms. Sarah Albert, Library and Information Services, Department of Legislative Services
        The Hon. Kurt L. Schmoke, Esq., Chair, BCCC Board of Trustees

# Baltimore City Community College
Realignment Tasks Update
## Joint Chairmen's Report, December 2022
*Dr. Debra L. McCurdy, President*

## Realignment Task #1
**"Review and strategically align core course offerings of BCCC, consistent with accreditation requirements, and focused on the needs of students at BCCC and the workforce of Baltimore City."**
*Vice President, Academic Affairs*

The School of Arts and Social Sciences has developed three new certificate and degree programs that are currently awaiting approval by the Maryland Higher Education Commission (MHEC):

1. Communications (Certificate)
2. Communications (Associate of Arts Degree Program)
3. American Sign Language & Deaf Studies (Associate of Arts Degree Program)

With input from the Baltimore City Public School System (BCPSS), BCCC introduced its new American Sign Language course with two sections in spring 2022 with a total enrollment of 29 students.

In alignment with the Mission of Baltimore City Community College (BCCC) to provide "quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities," this program in American Sign Language and Deaf Studies serves a niche and in-demand need for sign-language interpreters for the estimated 12.7% (an estimated 759,004) Marylanders who are deaf in both ears (odhh.maryland.gov). The degree was also proposed in order to remain competitive with other Maryland community colleges that are offering similar programs (e.g., Anne Arundel Community College, Community College of Baltimore County, Montgomery Community College). In addition, taking American Sign Language courses would provide a valuable skillset for many career fields including education, healthcare, social work, and hospitality. The demand within Baltimore City for individuals who both sign and have knowledge of Deaf Studies is reflected by the Maryland School for the Deaf having two locations in the Baltimore area, alongside Gallaudet University which serves over 1,700 individuals.

The program in American Sign Language and Deaf Studies thus supports BCCC's Strategic Plan Goal #1: To "Provide equitable access to a learning environment that supports a diverse population of learners and promote student goal attainment."

In the School of Business, Science, Technology, Engineering and Math (BSTEM), a Geoscience program has been developed and approved by BCCC's internal Curriculum and Instruction Committee, the Faculty Senate, and the President's cabinet. Pending final approval by MHEC, this program will

1. Provide Geoscience technology field and laboratory training to the citizens of Baltimore and the state of Maryland.
2. Introduce Geoscience concepts to under-served and disadvantaged citizens of Baltimore City through hands-on Geoscience technical practices.
3. Create a career pathway from BCCC's AAS degree to employers and opportunity for the students to transfer to four years technical or professional institutions.
4. Address the under-representation of African Americans and Latinos in the Geoscience Technology field.
5. Provide Baltimore City residents with the necessary skills in the field of geoscience technology to make them competitive enough to fill the demand of the workforce.

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An Associate of Applied Science Degree in Cyber Security Digital Forensic has also been developed and approved at BCCC. This program is pending approval by MHEC. The primary goal of the Cybersecurity Digital Forensics program is to provide a career pathway to a knowledge-economy job and to provide a curriculum that is more accessible for community college students. Students will have the option to enrich their academic, experience, and marketing credentials by doing real-work projects using the same software they will use in the industry. Organizations such as the Department of Homeland Security (DHS), DoD, NSA, FBI, NASA, and others have estimated shortages in cybersecurity professionals needed to monitor and defend State and Federal Government, and Private and Public Corporate systems in the US. Graduates from this program will provide resources to help fulfil this requirement.

The Mathematics & Engineering faculty successfully completed campus approval steps for the new MAT 112: Math for the Liberal Arts course, which offers a broad spectrum of quantitative reasoning learning opportunities to students in most majors at BCCC that do not have a specific mathematics pathway. This course was introduced in summer 2022 and had a pass rate of 75.0%.

In response to the pandemic, the College introduced more sessions within the fall and spring semesters that have continued. The 16-week, 14-week, 12-week, 10-week, and two eight-week accelerated sessions are now standard. BCCC had a stable proportion of students enrolled in distance education prior to the pandemic. When the College transitioned to the remote learning environment, thoughtful consideration was given to creating a balance of asynchronous and synchronous sections. The College expanded its course offerings in the winter 2021 and 2022 session which resulted in enrollment increasing from 35 in winter 2020 to 247 in winter 2021 and 289 in winter 2022.

Exhibits: 
1.1 Communications (Certificate) – MHEC Approval
1.2 Communications (AA) – MHEC Approval
1.3. ASL Deaf Studies (AAS) – MHEC Approval
1.4 Geoscience (AAS) - BCC Curriculum & Instruction Committee Approval
1.5 Cybersecurity Digital Forensics (AAS) - MHEC Approval
1.6 MATH 112 Course Proposal

**BCCC**
Baltimore City Community College

## Baltimore City Community College
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**Joint Chairmen's Report, December 2022**
*Dr. Debra L. McCurdy, President*

<u>Realignment Task #2</u>
**"Make workforce development and job placement top educational priorities of BCCC."**
*Mr. Michael Thomas, Vice President, Workforce Development & Continuing Education*

**Workforce Development Program Development & Expansion**

The Workforce Development Department develops training programs designed to meet industry requirements while advancing student opportunities for employment and career advancement. Workforce Development (WD) works closely with the Career Services Office to support graduates transitioning to employment. Additional activities include:

- In FY 22, there were 129 students that benefitted from GEER 2, and Community College Relief Now funding scholarships. Students may select one of 15 training programs including Pharmacy Technician, Community Health Worker, Certified Nursing Assistant, Venipuncture, Childcare, and Commercial Drivers license.
- Workforce enrolled over 250 students in 7 programs in December 2021, including Community Health Worker (CHW), Patient Care Technician (PCT), Pharmacy Technician, Cyber Security A+. Over 200 students received scholarships for workforce training, who otherwise may have been unable to participate. Scholarships covered tuition, fees, books, supplies, and costs for certification exams.
- Baltimore City Community College is partnering with the Family League of Baltimore and Baltimore City Public Schools to create a career pathway for Early Childcare Education and Child Care Certification. Workforce and Academic Affairs are working together to coordinate this effort with the Maryland State Department of Education.
- Workforce enrolled 15 students from Baltimore Alliance for Careers in Healthcare (BACH) in our Patient Care Technician (PCT) Program. Students will work closely with Career Services for soft skills development and job preparation.
- Workforce Development offered its first Commercial Driver's License (CDL) class in FY 22. There were three (3) cohorts offered: two evening cohorts and one daytime, with a total number of forty-five (45) students. In the first two (2) cohorts, 90% of students received their Commercial Driver's Learners Permit and sat for their CDL during July 2022. The third cohort completed their Commercial Driver's Learners Permits and Licenses in September and October.
- Several training programs were initiated under current Contract Training Agreements with partners such as: Goodwill, University of Maryland Hospital, Johns Hopkins Hospital and Concerted Care. Programs were selected based on student interest and need.
- In partnership with the English Language Services (ELS) and Adult Basic Education (ABE) departments, Workforce Development offered three (3) cohorts of IELCE/IET CNA. These cohorts are comprised of ABE or ESL students who take Certified Nursing Assistant classes in conjunction with their GED preparation or Advanced level ESL classes. More than twenty (20) students received their CNA licenses at the conclusion of this integrated course.
- In partnership with City Schools and the Mayor's Office of Employment Development (MOED), the college supported a total of 145 YouthWorks students. Several BCCC programs serving Baltimore City youth, such the MSP Summer Bridge and Refugee Youth Project, include this option for students.

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**Joint Chairmen's Report, December 2022**
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The Career Services team continues to work with hiring partners to place current students and graduates in employment. In September of 2022, this office conducted specific Job Readiness classes for cohorts of students completing training in Healthcare, Information Technology, and Diesel Technology.

- Career Services has conducted several Job Readiness courses for current healthcare programs, Emergency Medical Technician, Patient Care Technician, and Certified Driver License programs.
- Career Services has recruitment opportunities in Early Childcare (Kreative Minds Learning Center); Morgan State University, Penske, Blakehurst (CDLs)and University of Maryland Medical Center.
- Career Services continues to work with partners to create career placement trainings opportunities for students. This includes placing students with Kennedy Krieger to work with children and young adults with developmental disabilities in the Neurobehavioral Unit.
- Career Services continues to coordinate with Workforce to connect students to job opportunities directly related to their training experiences. The Career Services Team coordinates recruitment efforts with Workforce to provide comprehensive support to completers.

**Partnering with Baltimore City Schools**

Several initiatives led by WDCE support implementation of the college's Career Pathways, increase early college access, and support for student's transition to college.

- P-TECH students enrolled in 16-week and 12-week classes for Fall 2022. Orientation for new P-TECH students and families included print, social media, texting apps, and email. All students/families were provided information on course requirements and resources for student success.
- P-TECH Spring semester is underway for students.
- There are a total of two hundred and twenty-two (212) P-TECH students taking fifty-three different courses this semester.
  - Seventy-nine (79) students are registered from Carver Vocational High School
  - One hundred and eight students (108) are registered from Dunbar High School
  - Twenty-five (25) students are registered from New ERA High School
- P-TECH had five (5) students graduate in fall 2022 semester.
- 4 students graduated from the general science pathway.
- 1 student graduated from the cyber security and assurance pathway.
- The BCCC P-TECH Liaison hosts orientation meetings with the new P-TECH Coordinator at New Era, Carver, and Dunbar Industry Business Partner Coordinator.

Throughout October, 2022, the P-TECH liaison communicated with students, parents, and instructors regarding course completion and needed academic support. In addition, all grant reports for the current academic year were submitted to MSDE as required.

![BCCC - Baltimore City Community College]

Baltimore City Community College
Realignment Tasks Update
**Joint Chairmen's Report, December 2022**
*Dr. Debra L. McCurdy, President*

Realignment Task #3
**"Improve student pathways to success, including remedial education, attainment of a degree or postsecondary certificate, and transfer to four-year institutions of higher education."**
*Vice President, Academic Affairs*

The number of Baltimore City Public School System (BCPSS) graduates declined from 2018 to 2019, remained stable in 2020, and decreased by over 300 students in 2021. The College's market share of recent, college-bound high school graduates decreased to 20.7% in fall 2020 but remained well above the fall 2016 and fall 2017 market shares. This market share largely reflects the continuation of the Mayor's Scholars Program (MSP), a partnership between BCCC, the Baltimore City Mayor's Office, and BCPSS that launched in summer 2018. Through this last-dollar scholarship program, recent high school graduates, who are City residents, may complete an Associate Degree, Certificate, or workforce training program in three years with tuition and fees covered. After two virtual summer bridge sessions, summer 2022 saw nearly 200 MSP participants on campus. BCCC has strengthened its relationship with and met monthly with BCPSS during 2021 and 2022 to collaborate in support of students by continuing the Mayor's Scholars Program and the dual enrollment opportunities throughout the pandemic. The number of dual enrolled high school students continued to increase in fall 2021 reaching 481, despite the decline in overall fall enrollment.

The proportion of graduates employed within one year of graduation decreased slightly to 77.7% for the FY 2020 graduates, which was around the peak of pandemic-related unemployment. With a focus on creating pathways to employment, 14 Biotechnology students successfully completed two-month research internships in AY 2021-22 at Towson University, University of Maryland, Baltimore, Delaware State University, and Biotech Research Laboratories. Furthermore, the annual unduplicated headcount in Continuing Professional Education leading to government or industry-required certification or licensure remained stable while the annual course enrollments increased to 1,254, which reflects an increase in the number of students completing the required sequence of courses and attained the licensure or certification. In spring 2022, new contract training program cohorts were initiated with the Baltimore Association for Community Health and Goodwill Industries for Patient Care Technician and/or Certified Nursing Assistant.

To support transfer opportunities and success, the Physical Therapy Assistant program continues its development of an articulation agreement with Frostburg State University's (FSU) Athletic Training program to allow for a seamless transition from the College's Associate of Applied Science to FSU's Bachelor of Science. Likewise, the Health Information Technology Program continues to meet regularly with Coppin State University to develop an articulation agreement which will allow students to transfer up to 70 credits from BCCC towards the completion of the Health Information Management baccalaureate degree at Coppin.

Through an articulated course agreement between BCCC and the Baltimore City Police Academy, graduates of the police academy will be awarded 36 college credits towards pursuing an Associate of Applied Science (AAS) degree in Law Enforcement. After completing their AAS at BCCC, students will then be able to transfer to the University of Baltimore's Bachelor of Science in Forensic Studies – Forensic Investigations Concentration. The Articulation agreements were fully executed on September 21st, 2022.

Exhibits:     3.1 BPD-BCCC Articulation Agreement
              3.2 University of Baltimore Law Enforcement Articulation Agreement

## Baltimore City Community College
Realignment Tasks Update
**Joint Chairmen's Report, December 2022**
*Dr. Debra L. McCurdy, President*

### Realignment Task #4
**"Enter into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public Schools (BCPSS), institutions of higher education, and employers."**
*Vice President, Academic Affairs*

In partnership with the Baltimore City Public School System (BCPSS), the College's Pathways in Technology Early College High School (P-TECH) Program continues at Carver Vocational Technical, Paul Laurence Dunbar High Schools, and New Era Academy. Participants have a choice of nine-degree programs in healthcare, information technology, and transportation distribution pathways. P-TECH students receive one-on-one mentoring, workplace visits, skills instruction, and first-in-line consideration for job openings with P-TECH business partners. Furthermore, professional relationships between the College and P-TECH business partners (i.e. Johns Hopkins Health System, Kaiser Permanente, and the University of Maryland Medical System) have also strengthened. The partners meet regularly on the BCCC campus to strategically plan for support and improvements within the program. An updated P-TECH MOU is currently being developed.

During the fall 2022 and spring 2023 sessions, program leaders from BCCC's Transportation & Supply Chain Management program met with collaborative partners from BCPSS and the Baltimore Port Alliance. This collaboration led to improved modifications in the program's curriculum as it relates to Cooperative Education, Math, and Science requirements.

BCCC's partnership with New Era Academy will conclude at the end of the spring 2023 semester. The College will create a new MOU between Digital Harbor and the Baltimore Port Alliance to provide additional support for students and the community. This agreement will take effect in the fall of 2023.

The Embedded tutoring model continues to thrive for students in dual enrollment courses. Since the spring 2021 semester, the number of courses with embedded tutors have increased from four embedded tutors in spring 2021 to 12 embedded tutors in the fall 2021 semester.

Math classes are now offered as part of dual enrollment at Green Street Academy, Paul S. Dunbar High School, New Era Academy, Baltimore Design School, Carver High School, and Mergenthaler High School.


Exhibits:     4.1 P-TECH Transportation Program Revision
              4.2 Transportation program Revisions CIC Approval

Baltimore City Community College
Realignment Tasks Update
**Joint Chairmen's Report, December 2022**
*Dr. Debra L. McCurdy, President*

Realignment Task #5
***"Align the budget of BCCC with realistic enrollment projections."***
*Dr. Jade Borne, Vice President, Student Affairs*
*Ms. Becky Burrell, Vice President, Institutional Effectiveness, Research & Planning*
*Vice President, Finance & Administration*

**STUDENT AFFAIRS**

As stated in the 2021 Realignment Update, Student Affairs identified the following four (4) methods for meeting realistic enrollment projections.

1. Identify Enrollment Projections for Specific Student Demographics, Including the Enrollment Funnel for Each Student Group,
2. Develop a Timely Financial Aid Award Package That Utilizes Federal, State, Foundation, and Institutional Funds,
3. Complete Degree Audits for All Students at the End of the Student's First Year, and
4. Revise the Current Advising Model.

The following four methods were implemented to accomplish this realignment task:

**Method 1: Strategic Enrollment Management (SEM) Planning** - By creating a SEM planning task force, enrollment targets could be established to include a "whole college approach" to SEM planning. Additionally, enrollment projections for specific student demographic groups could be made.

**Method 2: Financial Aid -** Recognizing that affordability plays a large part in enrollment, BCCC sought to strengthen the Financial Aid Department.  The College focused on filling the Director of Financial Aid and Federal Work Study Coordinator vacancies. Additionally, BCCC recognized that additional outside support was needed to support the overall operations of the Financial Aid Department.

**Method 3: Enterprise Resource Planning System -** The College identified the need to replace the antiquated HP Lan system with a more current Enterprise Resource Planning system which would automate the degree audit process.

**Method 4: Academic Advising -** BCCC Recognized that academic advising plays a key part in the success of students. Consequently, a committee was established to review the advising model and revise operations to align with National "best practices."

## Method 1:  SEM Planning

The College's enrollment goals will occur as part of the College's next strategic planning efforts, now underway. See Realignment Task #12 for the status of planning activities. Realigning the SEM plan and the strategic planning goals to the goals of the State of Maryland especially important in light of MHEC's adjustments to BCCC's future enrollment projections.

## Method II:  Financial Aid

The Director of Financial Aid was hired in 2020 and moved quickly to fill the Federal Work Study Coordinator position. Although the COVID-19 Pandemic slowed the progress for establishing a Federal Work Study

Program, BCCC was able to accomplish implementing the Program Fall 2022. Students are now able to search for Federal Work-study position on campus and the placement and hiring process is now well defined. Currently, there are 30 Federal College Work Study positions available on campus and 23 Students are currently serving in this capacity in the spring 2023 semester.

To improve overall service to students and support the needs of the Financial Aid Staff, the following "3rd Party Vendors are on contract to perform specific tasks for BCCC. See details below:

- **Regent Student Portal** – A document management service. Due to the implementation of Banner and associated costs, Regent is no longer in use at BCCC. Inceptia and Banner will be utilized to replace the functions previously performed by Regent.
- **FA Solutions** – Performs specific tasks on behalf of the department including the preliminary work needed to implement Banner modules and other tasks.
- **Inceptia** – Manages the student applications process (FAFSA) and maintains the documents used for the verification process.

<div align="center"><b>Method III:  Enterprise Resource Planning</b></div>

The College signed a contract with Ellucian to replace its legacy business and student systems (HP Lan) with a more modern, integrated Enterprise Resource Planning (ERP) system (Banner).  Over the last two years, BCCC has worked hard to implement all Banner modules. The "Student" portion of Banner was one, among others, that went live during the summer and fall 2022 semesters.  Degree Works, eTranscripts, Student Self Service, and CRM Recruit are the related Banner modules associated with Method III.

**Degree Works**

The "Degree Works" Banner module is designed to automate the degree planning process for both students and staff.  Starting in 2021, and continuing today, preliminary work is being done to ensure the automated degree planning process, to be performed by the "Degree Works" platform is an effective and efficient way to automate the degree evaluation process. "Degree Works" is set to come online in the fall of 2023. Other related Banner modules that have come online include e-Transcripts and Student Self-Service.

**eTranscripts**

In collaboration with the National Student Clearinghouse and as part of the Banner implementation, the Registrar's Team worked hard to bring the e-Transcripts feature online, which went live in January. This new process for sending out transcripts on behalf of BCCC students allows for more access and quicker processing time. Students can easily initiate a request to send their transcripts to a potential employer, university school admissions office, or other recipients with an email address, anywhere in the world the same day the order is placed. Additionally, e-Transcripts allows for enhanced service features, a reduced workload for staff, improved security, and ease of use for students. The majority of colleges and universities use the National Student Clearinghouse, or a similar vendor, and this new service should increase satisfaction for BCCC students.

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**Student Self Service**

This module came online in summer 2022 and includes a student interface that allows students to search for classes and register themselves into courses. Additionally, this module allows for students to pay their tuition, check on their financial aid status, and order books online 24 hours a day.

**CRM Recruit Implementation**

CRM Recruit is now BCCC's application module for Banner. CRM Recruit Phase II is being implemented now and the communication features are designed to provide improved communications between prospective students and BCCC.

The module utilizes SparkPost to allow BCCC to communicate with prospective students. Banner Communication Management and CRM Recruit will allow the Admissions Team to communicate with prospective students regarding their application status and steps to the enrollment process.

**Method IV:  Academic Advising**

In 2020, a committee was charged with evaluating the academic advising process at BCCC.  The committee established the following five steps to begin this work.

1. The Vice President for Student Affairs will work with the Vice President for Academic Affairs and the President to identify members from each division to serve on an ad hoc committee to review the current advising model and assess its effectiveness.
2. Best practices from the National Association of College Advisors will be identified.
3. The committee will recommend to the VPSA and VPAA the changes to the advising model including the role of professional advisors, faculty advisors, and identify any technology needs that will be needed.
4. The committee will share updates with SALT and selected groups in Academic Affairs and with other stakeholders within the College.
5. In light of new administration leading the advising department, the shift toward an institutional planning and assessment model will promote the establishment of performance indicators to measure service effectiveness. The implementation of Council for the Advancement of Standards (CAS) is projected to align with the implementation of the new strategic plan.

 **Additional Advising Initiatives**

Student Success Center (SSC) implemented ongoing group advising sessions to manage the increased student traffic during peak registration. Advisors rotated between various duties (group advising, virtual help desk [VHD], and special registration circumstances) to help reduce wait times and serve students more efficiently and effectively. Additionally, the academic advisors instituted individual advising appointments and group advising sessions designed to serve more students, as well as reduce the wait times to see an advisor before enrolling in classes.

Baltimore City Community College
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**Joint Chairmen's Report, December 2022**
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**Advising for Near Completers & Stop-outs**

To continue the work started in 2021, BCCC continued to engage the "Near Completers" and "Stop-out" students, in November and early December 2022, 3,884 emails were sent to students who "stopped out" of BCCC without earning a degree or certificate. The email invited them to meet with an advisor to determine how many classes they needed to complete their degree here at BCCC. Advising reached out to "Near Completers" students, which are students with 45 or more credits towards a degree, inviting them to return to BCCC in the fall 2022 and spring 2023 semesters. In this effort, over 1,321 students were invited to meet with an advisor to receive a personalized advising session and degree audit.

See Exhibit 5.3 for more details.

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**Other Related Improvements & Initiatives**

</div>

**Testing**

In an attempt to enroll more LatinX, International Students, and English as a Second Language (ESL) students, BCCC implemented ESL Testing in 2022. The Testing Center began working on a new way to identify students who may benefit from taking the Accuplacer ESL rather than the Accuplacer English version. Students whose first language was not English were often placed into regular developmental English courses and were not performing at the same level as native English speakers. To date, the Testing Center has administered ESL Accuplacer to over 200 students.

**Increasing International Student Enrollment**

The International Student Services area of Admissions is currently working with the English as a Second Language (ESL) Program to recertify the ESL program as a full-time academic program with the Federal SEVIS program. Currently, international students must already have advanced proficiency in English and can only enroll in BCCC's academic programs. Once recertified, international students will be allowed to enroll in BCCC's ESL program. BCCC should experience a significant increase in international students and increased enrollments into the ESL program.

Exhibits:       5.1: Federal Work-study Webpage, Job Listings, Monthly
                Report 5.2: JCR Information Technology Plan/ERP Report

**Institutional Performance Accountability**

The College submitted the 2022 Performance Accountability Report (PAR), an annual requirement of the Maryland Higher Education Commission (MHEC) for BCCC and all Maryland public colleges and universities. At BCCC, the trend data were presented and developed at work sessions conducted by the Director of Institutional Research with teams from each of the College's Cabinet areas. The Board of Trustees approved the current cycle's benchmarks.

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# Baltimore City Community College
Realignment Tasks Update
## Joint Chairmen's Report, December 2022
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Largely due to the ongoing impact of the COVID-19 pandemic, Baltimore City Community College's (BCCC) annual unduplicated credit headcount decreased in FY 2021. In fall 2020, 15 of the 16 Maryland community colleges' credit enrollment decreased; this decline continued in fall 2021 with a 10% decrease in fall 2021 enrollment across the 16 community colleges. This continued decline is reflected in the College's fall 2021 headcount and market shares of first-time, full-time freshmen and recent, college-bound high school graduates.

While total fall credit enrollment declined, the percentage of part-time students increased by 8.4 percentage points and the market share of part-time students increased by 1.3 percentage points to 35.0% in fall 2021, representing an increase of 120 students. The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 52.2% of credit students are 25 years of age or older and 46.1% are employed at least 20 hours per week. In response to the pandemic, the College introduced more sessions within the fall and spring semesters that have continued; the 16-week, 14-week, 12-week, 10-week, and two eight-week accelerated sessions are now standard. As reflected in the credit student enrollment in distance education, BCCC had a stable proportion of students enrolled in distance education prior to the pandemic.

When the College transitioned to the remote learning environment, thoughtful consideration was given to creating a balance of asynchronous and synchronous sections. The College expanded its course offerings in the winter 2021 and 2022 session which resulted in enrollment increasing from 35 in winter 2020 to 247 in winter 2021 and 289 in winter 2022. The transition to a remote learning environment occurred in spring 2020 and was in place for the entirety of FY 2021, as reflected in the enrollments in credit and continuing education online courses in FY 2021 and in the lack of hybrid section enrollments. See attachment 5.1 BCCC 2022 Performance Accountability Report for more detailed information.

## Enrollment Projections

The enrollment projections from the Maryland Higher Education Commission (MHEC) were modified by the Commission in 2022 and provided more realistic projections for fall 2022-2029. The fall credit headcount projections reflect the projections published by MHEC in April 2021 that called for an increase of 1,913 students, 32.1%, from fall 2022 to fall 2029. In July 2021, the BCCC team recognized that the projected fall 2022 credit headcount enrollment of 5,952 was not realistic given the fall 2022 enrollment of 4,181. Therefore, the team established 4,692 as an ambitious target for fall 2022. Neither MHEC nor community colleges across the State predicted the second year of substantial declines due to the pandemic in fall 2021.

| Source for BCCC's Fall Credit Headcount Projections | Fall 2021 Actual | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 | Fall 2026 | Fall 2027 | Fall 2028 | Fall 2029 |
|---|---|---|---|---|---|---|---|---|---|
| MHEC 2021- 2030 Projections - Published April 2021 | 3,864 | 5,952 | 6,139 | 6,270 | 6,059 | 6,730 | 7,044 | 7,419 | 7,865 |
| BCCC Projections - Developed July 2021 | 3,864 | 4,682 | 5,064 | 5,446 | 5,828 | 6,210 | 6,592 | 6,976 | 7,360 |
| MHEC 2022 – 2031 Projections - Published May 2022 | 3,864 | 4,595 | 4,616 | 4,638 | 4,659 | 4,667 | 4,675 | 4,682 | 4,690 |
| MHEC's New Percent Changes for Out-years | | 18.9% | 0.5% | 0.5% | 0.5% | 0.2% | 0.2% | 0.1% | 0.2% |

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*Dr. Debra L. McCurdy, President*

As shown in the table, MHEC has made considerable changes to their projections for BCCC and all Maryland community colleges. Their projection for BCCC's fall headcount is quite close to BCCC's projection; in fact, it is 87 students less. MHEC's new estimate for fall 2029 calls for an increase of 95 students, 2.1%, from fall 2022. While this is still ambitious given that BCCC's fall 2021 actual enrollment was 3,864, it is more realistic as it anticipates sustained enrollment in the out-years.
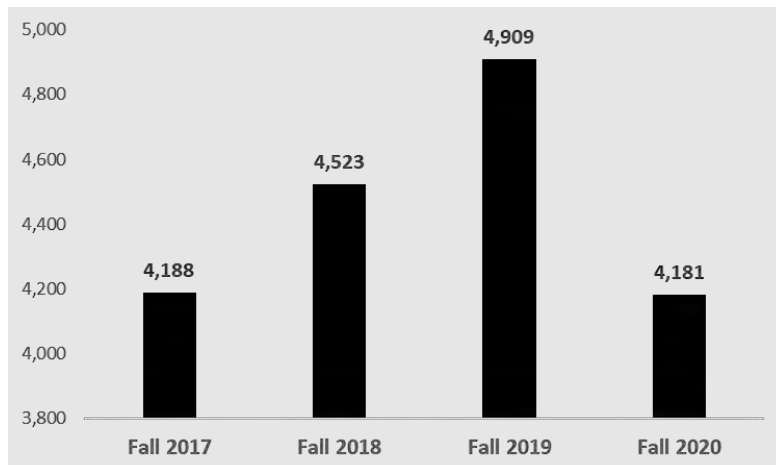


**ENROLLMENT REPORT** — **Baltimore City Community College**

## Fall 2022 Credit Headcount
## Maryland Community Colleges

*Fall 2022 Classes Began on August 22, 2022*

| MD Community College | First Day Date | Headcount # | % Change |
|---|---|---|---|
| Allegany College of Maryland | 8/22/2022 | 2,131 | 4.4% |
| Anne Arundel Community College | 8/29/2022 | 9,753 | -2.1% |
| Baltimore City Community College | 8/22/2022 | 2,756 | -1.1% |
| Community College of Baltimore County | 8/29/2022 | 14,447 | -6.2% |
| Carroll Community College | 8/29/2022 | 2,854 | 5.7% |
| Cecil College | 8/29/2022 | 1,793 | 6.3% |
| Chesapeake College | 8/22/2022 | 1,758 | 3.8% |
| Frederick Community College | 8/20/2022 | 5,745 | 6.6% |
| Garrett College | 9/7/2022 | 524 | -1.0% |
| Hagerstown Community College | 8/29/2022 | 2,951 | -6.3% |
| Harford Community College | 8/22/2022 | 4,475 | 0.5% |
| Howard Community College | 8/28/2022 | 8,070 | 0.3% |
| Montgomery College | Not Provided | Not Provided | Not Provided |
| Prince George's Community College | 8/22/2022 | 9,664 | -1.7% |
| College of Southern Maryland | 8/31/2022 | 4,556 | -10.9% |
| Wor-Wic Community College | 9/7/2022 | 2,441 | 1.8% |

Source: Maryland Community College Research Group Survey. | Office of Institutional Research

*BCCC Board of Trustees, September 18, 2022*

The College's fall 2022 actual enrollment was 3,538. BCCC's first day fall 2022 enrollment was down (-1.1%) but on par with the other 15 Maryland community college's enrollment for fall 2022, which ranged from a -10.9% decrease to a +6.6% increase from the prior year. Prior to the pandemic, the College fall enrollment was increasing, largely due to the Mayor's Scholars Program. Realignment Tasks #1, #2, #3, #4 note how the College is developing strategies for meeting enrollment targets.

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MHEC's revised, more conservative projections are not unique to BCCC. The table below reflects MHEC 2021 projections for all Maryland community colleges as compared to their revised 2022 projections. The 2021 projections call for an increase of 7,196 students, 5.3%, from fall 2022 to fall 2029. The 2022 projections now anticipate an increase of 2,639, 2.2%, from fall 2021 to fall 2029, making MHEC and the DBM's projection expectations more in alignment. However, the projections still overestimate the enrollment for community colleges as noted in the MHEC Enrollment Projections, Maryland Public Colleges and Universities, 2022-2031. MHEC also stated, "The overestimation is mainly attributed to the lagged response of the projection model to the persisting decline in the number of community college students. The general upward trend of the projected enrollments is primarily explained by the optimistic population projections" for Marylanders ages 15-24.

| MHEC Projections for All MD Community Colleges' Fall Credit Headcount | Fall 2021 Actual | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 | Fall 2026 | Fall 2027 | Fall 2028 | Fall 2029 |
|---|---|---|---|---|---|---|---|---|---|
| MHEC 2021- 2030 Projections - Published April 2021 | 97,458 | 135,971 | 137,395 | 138,821 | 140,243 | 140,973 | 141,702 | 142,432 | 143,167 |
| MHEC 2022 - 2031 Projections - Published May 2022 | 97,458 | 117,974 | 118,534 | 119,656 | 119,846 | 120,036 | 120,225 | 120,420 | 120,613 |
| MHEC's New Percent Changes for Out-years | | 21.1% | 0.5% | 0.9% | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% |

Exhibits:          5.3 – MHEC Performance Accountability Report 2022

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Realignment Task #6
**"Engage in a comprehensive review of all positions, faculty, and staff at BCCC."**
*Mr. Charles Hall, Assistant Vice President, Human Resources*

The College continues to diligently focus on Phase 2 of this Realignment Task to review and determine position needs. An integral part of this phase includes strategic assessment of personnel and position alignment for the purposes of meeting the needs of students and ensuring the mission and vision of the College is carried out in an effective and efficient manner. The creation of a monthly and quarterly position detail report has been implemented as a vehicle for reviewing position status for each division of the College. This information is used to inform compliance with the recommendation outlined in the edBridge staffing report. The newly implemented process also provides a snapshot of the workforce in each division to quickly identify and address gaps that impact services to students.

In addition to the implementation of a monthly and quarterly position review, Phase 2 also includes initiation of management and employee training sessions at the College for the purpose of providing all levels of the organization with personal and professional capacity building opportunities. These sessions are structured to introduce new skillsets to employees at every level, provide avenues of coaching to managers and supervisors resulting in the continued development of leadership and ensuring employees are aware of their rights and responsibilities to ensure students receive a quality education at BCCC.

Exhibits:     6.1 Active Search List
              6.2 Professional Development Schedules

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### Realignment Task #7
***"Establish strong relationships with key stakeholders."***
*Mr. Gussener Augustus, Vice President, Advancement*

**PepsiCo Grant/Uplift Scholarship:** This grant, in partnership with PepsiCo, provides a scholarship and professional mentoring program that supports Black and Hispanic/Latinx aspiring and graduating community college students. These scholarships are available for students seeking two-year associate degrees or workforce training programs with industry certification.  The College will be identifying and making students aware of a select group of workforce credit and continuing education offerings so they may obtain in-demand jobs with livable and sustainable wages.

**Comcast:** The College received $30,000 to provide students funding for general living expenses such as transportation, rent, food, etc., along with 100 computers, and additional tech support.

**Waterfront and Downtown Partnership Press Event:** Dr. McCurdy & Vice President Michael Thomas participated in a press event with the Waterfront and Downtown Partnership to highlight funding secured from the State during the last two years for the Inner Harbor and Downtown communities. Partners participating in the event included Senate President Ferguson, Delegate Luke Clippinger, Delegate Brooke Lierman, Ms. Sherlonda Stokes (Downtown Partnerships of Baltimore), and Laurie Schwartz (Waterfront Partnerships of Baltimore). Additional institutions included the Science Center, Aquarium, Port Discovery, USS Constellation, Peale Center, and others.

**College Community Engagement:** The College worked with Comcast to announce the donation of 200 laptops to BCCC Mayor's Scholars students, helping to ensure that these students have an Internet-capable device while in school and beyond. The donation supplements a previously awarded $30,000 Comcast Grant toward BCCC's Emergency Fund.

**PepsiCo Foundation Scholarships:** The College worked with the PepsiCo Foundation to provide scholarships in support of Black and Hispanic students through the Uplift Scholarship program. This program provides scholarships, coaching, and job placement assistance to help students achieve greater academic success and ultimately obtain jobs in high-demand career fields by increasing access and removing barriers.

The program provides scholarships of up to $2,000 for both direct and indirect costs for students pursuing associate degree and/or workforce training programs (credit and non-credit). Direct costs include tuition, fees, and books. Indirect costs include transportation, housing, childcare, and other personal costs. Additionally, the PepsiCo Foundation support will include the creation of an emergency grant fund that will support students with potential unexpected expenses that may arise during their tenure at the school. Eligible Programs include associate degrees and workforce training programs in Transportation & Supply Chain Management, Computer Information Systems, and Cyber Security & Assurance.

Supporting materials were created, including a social tile/post, flyer, and email.

***Additional relationships include:***

**Goucher Prison Education Partnership:** Acting Director Eliza Cornejo was interviewed on WBJC about their degree offerings and student eligibility.

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**City of Baltimore:** City Health Commissioner Dr. Letitia Dzirasa was interviewed on WBJC about the status of COVID in the city.

**Baltimore Symphony Orchestra:** Guest conductor Robert Trevino was interviewed on WBJC about the symphony's concerts.

**Choose Healthy Life:** Founder and President Debra Fraser-Howze was interviewed on WBJC about her founding of the organization and their Black Clergy Action Plan response to the COVID-19 pandemic's impact on the black community.

**Yiddishe Nightingale:** Artistic Director Zalman Mlotek was interviewed on WBJC about their program A Short History of The American Yiddish Theater at Beth El Congregation.

**Baltimore Hebrew Congregation:** A WBJC employee gave a guest lecture on the history of Jewish music.

**Johns Hopkins University Osher Program:** Lecture by WBJC employee on Joseph Haydn.

**SOAR (Securing Older Adult Resources):** Francine Hyman, Program Director, was interviewed on WBJC about free tax prep for eligible Maryland residents.

**Baltimore Museum of Art:** Security Guard and guest curator, Kellen Johnson, was interviewed on WBJC about the unique "Guarding the Art" exhibit that was curated by the BMA security officers.

**Towson University Osher Program:** Lectures on J.S. Bach and the High Baroque by a WBJC employee.

**Maryland Public Television:** A WBJC employee recorded a promotional piece about WBJC for MPT Arts Minute.

**Washington Performing Arts:** Metropolitan Opera star, Mezzo-Soprano Joyce DiDonato, was interviewed on WBJC about her concert in Washington DC on April 24, 2021.

**Maryland Film Festival:** Information about this year's festival and its commitment to diversity and local filmmakers was placed on WBJC's online Events Calendar.

**Johns Hopkins Symphony Orchestra:** Music Director, Jed Gaylan, was interviewed on WBJC about the symphony's final spring concert on April 23, 2021, featuring student concerto competition winners.

**Maryland Lyric Opera:** Conductor, Louis Salemno, was interviewed on WBJC about the Opera's performance of Verdi's Don Carlo on May 11, 2021.

**NAMI Metropolitan Baltimore:** Jamie Clark, Senior Director of Programs and Community Engagement, was interviewed on WBJC about NAMI's efforts to raise awareness during National Mental Health Month.

**Har Sinai-Oheb Shalom Congregation:** A WBJC employee gave a lecture series entitled Music That Tells Stories.

**Morgan State University:** Bishop J. Charles JR was interviewed on WBJC about the play based on his book, *Redemptions: Last Call – The Reboot at Morgan State University,* which was produced June 10-12, 2021, by Morgan State University.

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REALIGNMENT TASK # 8
***"Develop and market a brand for BCCC."***
*Mr. Gussener Augustus, Vice President, Advancement*

**MARKETING**

The College team concentrated on several areas to advance brand recognition, build brand awareness, and support enrollment growth including finalizing BCCC's brand platform and communication pillars for consideration by Cabinet. In addition, the department placed Winter, Spring, Summer and Fall 2022 marketing campaigns in support of enrollment, made enhancements to the BCCC website, developed new creative approaches for ongoing campaigns, and finalized the College Style Guide for consideration by senior leadership.

**PepsiCo Foundation Scholarship Marketing Materials**

A new social tile, email, and flyer have been developed for the PepsiCo Foundation Scholarship.

**Enrollment**

*Publications* were developed for Admissions Recruitment, including brochures for Mayor's Scholars Program, Dual Enrollment, Career Pathways, At-a-Glance stats, and Quick Facts. Brochures were produced in English and Spanish throughout the year.

*Posters & Social Posts* supporting registration were developed for BCCC buildings and social platforms.

*Biteable Video Development*

The Marketing Department utilizes software by Biteable to produce videos for use on web pages and social posts.

*Hispanic Advertising & Initiatives*

The College is moving to develop the following Spanish language initiatives:

- Printing viewbooks in English and Spanish
- Printing Mayor's Scholars brochures in English and Spanish
- Developing and printing a Dual Enrollment brochure in English and Spanish
- Updating and printing a Panther Card in English and Spanish
- Purchase of 90-days of advertising in Mundo Latino newspaper and Somos Baltimore Latino website
- Printing Workforce Development brochures in English and Spanish
- Advertising placed in in Mundo Latino Newspaper of Baltimore and Somos Baltimore Latino (Website); advertising is being designed for placement for three months.

*AFRO News*

- The College is currently conducting research on extended efforts to advertise on The AFRO website.
- Advertising purchased for placement as website leaderboard ads, Facebook posts (AFRO site), and eBlasts.

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*Campus Tour Web Page* recreated with new copy, including a new online registration form.

*Bi-weekly Enrollment Marketing Emails* were sent to promote enrollment to prospects, near-completers, stop-out, and current student applications and class registration.

*College Board List* was purchased including names of prospective students who have taken the SAT and PSAT exams. A direct mail piece was sent.

### Student Affairs

Branding efforts included: Black History Month programming, Throwback Theatre, Empowerment Hour, Love Week, Women's History Month, and President's Day, Athletics, SGA elections, Panther Pride Week, Orientation, Welcome Week, Registrar Office, Course Schedules, Student Support & Wellness workshop flyer and social post designs.

### Content Calendar

A yearly Content Calendar has been developed to assist in guiding the management of content and content strategy. The Calendar, contributed to by all divisions and departments, will help to ensure that multiple communication platforms and channels of communication are planned and scheduled in an efficient way that best shares BCCC information with students while supporting the strategic goals of the College.

### Social Platforms

A series of posts were created to promote academic programs and were shared on Facebook, Instagram, and Twitter. Additionally, posts supporting College events, orientation, Student Life & Engagement events, Financial Aid, TRIO, and others were made on an ongoing basis. In summary, the College reached external audiences of 859,580 (up 1.6%) on Facebook, including 30,680 page visits (up 92.2%). On Instagram, the college reached 166,655 (down 31% due to algorithm changes), and had 5,601 visits, a decrease of 5.2%. On Twitter, the college had a reach of 38,707.

### WBJC

The College developed additional Media Kit components for use when presenting underwriting opportunities.

### Digital Advertising on Facebook, Instagram & Google

Overall, Facebook advertising stats are kept by the platform back 90-days. BCCC's paid reach for that period is 21,300, up 100%, Post Engagement is 33,264, up 100%, and Link Clicks are 6,923 (up 100%).

### Statistics that Marketing Archives:

*Winter & Spring 2022 Campaign:* The College implemented a comprehensive Winter/Spring 2022 marketing campaign dedicated to enrollment growth and brand awareness. Digital campaigns began November 30, 2021, and continued through March 8, 2022. The campaigns had a yield of 7,270,237 impressions served, resulting in 34,660 recorded ad clicks (prospective students visiting the apply/register webpages).

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### *Summer & Fall 2022 Campaign:*

The Fall 2022 digital enrollment campaign began July 18, 2022, and concluded October 19, 2022. Selected platforms include Facebook, Instagram, and Google.

- The **Facebook and Instagram** digital campaign resulted in the College's ads being viewed 2,482,007 times, with 352,960 prospects seeing the ad, resulting in 15,135 link clicks to the BCCC website for a 16.1% interaction rate.
- The **Google** advertising campaign was highly targeted and effective, reaching 78,062 prospective students in the target audience. Of that number, 26,718 prospective students clicked the ads for a 34.21% interaction rate.

### *Summary and Analysis*

In summary, the combined results of the Fall 2022 digital campaign reached a total of 739,597 prospective students in the target audience, with a total of 41,835 interacting with the College's website.

- An analysis of website traffic to the Apply and Register pages during the campaign from July 18 – October 19, 2022, and as compared against the same period the prior year yielded the following results:

### Apply Web Page

Google Analytics results indicate that the College received 115,808 page views, with 49,297 unique (first time) page views. This result is a 136.24% increase over the same period in 2021.

### Register Web Page

Google Analytics results indicate that the College received 22,623 page views, with 9,948 unique (first time) page views. This result is a 172.03% increase over the same period in 2021.

### Signage

The College placed signage in the following locations:

- Mondawmin Mall lighted signage at the food court
- Eastpoint Mall lighted signage at the food court
- Sky signage at JC Penney during October, November, and December
- Subway elevator wrap at I-83, refreshed three times
- MTA bus signage refreshed three times.
- Two electronic billboards at I-83 and I-295
- Values signage at Liberty Heights Avenue, Towanda Avenue, Lombard Street and BCCC's main campus

### Academic Support

Academic Program cards were redeveloped.

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**Workforce Development**

Several Workforce flyers and brochures were created, including a Workforce program brochure, flyers for ESL, ABE Literacy, Computer Literacy, Healthcare Instructor, Multi-Skill Technician, PTech, Pharmacy Technician, and SNAP Flyers in partnership with The SNAP organization.

**Commencement**

The College developed creative designs in support of the Seventy-Third Commencement, including a guest invitation, VIP invitation, electronic invitation, social tiles, Gonfalons, indoor and outdoor signage, program cover, stage backdrop sign, graduation box, billboard notification, an updated commencement web page, tickets, diploma paper, podium signs, stage tablecloth, campus banner, and an updated "congratulations graduates" letter from Dr. McCurdy. Additional actions were implemented for the event including securing the Lyric Opera House as venue, photographer, and videographer for a live feed, and ongoing posts to all social media platforms.

**Promotional Items**

The College researched and purchased a variety of promotional items used for recruitment and at community outreach events.

**Rebranding**

- Athletics logo was developed.
- WBJC branded sponsorship materials were developed.
- 75th Anniversary pull-up signs were created for each BCCC building and for recruitment purposes.
- Branded shirts and Zoom backgrounds for Advocacy Day were developed.
- Main entrance banner was refreshed.
- Liberty Heights facing signage was ordered.
- New street pole signs for Lombard Street, Liberty Heights, Towanda Avenue, and main campus have been placed for quotes/bids for production.
- Admissions hours and other signage were developed.
- Bookstore signage was developed.
- Several creative designs have been developed for the Summer and Fall 2022 semesters.
- A continuing array of website home page billboard images that promote various college or enrollment areas, including promoting college programs and Student Affairs events were created and deployed.
- Program and certificate social media posts were made.
- Banner software pages have been branded.

**Research**

Industry best practices were used to create enrollment drip campaigns (a series of marketing materials that were sent to impact specific action on a website). These included:

- Researched lookalike audience ad creation in Facebook and Instagram.

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- Seek branding ideas at the BCCC Library.
- Geofencing via Vector Media
- Subway floor graphics
- Subway & bus signs
- Geofencing via Clear Vision media
- Spotify digital advertising
- CRM Implementation

**Website**

Branding efforts continued to improve the user journey for visitors, with a continuing flow of billboard changes, color changes to the template, and aligning page names with link names throughout the site. Many PDF documents were converted to fillable forms for easier use by students. Ongoing edits were made regularly. Additionally, photography is now featured on key web pages to show the BCCC experience. The department keeps ongoing messaging current as related to COVID notifications.

*Apply Web page Visitors.*

**Pageviews:** 403,604 in 2022 vs. 186,019 in 2021, an increase of 116.970% or 217,585 visitors for the year.

**Unique Pageviews:** 165,904 in 2022 vs. 75,478 in 2021, an increase of 119.80% or 90,426 visitors for the year.

*Registrar's Web Page Visitors*

**Pageviews:** 43,941 in 2022 vs. 26,043 in 2021, an increase of 68.72% or 21,702 visitors for the year.

**Unique Pageviews:** 18,621 in 2022 vs. 11,885 in 2021, an increase of 56.68% or 6,736 visitors for the year.

The College continued to make edits to its pages as requested by departments with approved content changes.

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REALIGNMENT TASK #9
***"Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable."***
*Mr. Michael Rading, Chief Information Officer*

**OVERVIEW**
Baltimore City Community College (BCCC) has been requested to report on realignment task #9 "*status of the implementation of the IT infrastructure renovation, including if the internal timelines were met and if cost estimates were correct, as well as any additional findings that occurred as a result of the upgrade process*." The Joint Chairmen's Report cites BCCC facing "numerous difficulties in updating its information technology (IT) infrastructure. *This has resulted in many IT shortcomings for BCCC, including but not limited to, being able to procure a new Enterprise Resource Planning [ERP] system, being able to properly safeguard student data, and not adequately providing malware protection for its computers.*"

BCCC has made significant progress in updating its information technology (IT) infrastructure, and continues to meet timelines for the additional improvements for:

1) the implementation of the core modules of a new Enterprise Resource Planning (ERP) System,
2) Enhancing the wide area network,
3) the safeguarding of student data,
4) Upgrading the college's data center,
5) Cybersecurity enhancements, and
6) Security camera and door access,

Under the leadership of the new Chief Information Officer, who joined the College in February 2022, the College continues to develop its information technology program, including:
- The implementation of the core modules within the Ellucian Banner ERP system, which is a system that is highly recognized in the Higher Education space and is utilized by over 2,000 institutions of higher education.
- Completing the deployment of modernization of voice-over-internet-protocols (VoIP), that work with an industry standard productivity tool, Microsoft Office including Teams, Office Online and SharePoint.
- The continued release of a College-wide Cyber Security awareness program that delivers monthly training for employees on cyber threats and effective ways to recognize attacks and ensure the safeguarding of personal information.
- The new Banner ERP system does not use Personally Identifiable Information (PII) as a key identifier. This will reduce the use of PII within the College which continues to use Proof Point PII scanning software that allows the information technology department to identify where PII is inappropriately stored on computers and on the network.
- The continued use of Multi-factor Authentication for privileged account users to prevent the unauthorized use of user accounts with plans underway to expand the use of this technology across the campus.
- Upgrade of all servers and desktop computers, where applicable, to ensure the latest operating systems and security patches are in place.

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- An assessment of the College's infrastructure and a plan for data center upgrades in FY 2023 to ensure reliability, increase cybersecurity protection, build redundancy, and enhance disaster recovery.

The following narrative details the latest work that has been performed by the College.

1) **ENTERPRISE RESOURCE PLANNING SYSTEM (ERP)**

Background: The College signed a contract with Ellucian to replace its legacy business and student systems with a modern, integrated Enterprise Resource Planning (ERP) system, Banner. Implementation teams that included cross-functional areas of the College were convened that covered: Finance, Human Resources, Student and Student Accounts. Initial work involved configuration and alignment of business processes to the system capabilities and functionalities.

**ERP 2022 Project Timeline**

The project included key modules that were implemented based on the timeline shown below:

Chart 1: Key ERP Modules that Went Live in 2022



- Financial Aid
  - ○ Module enables Financial Aid management from creation, management, and monitoring of award packages

![BCCC logo - Baltimore City Community College]

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- o Helps students meet financial needs while also helping BCCC track and meet related financial goals
- Human Resource
  - o Enables HR to manage existing employee records in the new ERP system
  - o All new employee records added and managed in the new system
- Student
  - o Have a self-service portal that provides them with a consolidated view of key information including courses, registration, and grades
- Finance
  - o All financial transactions handled in the new ERP, including budgets, general ledger, requisitions, and purchase orders
  - o Self-Service portal for staff to view key information, reports and manage key financial processes
- Student Accounting
  - o Students provided with a payment portal to see key financial information
  - o Enables students to view statements, make payments, enroll in payment plans, enroll in electronic refunds, and direct deposits
- Payroll
  - o The new time and attendance tracking for payroll processing

## Financial Aid

The Financial Aid module streamlines financial aid processes for students and staff.  Many students are dependent on financial aid and can feel overwhelmed by the process and need support and in-depth guidance through the financial aid process.  With this module in place, staff can help connect students to key resources or help recipients understand their aid packages.  Financial Aid module enables:

- *Better administering, tracking, and reporting* – Financial aid administrators can more accurately, efficiently, and strategically assist students, regardless of the source or type of financial aid.  Staff can manage, automate, and monitor complex processes, including eligibility, awarding, and disbursement, which leaves them more available to focus on helping students one on one.
- *Efficiencies in financial aid management* – Staff can more easily manage all types of funding sources and financial aid awards.  Users can easily obtain concise information on their student financial aid or scholarship programs based on specified criteria.
- *Improved budgeting and need analysis* – Staff can conduct needs analysis using the Federal Methodology. Users can create unique limits for each budget group, attach tracking requirements to meet institutional requirements, assign budgets, and auto-package aid aligned with institutional strategies and goals
- *Streamlined award processing* – Aid administrators can more quickly and efficiently process financial aid for all types of award programs with batch processing.  Users can better track and manage institutional, private, state, and federal award data.

Design and configuration work for the Financial Aid module began in July 2021.  Staff were trained on key areas in the new system that included data loading and tracking, simulating funds, periodic budgeting, and disbursements.   As part of this training staff were provided with walkthroughs on completing key processes in

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the new system such as R24, which refers to the calculation required when a recipient of Title IV aid withdraws from an institution during a payment period/period of enrollment in which the recipient began attendance.

In August 2021, additional training was conducted on determining Satisfactory Academic Progress (SAP), which is the successful completion of coursework toward an eligible certificate or degree. Federal regulations require the Office of Student Financial Aid to monitor the academic progress of students receiving financial aid.  The SAP training also included simulations in a test environment to help staff become proficient.

In October and November 2021 additional sessions were conducted on R24 and population selection training as well as financial aid readiness engagements for all members of the financial aid team.  During this time the second round of financial aid data migration was completed.

In December 2021 and January 2022 work was done to finalize Institutional Student Information Records (ISIRs) which are an institution's copy of the student's Free Application for Federal Student Aid (FAFSA).  Completing ISIRs is a prerequisite to packaging a student's awards.  A go-live readiness checklist of activities was completed that included: testing all key processes, validating internal policies and procedures for awarding student aid, developing constituent communication plans, technical readiness, security, job automation, and launching the self-service portal.

The Financial Aid module went live in February 2022.

### Human Resources

The human resources module supports managing employee records from the time when employees are hired until they separate from the institution.  Some of the key benefits of the HR module include:

- *Strengthening administrative capabilities* – Allows tracking personnel activities, including salary and budget related information.  HR staff now have tools to improve personnel administration, compensation, position control/budgeting and reporting on employment practices and policies.
- *Improve productivity* – Banner HR provides employees with self-service options for routine inquiries, changes to personal information, and payroll questions.

In July 2021 HR staff were trained on managing and configuring positions in the new ERP.  In August additional training was provided on employee leaves and the HR team took part in leave technical overview and mapping sessions ahead of employee data being migrated from the legacy system in September 2021.

In September and October 2021, there were engagements on onboarding and hiring validation and management of the entire employee life cycle within the new system.

In January and February 2022, sessions were held on managing employee leaves and payroll entry.

In March 2022, the second round of employee data was migrated from the legacy system into the new ERP.

In April 2022, the final data migration for employee records was completed in the production new ERP system.  The HR module went live in April 2022, at this time HR was using the banner HR core module in the new ERP system.

![BCCC - Baltimore City Community College logo]

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In May and June 2022, training sessions were held to handle payroll (Web-Time Entry) in the new ERP. Payroll staff began using the test environment to set up and configure payroll for the College.

## Student

The student module provides a comprehensive student information system that caters to the needs of prospective students, enrolled students, faculty, and staff with secure access anytime from anywhere. Some of the key benefits include:

- *Administrative capabilities* – A system that provides critical information to support: recruitment and admissions, registration and enrollment, academic records and results processing, accounts receivable, course catalog, class scheduling, advising, degree audit and program planning.
- *Self-service for students* – Provides students with a portal to apply for admission, register for classes, view schedules and check grades.
- *Self-service for faculty and advisors* – Faculty and advisors can access key information including course rosters, grades, and student contact details. Instructors and advisors can review an advisee's educational progress, assess a student's current course load and work through next steps to support them.

In July 2021, sessions were held to establish security matrices that covered student, staff, and faculty records as well as catalogs and schedules. As an outcome of these engagements, security was defined for security groups, classes, and objects for the new system.

In August and September 2021, training was held for student records, compliance monitoring and registration management and the first round of data migration into the new system was completed for student records.

In November and December 2021, additional student record related data validations for information being moved from the legacy to the new ERP system were completed that included: Overall and Holds (student test scores, GPA information and student account hold data).

In January and February 2022, General Person – Student and General Student data were migrated as part of the second round of data migrations. Admissions staff were trained on the Quick Admit process to admit students in the new ERP system.

In March and April 2022, additional student records including General Student and Academic History, were migrated into the production environment of the new ERP system. End-to-end testing was conducted across cross-functional areas in readiness for the student module go-live. Training sessions that involved faculty and advisors in Banner, scheduling and registration, student self-service, CRM Recruit and WDCE Courses Registration were held. Fall 2022 course schedules were built in the new ERP system and data mapping for student registration were defined.

In May and June 2022, two rounds of Fall 2022 data migration were held in preparation for the go-live of the student module. The second round of Overall and Holds data migration into the new system was also completed during this time.

In July 2022, the Fall 2022 registration data was migrated into the production ERP and all student-facing offices began using Ellucian Banner for their day-to-day operations.

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CRM Recruit

Ellucian CRM Recruit is a comprehensive admission system that supports the entire recruiting and admissions lifecycle. It will fully integrate with Banner and allow the admissions teams to manage recruitment and enrollment functions, facilitate engagement with students, and track enrollment goals. The first phase of the CRM Recruit implementation was completed in August 2022, with the introduction of a new integrated online admission application. The second phase saw the completion of the implementation, including prospect management and communications management, and went live in November 2022.

Ellucian Experience

Ellucian Experience is a personalized dashboard for students, faculty, staff, and administrators that aggregates content from multiple systems, and presents that information in a responsive web application. The Experience platform is tailored to the individual's role(s) at BCCC – students, faculty, staff, and/or administrators.

**Finance**

The Finance module supports the effective management of funds, assets, grants, and endowments while creating and administering equitable budgets across the institution. Some of the key things this module enables include:

- *Supporting administrative capabilities* – Helps users with their day-to-day administrative work from creating requisitions to final purchase order generation, budget monitoring and reviewing actual spending.
- *Timely results with reliable data* – The system provides an integrated foundation for consolidating transactions and reporting. It allows secure mobile access to financial information at any time from any location. It also saves staff time by providing higher education regulatory reports for financial statements such as GASB (Government Accounting Standards Board).
- *Self Service for administrators* – A self-service application allows staff to get information they need based on their roles, with features that include: My Finance Query, My Requisitions and My Journals, which provide personalized views of financial information to users.

In December 2021 and January 2022, activity code mappings were completed by the Finance Team and further development work was done on the financial integrations. Additional training sessions were scheduled and held that covered the general ledger, chart of accounts, financial operations, purchasing and procurement and accounts payable.

In February and March 2022, training sessions were held that covered budget management, financial detail codes and general ledger configuration. In April and May 2022, work was done to update and complete detail codes, data mappings, rule mappings and indexes. Additional work was conducted to finalize the Finance Module security setup in the new ERP system.

In June and July 2022, collaborative work was done with the State Department of IT (DoIT) to test FMIS related integrations. The Finance office began using Banner for day-to-day operations in July 2022.

In October 2022, the Finance team reported a defect in the finance Banner module that was causing incorrect information to post to the general ledger. The Finance team worked with ITS and Ellucian to complete validation of the corrected interface and data in December 2022. The finance team completed processing the backlog of

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financial applications from the state's FMIS system into Banner and now Finance and ITS are working on finalizing the interfaces that move data from Banner to FMIS.

### Student Accounting

The new ERP lays a foundation for unifying campus-wide payments by bringing together constituents in a single platform.  Students have a payment portal (TouchNet) that allows them to:

- *View Statements*
- *Make Payments*
- *Enroll in Payment Plans*
- *Enroll in Electronic Refunds/Direct Deposits*

In July and August 2021, fee assessment was configured in the new ERP, TouchNet cashiering and advisor working sessions were held. In September and October 2021, student accounting data was validated, and training sessions were conducted for the student accounting team. In November and December 2021, detail codes and fee assessment were submitted for students.  Detail codes and fee assessments must be established before students can be assessed fees in the new ERP system.

In January and February 2022, overview, review, and training sessions were conducted that covered student accounting.  Additional configuration of AR, General Ledger and Financial Detail was done. In March and April 2022, end-to-end testing was conducted and additional training sessions on student accounting were held.

In May and June 2022, cross-functional end-to-end testing sessions were held, and additional work was done to setup and configure student accounts.  Work was also done with General Accounting and Budget team members to complete student accounting detail codes.

Student Accounting went live in August 2022 after additional extensive validation of student account information and verification that account balances were correct first in a non-production environment, and fees were only assessed for students after fee assessment was conducted in an audit mode and information on student balances was verified.

### Payroll

BCCC is using the new time and attendance system in Banner called Web Time Entry which went live on December 14, 2022 for all PIN faculty and staff. This new system enhances the process of time entry and leave balance tracking for employees as well as the approval process for supervisors with the option to enter time and leave on mobile devices.

To support staff during the transition HR and Payroll offices created a training schedule for staff and supervisors to receive hands-on, in-person training between December 8, 2022 and January 13, 2023. The training schedule is in the table below. In addition to training sessions, HR will have office hours every day starting the week of December 12th to answer Web Time Entry questions and assist with ensuring staff and supervisors are informed and feel comfortable with the transition.

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**HR and Payroll Web Time Entry Training Schedule**

| Dates | Time and Location |
|---|---|
| Thursday, December 8th | 2 pm in Main Building: Room 224 |
| Friday, December 9th | 10 am in Main Building: Room 224 |
| Monday, December 12th | 10 am in Main Building: Room 224 |
| Tuesday, December 13th | 2PM Main Building: Room 224<br>HR Office Hours (all day)<br>Q&A Session @ noon (virtual) |
| Wednesday, December 14th | 10 am in Main Building: Room 224 |
| Thursday, December 15th | 2 pm Main Building: Room 224 |
| Friday, December 16th | 10 am Main Building: Room 224 |
| Wednesday, January 4th | 10 am Main Building: Room 224 |
| Thursday, January 5th | 2 pm Main Building: Room 224 |
| Friday, January 6th | 10 am Main Building: Room 224 |
| Monday, January 9th | 10am & 2pm in Main Building: Room 224 |
| Tuesday, January 10th | 10am & 2pm in Main Building: Room 224 |
| Wednesday, January 11th | 10am & 2pm in Main Building: Room 224 |
| Thursday, January 12th | 10am & 2pm in Main Building: Room 224 |
| Friday, January 13th | 10am & 2pm in Main Building: Room 224 |

Key activities being done to prepare for the use of the new Web Time Entry system include:
- Employee leave information has been migrated from the legacy system MDTime into Banner on December 8. This migrated data has been validated by Payroll staff before it is used in Banner.
- Reports for the Payroll team have been developed in Argos the reporting system in Banner to support day-to-day operations.

**Data Migration**

Chart 2: Key ERP Data Migration Steps



Data extracted out of legacy system → Data imported into new ERP → Validation of imported records

A key part of the ERP implementation involved migrating data from the legacy system into the new Banner systems. The cross-functional teams involved in this work included data owners from different areas, namely, student, student accounting, financial aid, finance, HR, IT, and expert consultants from the vendor. First, crosswalks were developed by matching key fields from the legacy and new ERP systems. Data was then

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extracted out of the legacy system and imported into a non-production version of the new ERP system. An extensive validation process took place that involved multiple rounds of importing data into test environments. As part of this process, data owners across different areas identified and corrected errors in multiple rounds of validation before the data was loaded into the production ERP system.

The table below shows key files that were validated as part of the data migration process.

Table 1: Key ERP Data Migration Files

| File | Module | Round 1 | Round 2 | Final (Production) |
|------|--------|---------|---------|--------------------|
| General Person – Student | Student | 9/20/2021 | 1/31/2022 | 02/25/2022 |
| General Person – Employees | HR | 09/20/2021 | 03/14/2022 | 04/01/2022 |
| General Student | Student | 06/14/2021 | 02/28/2022 | 03/25/2022 |
| Overall & Holds | Student | 06/28/2021 | 05/18/2022 | 05/27/2022 |
| Academic History | Student | 06/14/2021 | 03/07/2022 | 03/25/2022 |
| Accounts Receivable | Student Accounting | 08/16/2021 | 06/27/2022 | 07/05/2022 |
| Fall 22 Registration | Student | 04/29/2022 | 05/27/2022 | 07/05/2022 |
| Financial Aid | Financial Aid | 05/24/2021 | 10/25/2021 | 02/25/2022 |
| Employee Leave Balances | Payroll | 11/7/2022 | N/A | 12/13/2022 |

Note: Some files went through additional rounds of data validation beyond what is show in table 1: Key ERP Data Migration Files.

**Training and Support**

As part of the ERP Implementation process, functional areas and IT worked closely with vendor consultants to get the configurations for the different system components finalized ahead of the modules going live. Some key things that were done included:

- Resources – Quick start guides, how-to-videos and self-service portals were made available to students, faculty, and staff (sample documentation is included in Appendix A: Introducing Banner Self-Service Portal for Faculty, Appendix B: Banner Self Service Cheat Sheet for Faculty, Appendix C: Attendance Tracking in Banner for Faculty and Appendix D: New Panther Portal for Students)
- Training – Training sessions were held for faculty and staff. (Appendix E: President's Forum IT Update, May 2022 includes overview information provided ahead of training sessions for faculty and staff)
- Pop-Up Sessions - Additional opportunities for internal stakeholders to bring forward any ERP related questions and challenges
- Support – Regular meetings between the College leadership and the ERP vendor as part of the implementation; vendor expert consultants provide consultants with support along with the product support team

Table 2: Training Sessions

| Training Period | Title of Training |
|-----------------|-------------------|
| Week of July 5, 2021 | Training on Positions |
| | Catalog Entry Training Session 2 |
| Week of July 19, 2021 | Security Training / Discussion |

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| Training Period | Title of Training |
|---|---|
| Week of August 2 ,2021 | Training of Leaves |
| | BCCC: Advanced Form Fusion Training |
| Week of August 9, 2021 | Config SS Training |
| Week of August 30, 2021 | Financial Aid Validation |
| Week of September 6, 2021 | Banner Financial Aid Training Data Load / Tracking |
| | BCCC Fee Assessment Student AR Training |
| | Configure / Train Student Records Management |
| Week of September 13, 2021 | Training Period Budgeting / Packaging |
| | Life Cycle of an Employee Training |
| Week of September 20, 2021 | Follow Up Training COD, Pell, and Disbursement |
| Week of September 27, 2021 | Follow Up Training Student Employment |
| Week of October 4, 2021 | Follow Up Training Student Employment |
| | Follow Up Training R2T4 |
| Week of October 11, 2021 | Follow Up Training (Pop SELS) |
| Week of October 18, 2021 | Banner Overview Training |
| | Banner Payroll Training and Simulation |
| Week of October 25, 2021 | Academic History Validation Training |
| Week of November 8, 2021 | Banner Overview Training Staff |
| | Follow Up Training SAP |
| | Follow Up Training R2T4 |
| Week of November 22, 2021 | Banner Training |
| Week of November 29, 2021 | Quick Admit Working Session |
| Week of December 13, 2021 | BCCC Accounts Receivable |
| Week of January 10, 2022 | BCCC AR Training |
| | Banner Overview Training |
| | BCCC AR Training and Review |
| | Data Migration and Banner Training |
| | General Person Data Validation Training |
| Week of January 17, 2022 | Banner Staff Training (Banner Overview) |
| | BCCC - Theme Editor Training |
| | Data Migration and Banner Training |
| | BCCC AR Training |
| Week of January 24, 2022 | Banner Staff Training |
| | BCCC AR Training |
| | Banner Staff Training (Banner Overview) |
| | Banner Training and Bookstore Credit Process |

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| Training Period | Title of Training |
|---|---|
| | Data Migration and Banner Training |
| | Pre-Data Meeting for General Student Validation Testing |
| Week of January 31, 2022 | Banner Staff Training |
| | Finance Operations Re-Training |
| | General Student Data Validation Training |
| Week of February 7, 2022 | Receiving Re-Training |
| | Accounts Payable Re-Training |
| | Academic History Data Validation Training |
| Week of February 14, 2022 | Budget Management Re-Training |
| | Quick Admit Training Session |
| | Academic History Data Validation Training |
| | Schedule Module Training Session |
| | General Student Module Training Session |
| Week of February 21, 2022 | General Person Student Production Data Validation Training |
| | BCCC AR training (reschedule of 3/22) |
| | Banner Overview and Access Information (Accounting Team) |
| Week of February 28, 2022 | Finance General Ledger & COA Re-Training Session |
| | Student: End-to-End Testing Schedule Review |
| Week of March 7, 2022 | Banner Finance Simulation Testing (Accounts Payable) |
| | Banner Finance Simulation Testing (Receiving) |
| | Banner Finance Simulation Testing (Procurement & Purchasing) |
| | Banner Finance Simulation Testing (General Ledger) |
| | Banner Finance Simulation Testing (Budget) |
| Week of March 14, 2022 | Student Accounting: Banner AR E2E Follow Up and Training |
| Week of March 21, 2022 | BCCC AR E2E Follow Up and Training |
| | BCCC: CRM Recruit Overview |
| Week of March 28, 2022 | BCCC Student AR Training |
| Week of April 4, 2022 | BCCC AR Consulting, AR Validation and Training |
| Week of April 11, 2022 | Banner Finance: Update of AR Detail Codes |
| | BCCC Student AR Post End-to-End Review and AR Training |
| | Banner Finance: Rule Mapping & Index Creation |
| | Banner Finance: Transaction Security |
| | Banner Finance: Requisitioner Mapping |
| Week of May 2, 2022 | Student: End-to-End Testing |
| Week of May 16, 2022 | An Overview of Banner Self-Service for Faculty |
| | Fall Registration Migration Data Validation Training |

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| Training Period | Title of Training |
|---|---|
| Week of June 6, 2022 | Web Time Entry Demo |
| | BCCC AR Training and GO LIVE PROD Prep |
| | Banner: Faculty/Advisor Self-Service Meeting |
| | Baltimore City Community College - Curriculum Management - ILP Functional Consulting - Ethos Validation |
| | Quick Admit Review SOP |
| | Banner: Student Self-Service Meeting |
| Week of June 13, 2022 | BCCC AR training and GO LIVE PROD Prep |
| | Fall 2022 Registration Data Validation Training (Session 1) |
| | Ellucian/BCCC Banner SaaS Scenario/Simulation Working Session |
| Week of June 21, 2022 | CRM Recruit Discovery Working Session |
| | BCCC AR Training and GO LIVE PROD Prep |
| | CRM Recruit Team: Accessing the On-Demand Training |
| | CRM Recruit Discovery Working Session (Part II) |
| | BCCC AR Cashier Training |
| | CRM Recruit Discovery Working Session (Part III) |
| Week of June 27, 2022 | BCCC AR training and GO LIVE PROD Prep |
| | Banner Branding Discussion |
| Week of July 4, 2022 | Fall 2022 Registration Production Data Validation Training |
| | BCCC:  Records & Registration Training |
| | BCCC: Training for IR Team |
| | Block: BCCC Institutional Research Reporting Training |
| | Banner Registration Training w/ Linda Bloom |
| | BCCC: Training for IR Team |
| | BCCC CRM Recruit Discussion and IR Reporting Training |
| | CRM Recruit Overview/Navigation/Security and System Administration |
| | Banner Admissions & Advising Training |
| Week of July 11, 2022 | Banner Reporting Training |
| | Banner: Admissions/Advising Training |
| | Banner Requisition Training |
| | Academic Affairs Training |
| Week of August 1, 2022 | Academic Affairs Training |
| | Ellucian/Banner Training (Deans, Associate Deans, E-Learning) |
| Week of August 8, 2022 | Banner Faculty Self-Service Training |
| Week of August 15, 2022 | Student Profile Banner Training for Advisors |

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| Training Period | Title of Training |
|---|---|
|  | Faculty Self Service Training- Pop- Ups* |
| Week of August 22, 2022 | BCCC-- Faculty Training |
|  | Faculty Self Service Training- Pop- Ups |
| Week of August 29, 2022 | Faculty Self Service Training- Pop- Ups |
| Week of September 1, 2022 | Faculty Self Service Training- Pop- Ups |
| Week of September 5, 2022 | Faculty Self Service Training- Pop- Ups |
| Week of September 12, 2022 | Faculty Self Service Training- Pop- Ups |
| Week of September 19, 2022 | Faculty Self Service Training- Pop- Ups |
| Week of September 26, 2002 | Faculty Self Service Training- Pop- Ups |
| Week of October 3, 2022 | Degree Works Technical Training |
|  | Faculty Self Service Training- Pop- Ups |
| Week of October 10, 2022 | CRM Recruit Training |
|  | Faculty Self Service Training- Pop- Ups |
| Week of October 17, 2022 | Ellucian Experience Training |
|  | CRM Recruit Training |
| Week of October 24, 2022 | CRM Recruit Training |
|  | Payroll (Webtime) Training |
| Week of October 31, 2022 | CRM Recruit Training |
|  | eTranscripts Training |
|  | Payroll Training |
| Week of November 7, 2022 | CRM Recruit Training |
|  | Research Accounting (Grants Management) Review |
| Week of November 14, 2022 | CRM Recruit Post Go-Live Support |
| Week of November 21, 2022 | CRM Recruit Post Go-Live Support |
| Week of November 28, 2022 | CRM Recruit Post Go-Live Support |
| Week of December 5, 2022 | CRM Recruit Post Go-Live Support |
| Week of December 12, 2022 | Research Accounting Grants Consulting Sessions |
| Week of December 19, 2022 | CRM Recruit Post Go-Live Support |

\* Pop-ups provide staff with opportunities to join sessions where they can bring their questions, review training content and have any issues investigated and resolved.

**Implementation Roadmap**

The ERP Implementation includes multiple interrelated modules. The College has gone live with the core modules, Financial Aid, HR, Student, Finance and Student Accounting. There are additional components that are part of the implementation process that will continue for the next several months.

Table 3: ERP Implementation Upcoming Work

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| Period | System | Implementation Phase |
|--------|--------|---------------------|
| 2023 Q1 | eTranscripts | Design and Configuration |
| 2023 Q1 | Degree Works | Design and Configuration |
| 2023 Q2 | Ellucian Analytics | Design and Configuration |

Ellucian Degree Works

Ellucian Degree Works is an academic advising and degree audit tool that provides students easy access to their academic path and helping them understand degree requirements and next steps to graduation. It allows advisors and tutors to target students in need of assistance and help them maintain progress.

Ellucian Analytics

Ellucian Analytics is a business intelligence platform that will enable BCCC to convert meaningful data from across systems into actionable decisions. It unifies and leverages data to drive student success, institutional growth, and operational efficiency.

2) **WIDE AREA NETWORK**

Wide Area Network (Internet) - The College maintains a goal of developing full internet redundancy to the main campus at Liberty Heights. The new Chief Information Officer has resumed discussions with the State's Department of Information Technology on this initiative and will be reconvening in Q1 2023 with key stakeholders involved in the prior plan that was brought forward to determine options available to develop internet redundancy at the College that included a second fiber loop on the western side of the campus.

Figure 1: Internet Circuit at Liberty Heights

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## 3) SAFEGUARDING STUDENT DATA

The new Banner ERP system does not use Personally Identifiable Information (PII) as a key identifier, but instead uses system generated Banner IDs that will reduce the use of PII within the College. The new ERP system uses industry standard security provisions to safeguard all data including PII both in transit and at rest. In addition to this, the College continues to use Proof Point PII scanning software that allows the information technology department to identify where PII is inappropriately stored on computers and on the network.

## 4) UPGRADING THE COLLEGE'S DATA CENTER

The College's current data center needs an upgrade to modernize and secure infrastructure for critical applications, reduce risk of outages and failures, simplify management and operations, and create opportunities for disaster recovery. The upgrade is taking place in two phases:
- Data Center Refresh (Phase 1) was approved by the Board of Trustees in October 2022 and is currently underway. The expected completion date is Spring 2023. It includes updating servers and storage that are over 10-years-old to ensure reliability and increase cybersecurity protection.
- Planning for Disaster Recovery and Business Continuity (Phase 2) will be started in late spring/summer 2023 and will create additional redundancy and enhance the speed of recovery from a disaster. ITS is exploring modern *Disaster Recovery as a Service* options (DRaaS) and will present a proposed solution to the President and Board for funding and approval.

## 5) CYBERSECURITY ENHANCEMENTS

In addition to addressing PII and modernizing the data center, there are several other IT security initiatives that the College is undertaking to protect institutional, student, faculty, and staff data:

- Continued use of Multi-factor Authentication for privileged account users to prevent the unauthorized use of user accounts with plans underway to expand the use of this technology across the entire campus
- Upgrade of all servers and desktop computers, where applicable, to ensure the latest operating systems and security patches are in place.
- Inventory and assessment of all software used by the College to ensure there are current support and maintenance agreements and that the latest updates and security patches are installed.
- Review of an external security assessment performed in FY 2022 in conjunction with the State of Maryland to determine the College's current security state, any existing gaps and recommendations that could enhance security moving forward.

## 6) SECURITY CAMERA AND DOOR ACCESS

In February 2022, the College kicked off a project to replace the security camera and access control systems. The College's then current camera system had 250 low-resolution mostly analog cameras, approximately 80 percent of which did not work, and ran on an outdated operating system. The access control also did not work in part.
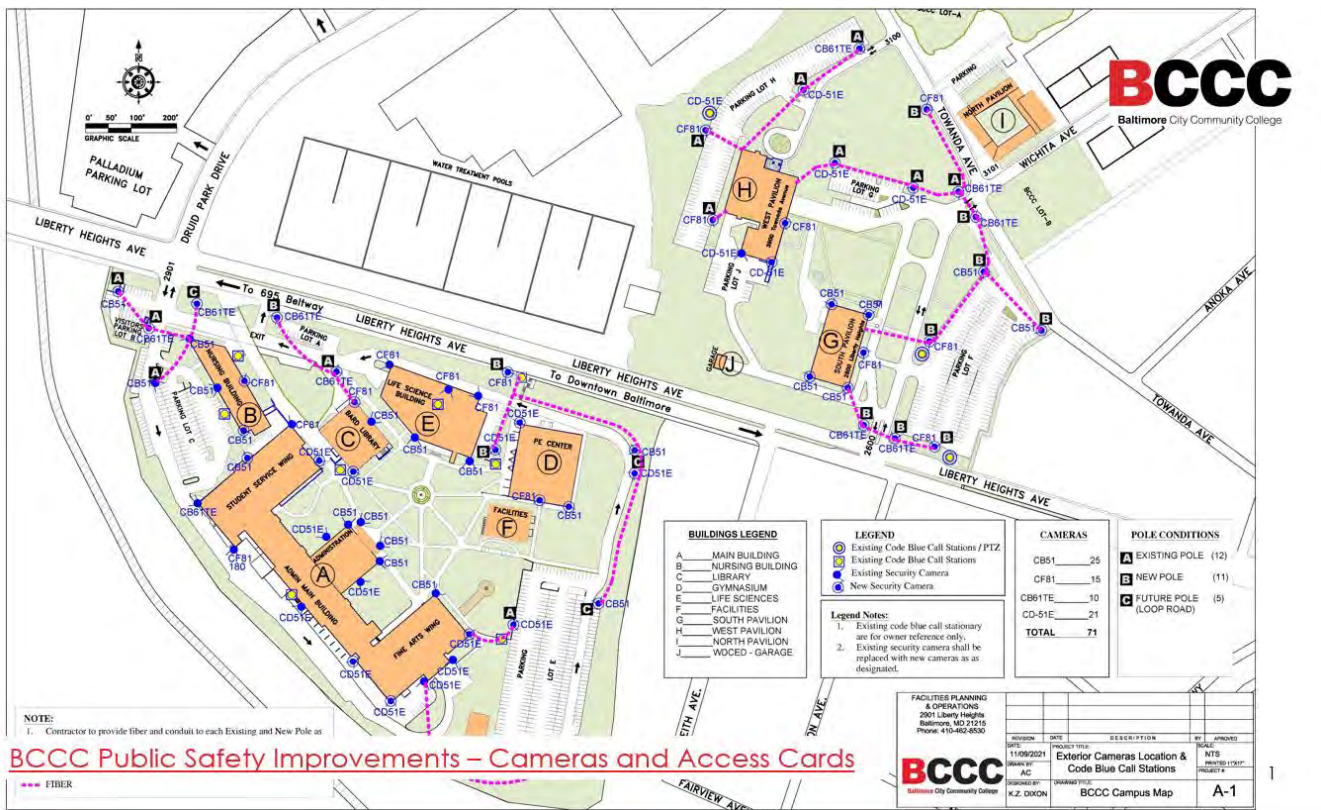
## Baltimore City Community College
*Realignment Tasks Update*
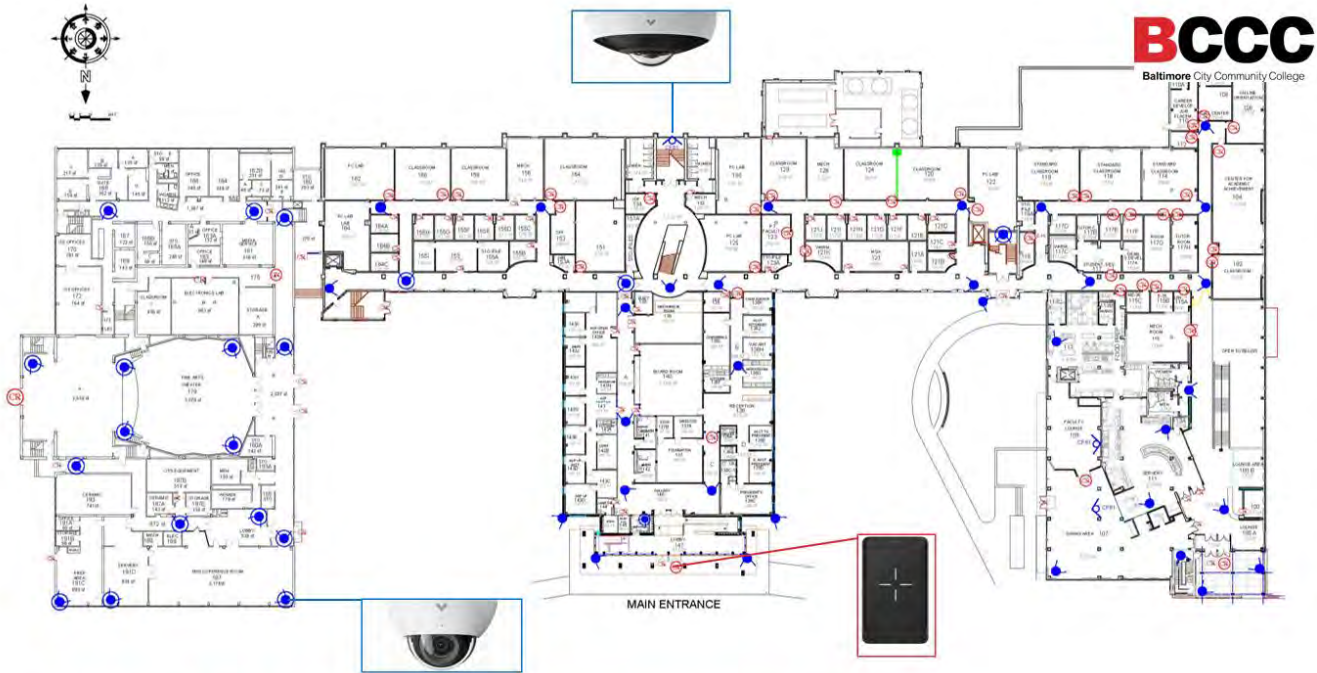### Joint Chairmen's Report, December 2022
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The new project included approximately 459 cameras and 750 electronically controlled doors. The Camera and Access Card Project presentation below was given to the Board of Trustees:

The new system is a modern enterprise solution that includes:
- Cloud-based storage with unlimited storage for archived footage
- Analytics for facial recognition, license plate recognition, and vehicle make, model and color recognition.
- Automatic firmware/software updates.
- Replacement devices 10-year product warranty.
- COVID related functions for contact tracing and heat mapping (when too many people are gathered in an area with no social distancing).
- No annual fee.
- Two-year warranty on installation and workmanship.
- Free overnight replacement of a camera if it goes down.
- 24-hour support training.



BCCC Public Safety Improvements – Cameras and Access Cards

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**BCCC Public Safety Improvements – Cameras and Access Cards**

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**BCCC Cameras and Access Control**

Campus-wide Camera installation schedule:
- Main Building:  May 9th – 20th
- Nursing Building: May 23rd – May 27th
- Life Science Building: May 30th – June 10th
- Physical Education Center, Bard Library, and Facilities: June 6th – June 10th
- West Pavilion and South Pavilion: June 13th – June 17th
- Reisterstown, Harbor, and Bio Park: June 20th – June 24th



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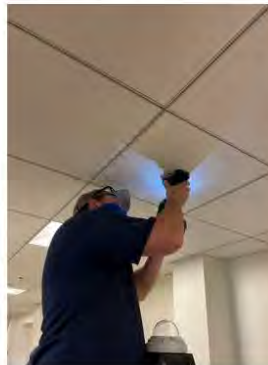## REALIGNMENT TASK #10

### *"Develop or sell all unused or underutilized real estate, including the Inner Harbor Site."*
*Office of the President*

The FY22 Capital Budget included $7.4 Million for demolition of the Bard Building (referred to in the realignment legislation as "the inner Harbor site"). The College and the Maryland Department of General Services ("DGS") are working together to demolish the building and convert the building site into green space in the short term. The long-term plan, when market conditions permit, is to redevelop the property for the College's use as the Harbor Campus.

Plans for the site are proceeding. In December, 2022, the College held a virtual meeting to inform neighbors (members of the Downtown partnership) about the plans for the space, show architectural renderings of the proposed short-term development, and answer questions. The demolition and green space construction are due to be completed in May, 2024.

Exhibit:        10.1 Bard Green Space Rendering

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## Realignment Task #11
**"Identify barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects."**
*Office of the President*

Following a concerted effort by the College, the Maryland General Assembly enacted legislation that took effect on July 1, 2021 and granted BCCC independent procurement authority. While the Board of Public Works still must approve contracts for capital improvements and services of more than $500,000, the law gave the College independent procurement authority with respect to capital improvement and services contracts of less than $500,000 and over all supply and commodities contracts.

This authority is similar to the delegation given to the University System of Maryland, Morgan State University, and St. Mary's College of Maryland. Specified provisions in State procurement law that apply to other State higher education institutions continue to apply to BCCC, most notably provisions governing the State's Minority Business Enterprise program.

The new procurement legislation provided that subject to the review and approval of the Board of Public Works (BPW) and the Joint Committee on Administrative, Executive, and Legislative Review, the BCCC board of trustees was required to develop policies and procedures governing procurement by the college, including conflict of interest issues. The policies and procedures also had to promote the purposes of State procurement law. The board of trustees also was required to develop an IT plan that included IT policies and standards that are functionally compatible with the statewide IT master plan and BCCC's strategic plan.

In keeping with that requirement, the College drafted and the BCCC board of trustees adopted Procurement Policies and Procedures that (among other things) provide as follows:

- contracts with a value of $100,000 or less must be reviewed and approved by the president of BCCC or the president's designee; and
- contracts with a value of more than $100,000 but no more than $500,000 must be approved by the BCCC board of trustees; and
- BCCC's capital improvement and service contracts that are equal to or more than $500,000 are subject to review and approval by the BPW.

In addition, although the law terminated the authority of the Maryland State Board of Contract Appeals over contract claims related to BCCC contracts for any contracts awarded on or after July 1, 2021, unless the BCCC board of trustees elected otherwise, the BOT voted to restore the authority of the Board of Contract Appeals.

The 120-page Procurement Policies and Procedures Manual (attached) has now received all necessary approvals and governs procurement processes at BCCC.

BCCC is undertaking a wholesale review of other college policies and procedures. Many of BCCC's policies are dated and have not been reviewed in years, sometimes decades. As shown on the attached document (labeled "Policies"), the college's current policies have been divided by program area (Human Resources, Public Safety and Facilities, Academic Affairs, Financial Affairs, Student Affairs, Information Technology, Internal Audit, Workforce Development, General Counsel, Advancement, President's Office, and Other). The existing policies

have been distributed to the cabinet member responsible for each area with instructions to review and update the existing policy and to identify other policies that are needed in that area but do not yet exist.

With the participation of employees involved in their implementation, existing policies will be revised and new policies will be drafted to address the college's needs.  All proposed policies will be distributed campus wide for comments before they are presented to the BCCC Board of Trustees for approval.

Exhibits:       11.1 Procurement Policies and Procedures Manual
                11.2 Policies document

![BCCC logo]

# Baltimore City Community College
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## Realignment Task #12
**The Board of Trustees shall review, and if necessary, revise the BCCC strategic plan.**
*President & Cabinet*

**Strategic Planning**

**Drafting the College's Strategic Plan with Stakeholders**
The following draft of the College's strategic priorities, goals, and objectives was drafted with input from faculty and staff, provided during the "Strategic Planning Sessions" that concluded in winter 2022. A final Strategic Plan has been re-scheduled to align with the College's Middle States Commission on Higher Education Commission (MSCHE) Reaffirmation of Accreditation 2023-2024 Self-Study. See the attached BCCC MSCHE Self-Study Design (SSD) which outlines the realignment of the Strategic Plan with the Self-Study. The SSD was developed by a committee of faculty and staff, reviewed with the Board of Trustees in fall 2022, and approved by MSCHE.



*Goal 1: BCCC will reimagine its degree and certificate-granting programs to better respond to the interests, motivations, and intentions of students, the needs of the workforce, and the challenges and opportunities of the city of Baltimore.*

*Objectives:*

1. *Expand academic programs in areas of emerging or rising demand and importance to students, employers, and the City of Baltimore.*

   *Action Steps:*

   - *Through a consistent process of program review and prioritization, create, expand, or terminate programs in response to current and reliably predicted trends, shifts, or disruptions in the local and regional workforce.*

   - *Augment and claim expertise in key emerging areas (e.g., cybersecurity, medicinal chemistry, environment and climate change, gaming, and pandemic preparedness).*

   - *Enhance existing and develop new paraprofessional programs that respond to increasing demand and social trends in the community (e.g., education, nursing, social work).*

   - *Expand dual degree programs.*

   - *Invest in online programs that blend high quality, high touch, and responsiveness to emerging needs.*

2. *Better articulate, connect, and integrate degree and certificate granting programs to support student success, enable students to pursue new pathways, and make BCCC the community college of choice in the region.*

   *Action Steps:*

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- *Expand programs that create clear pathways toward a degree (e.g., Baltimore Police Academy and criminal justice, early childhood education).*
- *Create certifications, concentrations, or "badges" that document additional hands-on learning and provide beneficial and practical credentials for students.*
- *Develop interdisciplinary teams among workforce and continuing education staff to implement new collaborations that benefit both students and employers.*
- *Broaden workforce advisory boards to better represent the College as a whole and leverage the skills, knowledge, and expertise available within the BCCC workforce.*
- *Use visual and video technologies, including the voices of peers and alumni, to introduce students to program pathways and show them what skills they will need and what success would look like in their fields of interest.*

3. *Meet students "where they are" (accept different starting points) and prepare them with the skills and resources necessary to build a successful foundation for their future.*

   *Action Steps:*

   - *Establish sustainable pipelines with local school districts.*
   - *Offer dual education in basic skills to provide extra support to students while completing a training program.*
   - *Build remediation into the curriculum (e.g., a writing assignment across all courses, tailored to the discipline).*
   - *Revamp the Pre-100 orientation class to include shared competencies, skills, and learning outcomes.*
   - *Improve access to basic learning materials and requirements, such as laptops, textbooks, and e-resources.*
   - *Implement Spanish-speaking services across departments and expanded translation services online to better serve an increasingly diverse community.*
   - *Implement consistent training about DEI issues and difficult dialogues about difference, both in and out of the classroom.*

4. *Modernize teaching and learning through expanded professional development, training, and resources for all instructors.*

   *Action Steps:*

   - *Encourage and support faculty development (e.g., inclusive pedagogy, interactive and experiential learning) to ensure that students are well-served, well-prepared, and competitive in their workforce and educational pursuits.*
   - *Tailor faculty development to the needs of each faculty member and department.*
   - *Expand support for e-learning and clinical simulations.*
   - *Provide, utilize and record virtual training and professional development sessions to increase all instructors' access to trainings and resources.*

*Goal 2: BCCC will become a more student-centered institution that provides increasingly responsive programs and services, a seamless student experience, and consistent support for students from enrollment to completion and career.*

*Objectives:*

1. *Comprehensively support student persistence and completion by collaborating across departments and collectively identifying and removing barriers to student success.*

   *Action Steps:*

   - *Implement changes as necessary in all student-facing programs to eliminate schedule or policy conflicts, clarify roles and responsibilities, and create collaborative solutions that improve the student experience.*
   - *Hold departments accountable for effective communication and collaboration to ensure student support services are well integrated and effectively delivered.*

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- *Implement a collective, collaborative calendar and workflow so offices can provide students the programs and support they need throughout the academic year.*
- *Extend time to completion for selected intensive programs.*
- *Partner with community daycare to improve access and flexibility for BCCC students.*
- *Improve coordination of the Mayor's Scholar Program (MSP).*

2. *Revise orientation, advising, and mentoring programs to increase students' opportunities to connect with programs of potential interest and receive high-touch guidance and support.*

   *Action Steps:*
   - *Implement a comprehensive student orientation experience that exposes students to program(s) of interest and introduces essential student resources.*
   - *Expand access to virtual, electronic, or recorded content that helps highlight resources available and provides greater access and flexibility to all students.*
   - *Reinstate a "passport" mentoring program that connects every student to a faculty (or staff or peer) mentor.*
   - *Bolster academic and personal advising to support students who choose to transition to a four-year institution.*
   - *Form a cadre of volunteers from local organizations who might serve as external mentors to students and introduce them to new opportunities and career fields.*

3. *Improve students' ability to navigate the programs and services provided by the College.*

   *Action Steps:*
   - *Establish a centralized resource, "welcome center," or point of contact for students to access information about essential services such as registration and financial aid.*
   - *Improve communications and signage (virtual and in person) to help students locate and navigate appropriate and available resources.*
   - *Improve the use of technology in serving students, as adopted during the pandemic.*
   - *Create a checklist for entering students to connect them to the appropriate resources during the first few weeks of their enrollment.*

4. *Expand resources, spaces, and experiences that help connect students to one another and to the College and support their sense of belonging, affinity, and community.*

   *Action Steps:*
   - *Create more groups and other opportunities for students to help shape their experience; activate "expired" clubs and organizations, including a campus activities board.*
   - *Use incentives to encourage students' participation in programming and engagement with one another and the BCCC community (e.g., extra credit, learning outcomes); connect student activities to courses.*
   - *Involve students in planning of the future of the College (e.g., a student advisory board, topical focus groups, and/or surveys), including more functions/events where students, faculty, and staff can meet one another outside the classroom or office.*
   - *Embed opportunities for building affinity and connection within the admissions process (e.g., involve student groups in recruitment to introduce prospective students to sources of community); enable students to indicate areas of extracurricular interest on their applications, and connect those students with relevant opportunities and resources prior to matriculation.*
   - *Increase students' access to facilities (e.g., recreation) and create more spaces for socialization, gathering, and meditation, prayer, or reflection.*

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- *Develop an extra-curricular transcript through which students can document participation in clubs and organizations.*

5. *Improve the student employee experience to enhance career readiness.*

    *Action Steps:*

    - *Establish essential learning outcomes and career-ready skills for student workers.*
    - *Train supervisors to create and oversee a*
    - *professional work experience that benefits students at BCCC and in the workforce.*
    - *Expedite the placement of work-study students into work positions.*
    - *Provide bridge funding so that students can continue to work between semesters.*
    - *Create pathways for student workers to apply and earn professional positions at the College.*


*Goal 3: BCCC will become an employer of choice in the City of Baltimore, transforming institutional culture and rewarding and celebrating areas of excellence.*

*Objectives:*

1. *Improve employee retention, satisfaction, and development to achieve a stronger and more stable workforce.*

    *Action Steps:*

    - *Establish a comprehensive and better integrated onboarding process that provides essential information to new employees up front, with gradual sharing of additional information over time.*
    - *Implement a departmental onboarding process that includes orientation about primary relationships, partnerships, and collaboration with other departments at the College.*
    - *Implement formal and informal opportunities for professional development that build upon employees' areas of strength.*
    - *Formulate and implement stronger professional development tracks, including continuing education credits, for non-faculty positions.*
    - *Implement an out-boarding process to learn why employees are leaving and identify potential steps the College might take to improve employee retention.*

2. *Develop a workplace culture of respect, trust, and accountability through comprehensive performance and change management.*

    *Action Steps:*

    - *Implement a system for identifying potential system failures and developing corrective actions across units and/or departments.*
    - *Establish training on basic administrative and technological skills.*
    - *Train managers to develop stronger relationships with employees.*
    - *Improve the accountability of all employees, including managers, through more continuous communication and 360 degree feedback.*
    - *Acknowledge good performance and identify opportunities for improvement and growth for all employees; publicly celebrate high-performing employees.*
    - *Encourage innovation, creativity, and experimentation that improves organizational effectiveness across the institution in all facets of its work.*

3. *Increase the College's capacity to respond nimbly to opportunities and challenges through more deliberate planning and preparation.*

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*Action Steps:*

- *Coordinate more forward-planning discussions across departments to regularize preparation and respond to anticipated needs (e.g., annual contracts).*

- *Institute collaborative teams between admissions and finance to work together on forecasting, goal setting, and identifying and monitoring metrics.*

- *Cross-train employees within departments to ensure continuity and coverage and ensure consistently helpful responses to students.*

- *Ensure consistency in service hours provided by student-facing departments so students can count on most or all services being available at more or less the same times.*

- *Standardize communication—to students, and between offices and programs—to ensure consistency and transparency.*

- *Improve grants administration to better identify and respond to innovative ideas.*

- *Prepare more faculty and staff in grant writing and management.*


*Goal 4: BCCC will establish and strengthen relationships with a diversity of community partners.*

*Objectives:*

1. *Assume a leadership role in convening community partners and providing services that address social issues affecting the community.*

   *Action Steps:*

   - *Resume delivery of selected health-related services in BCCC's areas of expertise to the community (e.g., dentistry, physical therapy).*

   - *Host regular health fairs that connect members of the community to the College's health programs and resources (e.g., CNA program information sessions).*

   - *Convene representatives from programs and services that address key issues affecting the community, including poverty and trauma care.*

   - *Host "Institutional Community Days" to foster or strengthen relationships with community services and broadcast the work of the College.*

   - *Become a location for innovation, experimentation, and educational entrepreneurship initiatives (e.g., food trucks).*

2. *Rebrand the College by more comprehensively communicating its strengths and successes.*

   *Action Steps:*

   - *Improve public-facing features on the website.*

   - *Outreach to vendors and businesses that may work with the College.*

   - *Create more incentives and platforms to showcase alumni journeys and success stories; provide venues for alumni to return to the College (in person or virtually) and share their experiences.*

   - *Expand and strengthen relationships with news outlets and publications in Baltimore to highlight BCCC's value, participation in, and contributions to the community and the state.*


**Institutional Assessment**

Institutional Assessment is the key to explaining what the College is doing to address its performance in the areas measured by the indicators in keeping with the goals of the State Plan. New, current, and planned

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initiatives are discussed as well as external and internal factors. The activities and initiatives the College has underway are equally, if not more, important than whatever progress is shown via the indicators.

Currently, there are 28 institutional performance indicators, and many are broken down further into sub-groups. These indicators are organized by the three goals of the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt* (State Plan) which are Access, Success, and Innovation. Additionally, 11 student characteristics are required to clarify institutional missions and provide context when reviewing the indicators. Each year of the cycle, colleges must update the trend data for the characteristics and indicators with the most recent year's information. The State has since rolled out the 2022 State Plan for Postsecondary Education, which will be used to develop the 2023 PAR.

The indicators and benchmarks make up the heart of the PAR, which has important internal and external uses. Internally, the measures serve as key performance indicators to support the College's strategic planning assessment processes. In 2022, the Office of Institutional Research collaborated with the Finance & Administration division to align the Managing for Results (MFR) measures with the PAR indicators. The 2022 MFR submission to the Department of Budget Management reflected this alignment. Externally, it is a significant MHEC requirement that is compiled into a statewide submission to the Governor's office and, ultimately, can be included in the information utilized in the budget process at the State level.

**Academic Assessment**

**The Working Institutional Assessment Model – Professional Development**
From September 2021 through May 2022, the Office of Assessment evaluated national best practices, exemplar assessment models, assessment practices in Maryland Community Colleges, and assessment practices at BCCC. This led to the development of a working Institutional Assessment Model that, in collaboration with each cabinet area, will facilitate institutional-level assessment at BCCC. The working model was presented to administrative and faculty leadership within the academy.
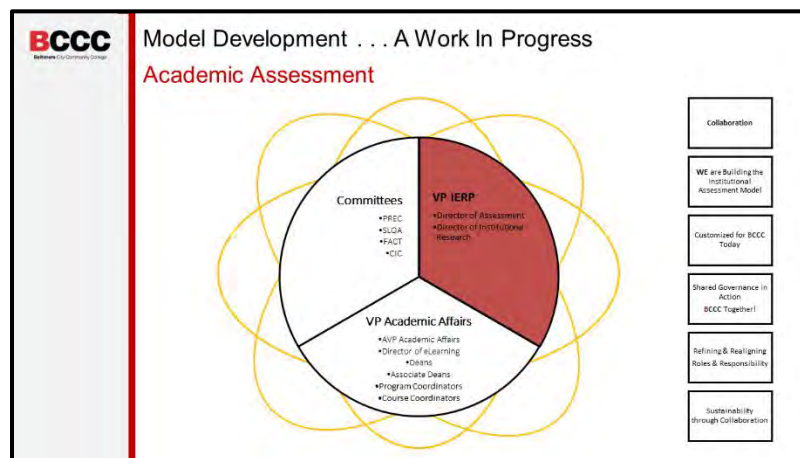


**Assessing the Assessment Process**
The Office of Assessment is meeting with Academic Affairs leadership and faculty committees to continue the development of the working Institutional Assessment Model and establish a working relationship between the

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Office of assessment and academy leadership. These meetings address the following question: What data is needed to support the College's programs? This question is important because it highlights the assessment needs of administrative and faculty leadership which, in turn, allows the Office of Assessment to determine:

1. Whether each school is collecting the necessary program-level data
2. How to best collect the necessary program-level data
3. Strategies for evaluating program-level data

**What's in TracDat? – Professional Development**
The working Institutional Assessment Model presentation spring 2022 was accompanied by a second session that reviewed "What's in TracDat?" This high-level look at the College's assessment application shows how the application is designed to work, how the College is using it, and the opportunities that exist to:

1. amplify current good practices
2. customize the application to meet the College's needs
3. adjust existing practices that don't align with the applications intended structure
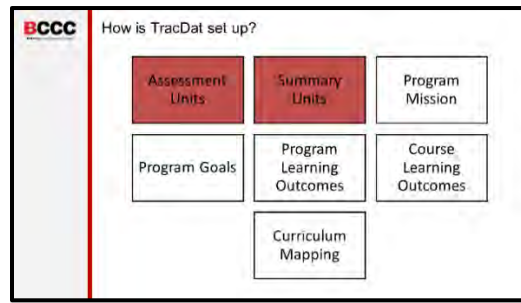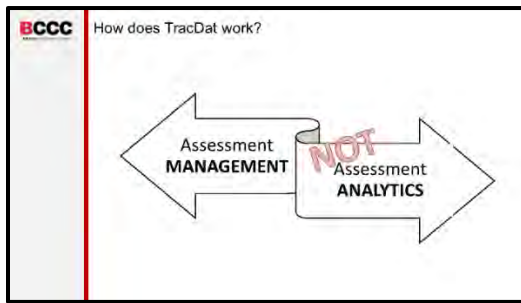


**TracDat Training**
The Offices of Assessment and E-Learning supported the training with technical assistance and participation in Q&A. The training has increased engagement in the TracDat platform. The Office of Assessment has received an increase in requests to update programs and provide technical assistance within the platform. The School of Business, Science, Technology, Engineering & Mathematics (BSTEM) hosted the first of a series of faculty-led peer-to-peer training on the TracDat assessment platform. Faculty facilitated the training by guiding other faculty through the process of submitting course-level learning outcomes data.

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## Institutional Assessment Reporting

### Facilitating the Institutional Reporting Process
The Office of Assessment drafted an Institutional Reporting Instructional Guide that will assist Cabinet areas in the strategic management, oversight, and completion of external reports. The instructional guide also facilitates the outcomes assessment component of reporting, in alignment with the Working Institutional Assessment Model, to ensure the College is critically evaluating initiatives and making data-driven decisions.

## Non-Academic Assessment

### Council for the Advancement of Standards (CAS) in Higher Education
Upon the completion of the 2023 Strategic Plan, the College will expand the institutional assessment model to include a standardized non-academic assessment model, the CAS Standards. These standards guide the operational processes of higher education institutions. Incorporation of non-academic units will position the College to have a holistic assessment model that evaluates the entire student experience, directly impacting institutional performance and planning efforts.

Exhibits:  12.1 BCCC Draft Goals, Objectives & Actions (2021-2022)
12.2 BCCC Middle States Commission on Higher Education Self-Study Design (Nov. 2022)
12.3 - Institutional Assessment Professional Development Presentations (Spring 2022)

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# Baltimore City Community College

Dr. Debra L. McCurdy
President

# Realignment Plan 2022 Update

# Report Exhibits

1.1 Communications (Certificate) – MHEC Approval
1.2 Communications (AA) – MHEC Approval
1.3. ASL Deaf Studies (AAS) – MHEC Approval
1.4 Geoscience (AAS) - BCC Curriculum & Instruction Committee Approval
1.5 Cybersecurity Digital Forensics (AAS) - MHEC Approval
1.6 MATH 112 Course Proposal

3.1 BPD-BCCC Articulation Agreement
3.2 University of Baltimore Law Enforcement Articulation Agreement

4.1 P-TECH Transportation Program Revision
4.2 Transportation program Revisions CIC Approval

5.1: Federal Work-study Webpage, Job Listings, Monthly Report
5.2: JCR Information Technology Plan/ERP Report
5.3: Group Advising Sessions & Near Completers
5.4 – MHEC Performance Accountability Report 2022

6.1 Active Search List
6.2 Professional Development Schedules

10.1 Bard Green Space Rendering

12.1 BCCC Draft Goals, Objectives & Actions
12.2 BCCC Middle States Commission on Higher Education Self-Study Design
12.3 Institutional Assessment Professional Development Presentations

# Cover Sheet for In-State Institutions
# New Program or Substantial Modification to Existing Program

| Institution Submitting Proposal | Baltimore City Community College |
|---|---|

*Each **action** below requires a separate proposal and cover sheet.*

- ◯ New Academic Program ◯ New Area of Concentration
- ◯ New Degree Level Approval
- ◉ New Stand-Alone Certificate ◯ Off Campus Program

- ◯ Substantial Change to a Degree Program
- ◯ Substantial Change to an Area of Concentration
- ◯ Substantial Change to a Certificate Program
- ◯ Cooperative Degree Program
- ◯ Offer Program at Regional Higher Education Center

| Payment Submitted: | ◉ Yes ◯ No | Payment Type: | ◉ R*STARS # R62 ◯ Check # R62 | Payment Amount: | 850.00 | Date Submitted: | 6/17 |
|---|---|---|---|---|---|---|---|

| Department Proposing Program | English, Humanities, Visual and Performing Arts | |
|---|---|---|
| Degree Level and Degree Type | Certificate | |
| Title of Proposed Program | Communications | |
| Total Number of Credits | 21 | |
| Suggested Codes | HEGIS: 66601.00 | CIP: 90100.0000 |
| Program Modality | ◉ On-campus | ◯ Distance Education (*fully online*) |
| Program Resources | ◯ Using Existing Resources | ◉ Requiring New Resources |
| Projected Implementation Date | ◉ Fall ◯ Spring ◯ Summer | Year: 2022 |
| Provide Link to Most Recent Academic Catalog | URL: http://bccc.catalog.acalog.com/ | |

| Preferred Contact for this Proposal | Name: | Dr. Harvey Dorrah |
|---|---|---|
| | Title: | Associate Vice President Academic Affairs |
| | Phone: | (410) 462-7656 |
| | Email: | hdorrah@bccc.edu |

| President/Chief Executive | Type Name: Debra L McCurdy | |
|---|---|---|
| | Signature: *[signature]* | Date: 06/17/2022 |
| | Date of Approval/Endorsement by Governing Board: | 05/18/2022 |

Revised 1/2021

# MHEC

# ACADEMIC PROGRAM PROPOSAL MATERIALS

# PROPOSAL FOR

__**X**__   NEW INSTRUCTIONAL PROGRAM

_____ SUBSTANTIAL  EXPANSION/MAJOR  MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

Baltimore City Community College

_____

Institution Submitting Proposal

Communication               066601               90100

_____

Title of Program, Proposed HEGIS and CIP Codes

English, Humanities, Visual and Performing Arts        Mark T. Conard

_____        _____
Department In Which Program Will         Name of Department Head
Be Located

Certificate                                         Fall 2022

_____        _____
Award to be Offered                              Proposed Initiation Date

_____        President/Chief  Executive Approval
Signature/Date

_____May 18,2022_____Date Endorsed/Approved by Governing Board

_____ Date Received by Secretary of Higher Education

I.      Rationale and Need for the Program

   A.   **Describe the extent to which this program is central to the institutional mission, the planning priorities of the campus, and its relationship to the instructional program emphasis.**

        This new certificate program will enable BCCC to remain competitive with other area community colleges that offer similar programs, including Anne Arundel Community College, Community College of Baltimore County, Howard Community College, Montgomery Community College, Hartford Community College. BCCC is one of only three community colleges in Maryland out of the 16-community college system that does not have a communication program.

   B.   **Describe how this program meets a critical and compelling regional or statewide need as identified in the Maryland state plan.**

   C.   **State the specific local, State, and/or national needs for graduates of the proposed program. Describe job opportunities that are available to persons who complete the program. Provide evidence of market demand through supporting data including results of surveys which have recently been conducted. Present data showing the current and projected supply of graduates from existing programs in the State, if any.**

        Reply for sections B and C: This program is designed to help meet the needs of workforce development and job training needs of Baltimore City and the State of Maryland by providing residents with course work and a certificate program, enabling them to find work in career areas such as journalism, market research, media analysis, film, speechwriter, technical writing, news reporting, public relations, corporate communication.

        According to the Bureau of Labor and Statistics Occupational Outlook Handbook 2021:

           Employment in media and communication occupations is projected to grow 14 percent from 2020 to 2030, faster than the average for all occupations, and will result in about 151,500 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms.

           The median annual wage for media and communication workers (such as announcers, interpreters and translators, and technical writers) was $61,310 in May 2020, which was higher than the median annual wage for all occupations of $41,950.

   D.   **Provide evidence of student interest in the program. What are the projections of program majors full-time and part-time for each of the first five years of the program?**

   E.   **Project the number of graduates for the first five years of the program following**

**the first year of awarding the degrees.**

The following narrative addresses sections "D" and "E" above.

Student interest in the program can be measure by the completion rate of students in certificant programs at the College's partnering institutions. The data below is taken from the Integrated Postsecondary Education Data System (IPEDS). It shows the graduation rates from the 2020 – 2021 academic year.

| Institution | Communications Category Graduates | Rank at the Institution |
|---|---|---|
| Bowie State University | 87/881 (total) | 3rd largest |
| Goucher College | 24/291 (total) | 4th largest |
| Morgan State University | 82/1138 (total) | 4th largest |
| Towson University | 455/4628 (total) | 3rd largest |

The projected student enrollment in the new Communication Program over a five- year period is outlined below:

| Program: Communication Program | | | | | |
|---|---|---|---|---|---|
| Projected # of Majors Over Five Years | | | | | |
| Estimates | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 | Fall 2026 |
| # of Students | 12 | 22 | 32 | 42 | 52 |
| Projected Graduates* | 0 | 5 | 15 | 25 | 36 |
| * Not all Full-Time Students | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |

**F.    If a similar program exists in the State, describe the similarities or differences in the degree to be awarded, the area (s) of specialization, and the specific academic content of the program or course of study.**

Several community colleges were researched in the Maryland area. There were similarities and differences in the programs:

**Anne Arundel Community College (AACC)** AACC offers a certificate in Media Production, which is centered on television production. The current proposed certificate is more broadly focused on the field of communications.

**Community College Baltimore County (CCBC)** – CCBC offers a certificate in Digital Media Production. As with AACC, the current proposed certificate is more broadly focused on the field of communications.

**Howard Community College (HCC)** – HCC offers a certificate in Entertainment

Technology. This program is like AACC's certificate program which is focused on television technology and production. BCCC' proposed certificate program will prepare students for a multiplicity of jobs in the communications field.

**Montgomery Community College (MCC)** – MCC offers three different certificates all in web development and design. Again, the current proposed certificate is more broadly focused on the field of communications.

II.  Course of Study Leading to the proposed certificate

A.  **State the educational objectives of the program.**

Students will develop their writing, speaking and critical thinking skills. The program includes courses in speech and other types of human communication, in addition to courses in media, news writing, reporting, and editing.

B.  **Describe the program, as it would appear in a catalog, including each area of concentration.**

Students will develop their writing, speaking and critical thinking skills. The program includes courses in speech and other types of human communication, in addition to courses in media, news writing, reporting, and editing.

C.  **List the courses (title, number, semester credit hours, and catalog description) that would constitute the requirements and other components of the proposed program. Indicate which are currently offered and which will be new (indicate new courses with an X).**

The following are the proposed courses, course IDs, Category Requirements/Course Pre-requisites for the Communication Certificate Program.

**Certificate Program Outline:**

| 1st Semester | | |
|---|---|---|
| PRE 100 | 1 | Preparation for Academic Achievement |
| ENG 101 | 3 | English Writing |
| SP 101 | 3 | Fundamentals of Speech Communication |
| CLT 100 | 2 | Computer Literacy |
| COM 101* | 3 | Introduction to Mass Media |
| | | |
| | 12 | **Semester Credits** |

| 2nd Semester | | |
|---|---|---|
| | | |
| COM 201* | 3 | Communication for the Modern Workplace |
| SP 201* | 3 | Public Communication: Podcasting |

| | | |
|---|---|---|
| SP 250* | 3 | Interpersonal Communication |
| | | |
| | 9 | **Semester Credits** |
| | | |
| * Indicates New Course | | |
| | | |
| **Total Credits** | **21** | |

The following are the course catalog descriptions for the proposed/new courses for the Communication Certificate Program.

**PRE 100 – PREPARATION FOR ACADEMIC ACHIEVEMENT—**1 credit –15 lecture hours
**Prerequisites**: None

All new, degree- or certificate-seeking students and students entering with fewer than 15 credits are required to complete the College's Orientation course. The purpose of this course is to provide information necessary for academic success in college and to give students knowledge of what to expect in their classes. Students learn strategies that empower them to achieve success.

**ENG 101: ENGLISH WRITING**—3 credits—45 lecture hours
Meets Category V General Education Requirements; D and F Grades are not awarded. A minimum of a C grade is required to pass the class.
**Prerequisites**: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores. Non-native English speakers pursuing an academic certificate or degree take a mandatory sequence of courses in core skill areas (ELI 80W; ELI 80R; ELI 81G; ELI 81W; ELI 82G; and ELI 82W). Successful completion of ELI 82G and ELI 82W courses is required before taking ENG 101. (Details under English Language Instruction).

This course offers classroom instruction and practice in the skills necessary to write effective informative and persuasive essays, to understand the primary principles of scholarly inquiry and research, and to use the conventions of documentation. Students learn to use the conventions of standard written American English to establish a clear purpose in their writing, to develop their purpose with adequate and pertinent evidence, and to adapt their presentations to a range of

audiences. The preparation of regularly scheduled essays is required, as is revision and editing of instructor-evaluated work.

**SP 101: FUNDAMENTALS OF SPEECH COMMUNICATION**—3 credits—45 lecture hours
Meets Category I General Education Requirements.
**Prerequisites**: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Human communication in both a theoretical and an experiential framework is investigated. Areas of study include communication theory, interviewing, and informative and persuasive speaking. Students prepare, and present informative and persuasive speeches based on classic models. Theory, preparation, appropriate form, and delivery are studied and evaluated. Each student is responsible for at least one formal interview and three speeches. Several impromptu speeches may be included.

**CLT 100: COMPUTER LITERACY** –2 credits—30 lecture hours
**Prerequisites**: None
Passing this course with a "C" or better fulfills the College's Computer Literacy Requirement. This hands-on course is recommended for students who need assistance in meeting the College's Computer Literacy Graduation Requirement. Students develop basic computer skills in Windows-based operating systems, word processing, spreadsheet, database management, and presentation graphics.

**(X) COM 101: INTRODUCTION TO MASS MEDIA**—3 credits—45 lecture hours
**Prerequisites**: RENG 92 or Multiple Measures or ACCUPLACER score
Introduction to Mass Media provides students with an introduction to communication theory and practice. The course examines the history of mass media and the reliance of society on media communication. Students will review several types of media including, newspapers and journalism, magazine and book publishing, radio and television broadcasting, motion pictures, music recording, Internet and social media, advertising, and public relations.

**(X)COM 201: COMMUNICATION FOR THE MODERN WORKPLACE**—3 credits—45 lecture hours
**Prerequisites**: COM 101 or ENG 113
This course explores workplace communication through the study of current theories and practices used in business and industries today. Major topics include common business written and presentation formats, use of technology, critical listening, non-verbal communication, conflict resolution strategies, collaborative planning and dynamics, and communication in today's diverse workplace.

**(X)SP 201: PUBLIC COMMUNICATION: PODCASTING**—3 credits—45 lecture hours
**Prerequisites**: SP 101
The course will examine different applications of this novel mode of public communication, by applying contemporary communication theories such as Uncertainty Reduction Theory, (URT), Impression Formation, Culture and Identity Theory and Cognitive Dissonance Theory. In the context of globalization, communication has cut across different cultural identities and to ensure success in business, some cultural barriers have to be overcome. Podcasts serve to level the playing field and is an important tool as new and emerging technologies continue to flatten communication landscapes. Issues to confront include ethnocentrism, cultural relativism, perception of self and others and language issues. Students will examine different types of podcasts and examine some of the ethical implications of conducting interviews for podcasts. Additionally, students will create a professional podcast.

**(X) SP 250: INTERPERSONAL COMMUNICATION**—3 credits—45 lecture hours
**Prerequisites**: SP 101 and ENG 101
Interpersonal Communication is an advanced course in the practice and analysis of the principles of social interactions in variety of contexts, including personal relationships, professional interactions, and social media relations. Course topics include perception, building positive relationships, personal disclosure, effective listening, verbal and nonverbal communication, the impact of gender and culture on communication, expressing emotion, assertiveness, aggression, and conflict management.

D. **If applicable, describe any selective admissions policy or specific criteria for students selecting this major field of study.**

The program does not have a selective admissions policy.

E. **Describe expected student learning outcomes for the proposed program and directly relate these to the general curricular requirements of the program.**

The following are the learning outcomes expected for students in the Communication program.

- Students will be able to craft compelling, accurate and ethical messages that adhere to styles appropriate to the media for which they are writing and to the stakeholder publics for which those messages are intended.

- Students will be able to communicate messages in multiple formats, including mobile devices, social media, and other new technologies.

- Students will be able to demonstrate proficiency in research and information gathering techniques, including the wide range of digital sources that are available.

- Students will be able to demonstrate proficiency in the various techniques of presenting messages including, but not limited to audio/video recording and editing, print media and digital media.

- Students will be able to demonstrate proficiency in identifying stakeholder publics, developing campaigns to reach those publics and in creating messages that use the appropriate means of reaching those publics.

III. **Faculty**

A. **Provide a list of current faculty (and areas of expertise) who will teach in the program.**

**Dr. Meloney Levy**, Ph.D. in Human Communication Studies from Howard University. Dr. Levy has been teaching primarily Speech courses and will be qualified to teach other Communication courses in the new program.

**Dr. Latonia Moss**, M. A. in Fine Arts and Communication from Towson University. Dr. Moss has been teaching primarily Speech courses and will be qualified to teach other Communication courses in the new program.

**Laura Pope**, M.A. in Communication Studies from St. Mary's University. Dr. Moss has been teaching primarily English courses and will be qualified to teach other Communication courses in the new program.

B.  **List faculty by rank required for full implementation of the program. Indicate which additional faculty members are to be hired and describe their qualifications.**

- **Dr. Meloney Levy** – Associate Professor of Speech.

- **Dr. Latonia Moss** – Professor of English

- **Professor Laura Pope**—Associate Professor of English

- **Assistant Professor** – Communication. To be hired in the 2nd academic year the program is active.

IV.  Accreditation

A.  **Does the institution intend to seek accreditation for this program by one of the specialized accrediting bodies recognized by the U.S. Department of Education?**

The program will seek to be accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

B.  **Does the institution intend to seek any State licensure or certification requirements which may be necessary for graduates to be employed in this field of study?**

There are various certifications available for some professional career paths for graduates in Communication, such as the Communication Management Professional certification, the Strategic Communication Management Professional certification, and the Accreditation in Public Relations (APR). ~~However, because the field of~~ The career options for communication majors is extensive. Consequently, there are ~~also~~ many ~~other~~ career paths for graduates that do not require any certification or licensure. ~~Consequently, the program will approach this issue on an individual basis, depending on student need and interest.~~

C.  **Describe any additional resources, including facilities, required to gain accreditation or licensure.**

None are required.

V.  **Cooperative Arrangements**

A.  **Describe cooperative arrangements with other institutions and organizations that may be used to offer this program. Specify the nature of such agreements and attach any formal statements of agreement that have been developed.**

The College does not have cooperative agreements with other institutions and organizations. It does, however, have articulation agreements with four-year institutions such as The University of Baltimore and Morgan State University. Both institutions have bachelor's programs in Communications. If students earning the Certificate go on to earn their associate degree in the communications program, they'll be eligible to articulate their credits to one of our partnering institutions.

B.  **All public institutions shall show evidence of the development and dissemination of Recommended Transfer Programs (RTPs) in cooperation with sending/receiving institutions.  All institutions shall also provide evidence that the RTPs are available to students through ARTSYS or in written form.  In order to foster articulation with K-12, community colleges will also identify parallel curricula to secondary schools.**

It's quite possible that students earning the Communication Certificate will go on to enter and complete the Communication Degree Program. If they do so, their courses and degrees are transferrable to four-year institutions such as:
- Bowie State University
- Morgan State University
- University of Baltimore
- Towson University

VI.  **Library Requirements**

**Provide a brief shelf analysis of existing resources to support the proposed program. Indicate the need for additional on-site resources and over what time period you expect that they will be acquired.  Discuss additional provisions for access to library holdings – e.g., inter-library loan, local library holdings, the UMS integrated library system, and/or other computerized systems that allow access to library resources housed at other institutions.  Attach letters of agreement if appropriate.**

At present, the library resources are adequate to support the new program.

VII.  **Facilities and Equipment**

A.  **How will the proposed program impact on the use of existing facilities and equipment?**

The program will not have any significant impact on the use of existing facilities and equipment. The proposed program requires the use of traditional classrooms and computer labs.

B.  **Describe additional facilities, facility modifications, and equipment that will be required for use in the proposed program.  Indicate the status of the facility and equipment requests to support your needs.**

No additional equipment will be required.

VIII.  **Minority Student Achievement**

**Identify specific actions and strategies which will be utilized in the recruitment and retention of other-race students.**

Students will be recruited from the Baltimore City Public Schools, as well as Baltimore County. All students will be encouraged to apply and enroll. The College will leverage our various dual enrollment programs to recruit students into the Communication Program. Students will be offered hands-on enhancement experience, internships. ~~and no cost to low-cost supplemental training to increase career potential opportunities.~~

IX.    **Low-Productivity  Programs**

**Those low-productivity programs directly related to the proposed program should be addressed.  Careful review should consider the fiscal resources (faculty, administration, library resources, and general operating expenses) currently devoted to the low-productivity programs and how those resources can be redistributed to help fund the proposed program.**

Currently there are no plans to reallocate funds from low enrolled programs to the new program,

X.    **Finance**

**This information is requested to permit the Secretary to assess the adequacy of resources requested to support this program.  Complete Tables 1 and 2  (pages 8 and 10).  Please provide a narrative rationale for each of the resource requirements.**

# FINANCE DATA

**Finance data for the first five years of program implementation should be entered in Table 1 – Resources and Table 2 –Expenditures. Figures should be presented for five years and then totaled by category for each year. As an attachment, narrative explanation should accompany each table. Below is the format for both tables as well as directions for entering the data and writing the accompanying narrative.**

TABLE l:     Resources

1.   Reallocated Funds

   No funds are anticipated to be reallocated for the new program.

2.     Tuition and Fee Revenue

   It is assumed that tuition and fees will be constant in the next five years. The in-state tuition rate is currently $110 per credit hour and a total fee of $62 (consisting of consolidated fees of $15 per credit hour, technology fee $10 per credit hour, one time per semester registration fee of $26 and one time per semester of facilities capital fee of $11) for a total of $172 of which $25 are fees per credit hour and $37 are fees per semester.  These rates were used in calculating the revenue:  with 24 credits per year for full-time students and 12 credits per year for part-time students.  In addition, credits taken between 12 and 18 per semester are at the same tuition and fee rate of 12 credits.  The enrollment projections are based on the current performance of the Cybersecurity Assurances program.

3.     Grants and Contracts

   Baltimore City Community College received a grant from the NSA (National Security Association) to fund the development of the Cybersecurity Digital Forensics program. The grant has funds to pay for scholarships for students in the first two years the program will be offered.

4.     Other Sources

   Baltimore City Community College is the only state funded community college in the state of Maryland. The college will receive approximately $7,573 per student FTE.

5.     Total Year

   Based on a conservative estimate of resources, the Cybersecurity Digital Forensics Program at Baltimore City Community College is expected to have adequate resources from its inception to maintain a successful and expanding academic program.

| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| **TABLE 1: Resources** | | | | | |
| 1. Reallocated Funds | | | | | |
| 2. Tuition/Fee Revenue (c+g below) | $60,900 | $89,108 | $122,248 | $163,488 | $196,628 |
| a. Number of F/T Students | 12 | 22 | 32 | 42 | 52 |
| b. Annual Tuition/Fee Rate | $3,314 | $3,314 | $3,314 | $3,314 | $3,314 |
| c. Total F/T Revenue (a x b) | $39,768 | $72,908 | $106,048 | $139,188 | $172,328 |
| d. Number of P/T Students | 5 | 10 | 10 | 15 | 15 |
| e. Credit Hr. Rate/per semester  fee | 135/37 | 135/37 | 135/37 | 135/37 | 135/37 |
| f. Annual Credit Hrs. | 12 | 12 | 12 | 12 | 12 |
| g. Total P/T Revenue (see attached) | $8,100 | $16,200 | $16,200 | $24,300 | $24,300 |
| 3. Grants, Contracts, & Other External Sources | | | | | |
| 4. Other Sources | | | | | |
| TOTAL (Add 1 – 4) | $60,900 | $89,108 | $122,248 | $163,488 | $196,628 |

TABLE 2: EXPENDITURES

1.  Faculty (# FTE, Salary, and Benefits):

    At least two full time faculty members are required to teach the core courses in this
    program. One of the two faculty member will serve as the Program Coordinator. General
    education required courses and are taught by the faculty who will be teaching in the
    program. Therefore, it is anticipated that a third faculty member will need to be hired for the
    start of the second year in the program. All faculty members are expected to teach a total of
    30 Teaching-Assignment Units (TAU) per academic year. One TAU is equivalent to 15
    contact hours. The salary and benefits are along the line with BCCC faculty salary and
    benefit structure. Faculty will be required to observe office hours in accordance with the
    faculty handbook, faculty contracts and the program coordinator contract. The cost for each
    faculty member is 55,316 and the adjunct cost is approximately 25,000.

2.   Administrative Staff (# FTE, Salary, and Benefits):  No additional staff will be needed.

3.   Support Staff (# FTE, Salary, and Benefits):  No additional staff will be needed.

4.   Equipment:  Grant funds that were received to develop and implement the program will be used to purchase any needed equipment.

5.   Library:  No expenditures are anticipated.

6.   New and/or Renovated Space:  No expenditures are expected.

7.   Other Expenses:  Funding will be available for professional development for faculty members who teach in the Cybersecurity Digital Forensic program pathway.

8.   Total Year:  Based on a conservative estimate of expenditures, the Cybersecurity Digital Forensic program at Baltimore City Community College is expected to have adequate resources to cover the costs of this academic program.

| Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| TABLE 2: EXPENDITURES | | | | | |
| 1. Faculty (b + c below) | 80,782.00 | 108,440.00 | 108,440.00 | 122,269.00 | 136,098.00 |
| a. # FTE | 0.5 | 1.5 | 1.5 | 1.75 | 2.0 |
| b. Total Salary | 55,316.00 | 82,974.00 | 82,974.00 | 96,803.00 | 110,632.00 |
| c. Total Benefits | 25,466.00 | 25,466.00 | 25,466.00 | 25,466.00 | 25,466.00 |
| 2. Admin. Staff (b + c below) | 0 | 0 | 0 | 0 | 0 |
| a. # FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | 0 | 0 | 0 | 0 | 0 |
| c. Total Benefits | 0 | 0 | 0 | 0 | 0 |
| 3. Support Staff (b + c below) | 0 | 0 | 0 | 0 | 0 |
| a. # FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | - | - | - | - | - |
| c. Total Benefits | - | - | - | - | - |
| 4. Technical Support and Equipment | - | - | - | - | - |
| 5. Library | | | | | |
| 6. New or Renovated Space | - | - | - | - | - |
| 7. Other Expenses | - | - | - | - | - |
| TOTAL (Add 1 – 7) | $80,728.00 | $108,440.00 | $108,440.00 | $122,269.00 | $122,269.00 |

# Cover Sheet for In-State Institutions
## New Program or Substantial Modification to Existing Program

| Institution Submitting Proposal | Baltimore City Community College |
|---|---|

*Each __action__ below requires a separate proposal and cover sheet.*

- ⦿ New Academic Program ◯ New Area of Concentration
- ◯ New Degree Level Approval
- ◯ New Stand-Alone Certificate ◯ Off Campus Program

- ◯ Substantial Change to a Degree Program
- ◯ Substantial Change to an Area of Concentration
- ◯ Substantial Change to a Certificate Program
- ◯ Cooperative Degree Program
- ◯ Offer Program at Regional Higher Education Center

| Payment Submitted: ⦿ Yes ◯ No | Payment Type: ⦿ R*STARS # R62 ◯ Check # R62 | Payment Amount: 850.00 | Date Submitted: 6/16 |
|---|---|---|---|

| | |
|---|---|
| Department Proposing Program | English, Humanities, Visual and Performing Arts |
| Degree Level and Degree Type | Associate of Arts |
| Title of Proposed Program | Communications |
| Total Number of Credits | 60 |
| Suggested Codes | HEGIS: 66601.00    CIP: 90100.0000 |
| Program Modality | ⦿ On-campus    ◯ Distance Education (*fully online*) |
| Program Resources | ◯ Using Existing Resources    ⦿ Requiring New Resources |
| Projected Implementation Date | ⦿ Fall   ◯ Spring   ◯ Summer    Year: 2022 |
| Provide Link to Most Recent Academic Catalog | URL: http://bccc.catalog.acalog.com/ |

| | | |
|---|---|---|
| Preferred Contact for this Proposal | Name: | Dr. Harvey Dorrah |
| | Title: | Associate Vice President Academic Affairs |
| | Phone: | (410) 462-7656 |
| | Email: | hdorrah@bccc.edu |

| | | |
|---|---|---|
| President/Chief Executive | Type Name: Debra L McCurdy | |
| | Signature: | Date: 06/17/2022 |
| | Date of Approval/Endorsement by Governing Board: | 05/18/2022 |

Revised 1/2021

# MHEC


# ACADEMIC PROGRAM PROPOSAL

# MATERIALS

**PROPOSAL FOR**


___x___    NEW INSTRUCTIONAL PROGRAM

_____    SUBSTANTIAL  EXPANSION/MAJOR  MODIFICATION

_____    COOPERATIVE DEGREE PROGRAM



Baltimore City Community College

| |
|---|
| Institution Submitting Proposal |

Communication                              066601                        90100

| |
|---|
| Title of Program, Proposed HEGIS and CIP Codes |


English, Humanities, Visual and Performing Arts        Mark T. Conard

| | |
|---|---|
| Department In Which Program Will<br>Be Located | Name of Department Head |

AA Degree                                        Fall 2022

| | |
|---|---|
| Award to be Offered | Proposed Initiation Date |



| |
|---|
| Signature/Date |   President/Chief  Executive Approval


_____May 18, 2022_____Date Endorsed/Approved by Governing Board


_____ Date  Received by Secretary of Higher Education

I. Rationale and Need for the Program

    A. **Describe the extent to which this program is central to the institutional mission, the planning priorities of the campus, and its relationship to the instructional program emphasis.**

        In alignment with the Mission of BCCC, Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities." This new program will enable BCCC to remain competitive with other area community colleges that offer similar programs, including Anne Arundel Community College, Community College of Baltimore County, Howard Community College, Montgomery Community College, Hartford Community College. BCCC is one of only three community colleges in Maryland out of the 16-community college system that does not have a communication program.

    B. **Describe how this program meets a critical and compelling regional or statewide need as identified in the Maryland state plan.**

    C. **State the specific local, State, and/or national needs for graduates of the proposed program. Describe job opportunities that are available to persons who complete the program. Provide evidence of market demand through supporting data including results of surveys which have recently been conducted. Present data showing the current and projected supply of graduates from existing programs in the State, if any.**

        Reply for sections B and C: This program is designed to help meet the needs of workforce development and job training needs of Baltimore City residents by providing course work and an associate degree program, enabling students to find jobs such as: copywriter, journalist, market research analyst, media analyst, lobbyist, film director, speechwriter, press agent, technical writer, news anchor, public relations specialist, corporate communication manager.

        According to the Bureau of Labor and Statistics Occupational Outlook Handbook 2021:

            Employment in media and communication occupations is projected to grow 14 percent from 2020 to 2030, faster than the average for all occupations, and will result in about 151,500 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms.

            The median annual wage for media and communication workers (such as announcers, interpreters and translators, and technical writers) was $61,310 in May 2020, which was higher than the median annual wage for all occupations of $41,950.

    D. **Provide evidence of student interest in the program. What are the projections of program majors full-time and part-time for each of the first five years of the program?**

    E. **Project the number of graduates for the first five years of the program following the first year of awarding the degrees.**

The following narrative addresses sections "D" and "E" above.

Student interest in the program can be measured by the completion rate of students in bachelor's programs at the College's partnering institutions. The data below is taken from the Integrated Postsecondary Education Data System (IPEDS). It shows the graduation rates from the 2020 – 2021 academic year.

| Institution | Communications Category Graduates | Rank at the Institution |
|---|---|---|
| Bowie State University | 87/881 (total) | 3rd largest |
| Goucher College | 24/291 (total) | 4th largest |
| Morgan State University | 82/1138 (total) | 4th largest |
| Towson University | 455/4628 (total) | 3rd largest |

The projected student enrollment in the new Communication Program over a five- year period is outlined below:

| Program: Communication Program | | | | | |
|---|---|---|---|---|---|
| Projected # of Majors Over Five Years | | | | | |
| Estimates | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 | Fall 2026 |
| # of Students | 12 | 22 | 32 | 42 | 52 |
| Projected Graduates* | 0 | 5 | 15 | 25 | 36 |
| * Not all Full-Time Students | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |

F.  **If a similar program exists in the State, describe the similarities or differences in the degree to be awarded, the area (s) of specialization, and the specific academic content of the program or course of study.**

Several community colleges were researched in the Maryland area. There were similarities and differences in the programs:

**Anne Arundel Community College (AACC)** AACC offers ~~many~~ more courses than our proposed program. Additionally, AACC program appears to focus more on traditional media, while the proposed BCCC program ventures into more contemporary areas like podcasting. Moreover, the proposed BCCC program has more of a focus on the social aspects of communication.

**Community College Baltimore County (CCBC)** – The CCBC program is split out into different tracks, such as Communications and Media Studies and Digital Media Production, while the proposed BCCC program combines Communications and Media Studies and Digital Media Production into a single program.

**Howard Community College (HCC)** – The Howard Community College program does not appear to require any core Communications classes as our proposed major does. HCC has a variety of courses spread across different disciplines, but the proposed BCCC program has a more clearly focused communications core.

**Montgomery Community College (MCC)** – The program at Montgomery Community College is like the Anne Arundel program, in that it offers ~~many~~ more courses than the proposed BCCC program. Yet, the MCC course of study appears focused more on traditional media, while the BCCC program ventures into more contemporary areas like podcasting. Additionally, the proposed BCCC program has more of a focus on the social aspects of communication.

II.     Course of Study Leading to the Proposed Degree

    **A.      State the educational objectives of the program.**

This proposed program in Communication is designed to help students transfer to colleges and universities that offer a baccalaureate degree with a major in Speech Communication, Communication Studies, or a related field. Students will develop their writing, speaking and critical thinking skills. The program includes courses in speech and other types of human communication, in addition to courses in media, news writing, reporting, and editing.

    **B.      Describe the program, as it would appear in a catalog, including each area of concentration.**

The A.A. Degree in Communication is designed to help students transfer to colleges and universities that offer a baccalaureate degree with a major in Speech Communication, Communication Studies, or a related field. Students will develop their writing, speaking and critical thinking skills. The program includes courses in speech and other types of human communication, in addition to courses in media, news writing, reporting, and editing.

    **C.      List the courses (title, number, semester credit hours, and catalog description) that would constitute the requirements and other components of the proposed program. Indicate which are currently offered and which will be new (indicate new courses with an X).**

The following are the proposed courses, course IDs, Category Requirements/Course Pre-requisites for the Communication Program.

**Degree Program Outline**:

| 1st Semester | | |
|---|---|---|
| PRE 100 | 1 | Preparation for Academic Achievement |
| ENG 101 | 3 | English Writing |
| SP 101 | 3 | Fundamentals of Speech Communication |
| CLT 100 | 2 | Computer Literacy |
| MAT 107 or MAT 112 | 3 | Modern Elementary Statistics |
| or MAT 112 | | Mathematics for Liberal Arts |
| | | |
| | 12 | **Semester Credits** |

| 2nd Semester | | |
|---|---|---|
| ENG 102 | 3 | Introduction to the Term Paper and Research Methods |
| PHI 106* | 3 | Ethics and Contemporary Moral Issues |
| SOC 101 | 3 | Introduction to Sociology |
| BIO 102 | 4 | Principles of Biology |
| HLF Elective | 2 | |
| COM 101* | 3 | Introduction to Mass Media |
| | | |
| | 18 | **Semester Credits** |
| | | |

| 3rd Semester | | |
|---|---|---|
| ENG 103 | 3 | Journalism |
| ENG 113 | 3 | Business Writing |
| PSY 101 | 3 | Introductory Psychology |
| SOC 102 | 3 | Social Problems |
| SOC 150 | 3 | Cultural Diversity in the Workplace |
| | | |
| | 15 | **Semester Credits** |

| 4th Semester | | |
|---|---|---|
| ENG 200 | 3 | Introduction to Literature |
| COM 201* | 3 | Communication for the Modern Workplace |
| SOC 223 | 3 | Racial and Ethnic Relations |
| SP 201* | 3 | Public Communication: Podcasting |
| SP 250* | 3 | Interpersonal Communication |
| | | |
| | 15 | **Semester Credits** |
| | | |
| * Indicates New Course | | |

| | | |
|---|---|---|
| **Total Credits** | **60** | |

The following are the course catalog descriptions for the proposed/new courses for the Communication Program.

**PRE 100 – PREPARATION FOR ACADEMIC ACHIEVEMENT—**1 credit –15 lecture hours
**Prerequisites**: None

All new, degree- or certificate-seeking students and students entering with fewer than 15 credits are required to complete the College's Orientation course. The purpose of this course is to provide information necessary for academic success in college and to give students knowledge of what to expect in their classes. Students learn strategies that empower them to achieve success.

**ENG 101: ENGLISH WRITING—**3 credits—45 lecture hours
Meets Category V General Education Requirements; D and F Grades are not awarded. A minimum of a C grade is required to pass the class.
**Prerequisites**: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores. Non-native English speakers pursuing an academic certificate or degree take a mandatory sequence of courses in core skill areas (ELI 80W; ELI 80R; ELI 81G; ELI 81W; ELI 82G; and ELI 82W). Successful completion of ELI 82G and ELI 82W courses is required before taking ENG 101. (Details under English Language Instruction).

This course offers classroom instruction and practice in the skills necessary to write effective informative and persuasive essays, to understand the primary principles of scholarly inquiry and research, and to use the conventions of documentation. Students learn to use the conventions of standard written American English to establish a clear purpose in their writing, to develop their purpose with adequate and pertinent evidence, and to adapt their presentations to a range of audiences. The preparation of regularly scheduled essays is required, as is revision and editing of instructor-evaluated work.

**SP 101: FUNDAMENTALS OF SPEECH COMMUNICATION—**3 credits—45 lecture hours
Meets Category I General Education Requirements.
**Prerequisites**: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Human communication in both a theoretical and an experiential framework is investigated. Areas of study include communication theory, interviewing, and informative and persuasive speaking. Students prepare, and present informative and persuasive speeches based on classic models. Theory, preparation, appropriate form, and delivery are studied and evaluated. Each student is responsible for at least one formal interview and three speeches. Several impromptu speeches may be included.

**CLT 100: COMPUTER LITERACY** –2 credits—30 lecture hours
**Prerequisites**: None
Passing this course with a "C" or better fulfills the College's Computer Literacy Requirement. This hands-on course is recommended for students who need assistance in meeting the College's Computer Literacy Graduation Requirement. Students develop basic computer skills in Windows-based operating systems, word processing, spreadsheet, database management, and presentation graphics.

**MAT 107: MODERN ELEMENTARY STATISTICS**--3 credits--45 lecture hours
Meets Category IV General Education Requirements.
**Prerequisites**: MAT 82 or MAT 92; RENG 92 or appropriate course waivers or ACCUPLACER

scores

Topics useful to students in business and social sciences are covered with an emphasis on applications rather than theory. Topics include sets, the Cartesian coordinate system, functions and graphs, exponents and logarithmic functions, systems of linear equations and matrices, linear inequalities and linear programming, including the simplex method, probability, including conditional probability and Bayes' formula, and probability distribution.

**(X) MAT 112: MATHEMATICS FOR LIBERAL ARTS**—3 credits—45 lecture hours
**Prerequisite**: MAT 86, or MAT 86M or MAT 91 or a score > 62 on Elementary Algebra on the mathematical portion of the Accuplacer placement test and RENG 92.

Explores the aesthetics and utility of mathematics through the study of basic mathematics concepts and ideas. Major components include principles of probability and statistics, growth models, finance, sets, and basic logical thinking.

**ENG 102: INTRODUCTION TO THE TERM PAPER AND RESEARCH METHODS**—3 credits--45 lecture hours
**Prerequisites**: ENG 101
Skills are developed in basic research and analysis focusing on topic selection, note taking, planning, composing, and documentation. Students prepare research assignments, including abstracts, bibliographies, and research essays. Certain sections of the course may be designated specifically for students in the Arts and Sciences Transfer Program, Business programs, Allied Health programs, or Legal Assistant programs, providing specialized treatment of students' varying research needs.

**(X) PHI 106: ETHICS AND CONTEMPORARY MORAL ISSUES**—3 credits—45 lecture hours
**Prerequisites**: None
Examines philosophical approaches to ethics and applies these theories to contemporary moral issues. Philosophical approaches virtue ethics, deontological ethics, utilitarian ethics, and nihilism. Moral issues include economic inequality, racism, sexuality and gender, migration, criminal justice, and the climate crisis.

**SOC 101: INTRODUCTION TO SOCIOLOGY**—3 credits—45 lecture hours
**Prerequisites**: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Meets Category II General Education Requirements
The study of society is introduced with emphasis on sociological concepts, methods, and theories about social structures and processes. Included in this overview of sociology is analysis of social organization, culture, socialization, social inequality, and social change. (Students completing SOC 101 should not take the four-credit introductory course, SOC 120).

**BIO 102: PRINCIPLES OF BIOLOGY**—4 credits—45 hours lecture—45 hours laboratory work
**Prerequisites**: MAT 86 and RENG 92 or satisfactory ACCUPLACER score
**Corequisites**: BIO 102L
Lab fee
This is a competency-based one semester lecture/laboratory course covering the major principles of biology. Topics include biochemistry, cell biology, respiration, photosynthesis, genetics, evolution, ecology, reproduction, and energetics. Recommended for science and non-science majors who plan to transfer to four-year institutions and universities.

**HLF Elective: HEALTH AND LIFE FITNESS**—2 credit –30 lecture hours
**Prerequisites**: None
Students can choose any two credit or two one credit HLF electives to fulfill this requirement.

**(X) COM 101: INTRODUCTION TO MASS MEDIA**—3 credits—45 lecture hours
**Prerequisites**: RENG 92 or Multiple Measures or ACCUPLACER score
Introduction to Mass Media provides students with an introduction to communication theory and practice. The course examines the history of mass media and the reliance of society on media communication. Students will review several types of media including, newspapers and journalism, magazine and book publishing, radio and television broadcasting, motion pictures, music recording, Internet and social media, advertising, and public relations.

**ENG 103: JOURNALISM**—3 credits—45 lecture hours
**Prerequisites**: ENG 101
The mass media and the specific role of the press are surveyed. Work in the course includes field trips. Students conduct interviews and prepare news and features articles. Assignment to The College Crier, the student newspaper, is an option.

**ENG 113: BUSINESS WRITING**—3 credits—45 lecture hours.
**Prerequisites**: ENG 101
The principles and processes used in the preparation of selected materials typically required in business settings are presented. The content stresses the composition of various types of business letters, memoranda, and reports in clear, straightforward language and formats appropriate to current business practices.

**PSY 101: INTRODUCTORY PSYCHOLOGY**—3 credits—45 lecture hours
Meets Category II General Education Requirements
**Prerequisites**: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Students are introduced to the scientific study of behavior and a survey of the physiological, emotional, intellectual, and social forces that influence the development of human behavior.

**SOC 102: SOCIAL PROBLEMS**—3 credits—45 lecture hours
**Prerequisites**: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
The social causes, effects, and possible treatments of major social problems are analyzed. Students explore the definitions of social phenomena as problems and the value conflicts inherent in such definitions. Consideration is given to technological changes and cultural influences as they relate to recurrent and evolving social problems.

**SOC 150: CULTURAL DIVERSITY IN THE WORKPLACE**—3 credits—45 lecture hours
**Prerequisites**: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
How cultural diversity presents major challenges and opportunities in the workplace is examined. The course focuses on interpersonal and organizational relations that maximize resources and empower employees from a wide variety of cultural backgrounds. Students examine communications, education, teamwork, and management in the context of an increasingly diverse workforce and client base.

**ENG 200: INTRODUCTION TO LITERATURE**—3 credits—45 lecture hours
Meets Category I General Education Requirements
**Prerequisites**: ENG 101
The four literary forms-poetry, drama, the short story, and the novel-are studied. Major emphasis is on teaching students to read critically and to write critical essays based on the analysis of various

literary works.

### (X)COM 201: COMMUNICATION FOR THE MODERN WORKPLACE—3 credits—45 lecture hours
**Prerequisites**: COM 101 or ENG 113
This course explores workplace communication through the study of current theories and practices used in business and industries today. Major topics include common business written and presentation formats, use of technology, critical listening, non-verbal communication, conflict resolution strategies, collaborative planning and dynamics, and communication in today's diverse workplace.

### SOC 223: RACIAL AND ETHNIC RELATIONS—3 credits—45 lecture hours
Meets Category II General Education Requirements
**Prerequisites**: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Students are provided with an understanding of the sociological perspective on intergroup relations. Students examine how groups of persons sharing racial and cultural characteristics interact with groups sharing different characteristics. The issues of differential power among majority and minority group members and the historical and cultural experiences that have given rise to these power differences are examined. Various racial and ethnic groups in the U.S. and throughout the world-particularly the experiences of African Americans-are investigated.

### (X)SP 201: PUBLIC COMMUNICATION: PODCASTING—3 credits—45 lecture hours
**Prerequisites**: SP 101
The course will examine different applications of this novel mode of public communication, by applying contemporary communication theories such as Uncertainty Reduction Theory, (URT), Impression Formation, Culture and Identity Theory and Cognitive Dissonance Theory. In the context of globalization, communication has cut across different cultural identities and to ensure success in business, some cultural barriers have to be overcome. Podcasts serve to level the playing field and is an important tool as new and emerging technologies continue to flatten communication landscapes. Issues to confront include ethnocentrism, cultural relativism, perception of self and others and language issues. Students will examine different types of podcasts and examine some of the ethical implications of conducting interviews for podcasts. Additionally, students will create a professional podcast.

### (X) SP 250: INTERPERSONAL COMMUNICATION—3 credits—45 lecture hours
**Prerequisites**: SP 101 and ENG 101
Interpersonal Communication is an advanced course in the practice and analysis of the principles of social interactions in variety of contexts, including personal relationships, professional interactions, and social media relations. Course topics include perception, building positive relationships, personal disclosure, effective listening, verbal and nonverbal communication, the impact of gender and culture on communication, expressing emotion, assertiveness, aggression, and conflict management.

D. **If applicable, describe any selective admissions policy or specific criteria for students selecting this major field of study.**

The program does not have a selective admissions policy.

E. **Describe expected student learning outcomes for the proposed program and directly relate these to the general curricular requirements of the program.**

The following are the learning outcomes expected for students in the Communication major.

- Students will be able to craft compelling, accurate and ethical messages that adhere to styles appropriate to the media for which they are writing and to the stakeholder publics for which those messages are intended.

- Students will be able to communicate messages in multiple formats, including mobile devices, social media, and other new technologies.

- Students will be able to demonstrate proficiency in research and information gathering techniques, including the wide range of digital sources that are available.

- Students will be able to demonstrate proficiency in the various techniques of presenting messages including, but not limited to audio/video recording and editing, print media and digital media.

- Students will be able to demonstrate proficiency in identifying stakeholder publics, developing campaigns to reach those publics and in creating messages that use the appropriate means of reaching those publics.

III. **Faculty**

A. **Provide a list of current BCCC faculty members (and areas of expertise) who will teach in the program.**

**Dr. Meloney Levy**, Ph.D. in Human Communication Studies from Howard University. Dr. Levy has been teaching primarily Speech courses and will be qualified to teach other Communication courses in the new program.

**Dr. Latonia Moss**, M. A. in Fine Arts and Communication from Towson University. Dr. Moss has been teaching primarily Speech courses and will be qualified to teach other Communication courses in the new program.

**Laura Pope**, M.A. in Communication Studies from St. Mary's University. Dr. Moss has been teaching primarily English courses and will be qualified to teach other Communication courses in the new program.

B. **List faculty by rank required for full implementation of the program. Indicate which additional faculty members are to be hired and describe their qualifications.**

- **Dr. Meloney Levy** – Associate Professor of Speech.

- **Dr. Latonia Moss** – Professor of English

- **Professor Laura Pope**—Associate Professor of English

- **Assistant Professor** – Communication. To be hired in the 2$^{rd}$ academic year the program is active.

IV. Accreditation

A. **Does the institution intend to seek accreditation for this program by one of the specialized accrediting bodies recognized by the U.S. Department of Education?**

The program will seek to be accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

B. **Does the institution intend to seek any State licensure or certification requirements which may be necessary for graduates to be employed in this field of study?**

There are various certifications available for some professional career paths for graduates in Communication, such as the Communication Management Professional certification, the Strategic Communication Management Professional certification, and the Accreditation in Public Relations (APR). However, because the field of career options for Communication majors is so vast, there are also many other career paths for graduates that don't require any certification or licensure. Consequently, the program will approach this issue on an individual basis, depending on student need and interest.

C. **Describe any additional resources, including facilities, required to gain accreditation or licensure.**

None are required.

V. Cooperative Arrangements

A. **Describe cooperative arrangements with other institutions and organizations that may be used to offer this program. Specify the nature of such agreements and attach any formal statements of agreement that have been developed.**

The College does not currently have cooperative agreements, but it does have articulation agreements with four-year institutions such as The University of Baltimore and Morgan State University, both of which have bachelor's programs in

Communications. If the new Communication program doesn't automatically fall under and existing agreement, the College will seek to establish a new one specifically for the program.

**B.** **All public institutions shall show evidence of the development and dissemination of Recommended Transfer Programs (RTPs) in cooperation with sending/receiving institutions. All institutions shall also provide evidence that the RTPs are available to students through ARTSYS or in written form. In order to foster articulation with K-12, community colleges will also identify parallel curricula to secondary schools.**

Courses and program completion are transferrable to four-year institutions such as:
- Bowie State University
- Morgan State University
- University of Baltimore
- Towson University

## VI. Library Requirements

**Provide a brief shelf analysis of existing resources to support the proposed program. Indicate the need for additional on-site resources and over what time period you expect that they will be acquired. Discuss additional provisions for access to library holdings – e.g. inter-library loan, local library holdings, the UMS integrated library system, and/or other computerized systems that allow access to library resources housed at other institutions. Attach letters of agreement if appropriate.**

At present, the library resources are adequate to support the new program.

## VII. Facilities and Equipment

**A.** **How will the proposed program impact on the use of existing facilities and equipment?**

The program will not have any significant impact on the use of existing facilities and equipment, besides the use of traditional classrooms and computer labs.

**B.** **Describe additional facilities, facility modifications, and equipment that will be required for use in the proposed program. Indicate the status of the facility and equipment requests to support your needs.**

Based on a review of program needs and BCCC's current inventory, no additional equipment will be required.

## VIII. Minority Student Achievement

**Identify specific actions and strategies which will be utilized in the recruitment and retention of other-race students.**

Students will be recruited from the Baltimore City Public Schools, as well as Baltimore County. All students will be encouraged to apply and enroll. The College will leverage our various dual enrollment programs to recruit students into the

proposed communication program. Students will be offered hands-on enhancement experience, internships, and no cost to low-cost supplemental training to increase career potential opportunities.

## IX. Low-Productivity Programs

**Those low-productivity programs directly related to the proposed program should be addressed. Careful review should consider the fiscal resources (faculty, administration, library resources, and general operating expenses) currently devoted to the low-productivity programs and how those resources can be redistributed to help fund the proposed program.**

Currently, there are no plans to reallocate funds from low enrolled programs to the new program,

## X. Finance

**This information is requested to permit the Secretary to assess the adequacy of resources requested to support this program. Complete Tables 1 and 2 (pages 8 and 10). Please provide a narrative rationale for each of the resource requirements.**

### FINANCE DATA

**Finance data for the first five years of program implementation should be entered in Table 1 – Resources and Table 2 –Expenditures. Figures should be presented for five years and then totaled by category for each year. As an attachment, narrative explanation should accompany each table. Below is the format for both tables as well as directions for entering the data and writing the accompanying narrative.**

TABLE l:     Resources

1. Reallocated Funds

   No funds are anticipated to be reallocated for the new program.

2. Tuition and Fee Revenue

   It is assumed that tuition and fees will be constant in the next five years. The in-state tuition rate is currently $110 per credit hour and a total fee of $62 (consisting of consolidated fees of $15 per credit hour, technology fee $10 per credit hour, one time per semester registration fee of $26 and one time per semester of facilities capital fee of $11) for a total of $172 of which $25 are fees per credit hour and $37 are fees per semester. These rates were used in calculating the revenue: with 24 credits per year for full-time students and 12 credits per year for part-time students. In addition, credits taken between 12 and 18 per semester are at the same tuition and fee rate of 12 credits. The enrollment projections are based on the current performance of the Cybersecurity Assurances program.

3. Grants and Contracts

Baltimore City Community College received a grant from the NSA (National Security Association) to fund the development of the Cybersecurity Digital Forensics program. The grant has funds to pay for scholarships for students in the first two years the program will be offered.

4.    Other Sources

Baltimore City Community College is the only state funded community college in the state of Maryland. The college will receive approximately $7,573 per student FTE.

5.    Total Year

Based on a conservative estimate of resources, the Cybersecurity Digital Forensics Program at Baltimore City Community College is expected to have adequate resources from its inception to maintain a successful and expanding academic program.

| | | TABLE 1:  Resources | | | |
|---|---|---|---|---|---|

| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| 1. Reallocated Funds | | | | | |
| 2. Tuition/Fee Revenue (c+g below) | $60,900 | $89,108 | $122,248 | $163,488 | $196,628 |
| a.  Number of F/T Students | 12 | 22 | 32 | 42 | 52 |
| b.  Annual Tuition/Fee Rate | $3,314 | $3,314 | $3,314 | $3,314 | $3,314 |
| c.  Total F/T Revenue (a x b) | $39,768 | $72,908 | $106,048 | $139,188 | $172,328 |
| d.  Number of P/T Students | 5 | 10 | 10 | 15 | 15 |
| e.  Credit Hr. Rate/per semester     fee | 135/37 | 135/37 | 135/37 | 135/37 | 135/37 |
| f.  Annual Credit Hrs. | 12 | 12 | 12 | 12 | 12 |
| g. Total P/T Revenue (see attached) | $8,100 | $16,200 | $16,200 | $24,300 | $24,300 |
| 3.  Grants, Contracts, & Other External Sources | | | | | |
| 4.  Other Sources | | | | | |
| TOTAL  (Add 1 – 4) | $60,900 | $89,108 | $122,248 | $163,488 | $196,628 |

TABLE 2:  EXPENDITURES

1.  Faculty (# FTE, Salary, and Benefits):

At least two full time faculty members are required to teach the core courses in this program. One of the two faculty member will serve as the Program Coordinator. One of the two faculty member will serve as the Program Coordinator. General education required courses and are taught by the faculty who will be teaching in the program. Therefore, it is anticipated that a third faculty member will need to be hired for the start of the second year in the program. All faculty members are expected to teach a total of 30 Teaching-Assignment Units (TAU) per academic year. One TAU is equivalent to 15 contact hours. The salary and benefits are along the line with BCCC faculty salary and benefit structure. Faculty will be required to observe office hours in accordance with the faculty handbook, faculty contracts and the program coordinator contract. The cost for each faculty member is 55,316 and the adjunct cost is approximately 25,000.

2. Administrative Staff (# FTE, Salary, and Benefits): No additional staff will be needed.

3. Support Staff (# FTE, Salary, and Benefits): No additional staff will be needed.

4. Equipment: Grant funds that were received to develop and implement the program will be used to purchase any needed equipment.

5. Library: No expenditures are anticipated.

6. New and/or Renovated Space: No expenditures are expected.

7. Other Expenses: Funding will be available for professional development for faculty members who teach in the Cybersecurity Digital Forensic program pathway.

8. Total Year: Based on a conservative estimate of expenditures, the Cybersecurity Digital Forensic program at Baltimore City Community College is expected to have adequate resources to cover the costs of this academic program.

| Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| **TABLE 2: EXPENDITURES** | | | | | |
| 1. Faculty (b + c below) | 80,782.00 | 108,440.00 | 108,440.00 | 122,269.00 | 136,098.00 |
| a. # FTE | 0.5 | 1.5 | 1.5 | 1.75 | 2.0 |
| b. Total Salary | 55,316.00 | 82,974.00 | 82,974.00 | 96,803.00 | 110,632.00 |
| c. Total Benefits | 25,466.00 | 25,466.00 | 25,466.00 | 25,466.00 | 25,466.00 |
| 2. Admin. Staff (b + c below) | 0 | 0 | 0 | 0 | 0 |
| a. # FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | 0 | 0 | 0 | 0 | 0 |
| c. Total Benefits | 0 | 0 | 0 | 0 | 0 |
| 3. Support Staff (b + c below) | 0 | 0 | 0 | 0 | 0 |
| a. # FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | - | - | - | - | - |
| c. Total Benefits | - | - | - | - | - |
| 4. Technical Support and Equipment | - | - | - | - | - |
| 5. Library | | | | | |
| 6. New or Renovated Space | - | - | - | - | - |
| 7. Other Expenses | - | - | - | - | - |
| TOTAL (Add 1 – 7) | $80,728.00 | $108,440.00 | $108,440.00 | $122,269.00 | $122,269.00 |

# Cover Sheet for In-State Institutions
# New Program or Substantial Modification to Existing Program

| Institution Submitting Proposal | Baltimore City Community College |
|---|---|

*Each **action** below requires a separate proposal and cover sheet.*

- ◉ New Academic Program ○
- New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone
- Certificate ○ Off Campus
- Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

| Payment Submitted: ◉ Yes ○ No | Payment Type: ◉ R*STARS # R62 ○ Check # R62 | Payment Amount: 850.00 | Date Submitted: 6/17 |
|---|---|---|---|

| Department Proposing Program | English, Humanities, Visual and Performing Arts | |
|---|---|---|
| Degree Level and Degree Type | Associate of Applied Sciences | |
| Title of Proposed Program | American Sign Language and Deaf Studies | |
| Total Number of Credits | 60 | |
| Suggested Codes | HEGIS: 491004.00 | CIP: 161601.0000 |
| Program Modality | ◉ On-campus | ○ Distance Education (*fully online*) |
| Program Resources | ○ Using Existing Resources | ◉ Requiring New Resources |
| Projected Implementation Date | ◉ Fall ○ Spring ○ Summer | Year: 2022 |
| Provide Link to Most Recent Academic Catalog | URL: http://bccc.catalog.acalog.com/ | |

| Preferred Contact for this Proposal | Name: | Dr. Harvey Dorrah |
|---|---|---|
| | Title: | Associate Vice President Academic Affairs |
| | Phone: | (410) 462-7656 |
| | Email: | hdorrah@bccc.edu |

| President/Chief Executive | Type Name: Debra L McCurdy |
|---|---|
| | Signature: *[signature]* Date: 06/17/2022 |
| | Date of Approval/Endorsement by Governing Board: 05/18/2022 |

Revised 1/2021

# MHEC


# ACADEMIC PROGRAM PROPOSAL

# MATERIALS

# PROPOSAL FOR

___x___ NEW INSTRUCTIONAL PROGRAM

_____ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

Baltimore City Community College

_____

Institution Submitting Proposal

American Sign Language and Deaf Studies            491004 161601 1

_____

Title of Program, Proposed HEGIS and CIP Codes

Education, Social, and Behavioral Sciences            Mark Conard
_____      _____

Department In Which Program Will            Name of Department Head
Be Located

AAS Degree                                Fall 2022
_____      _____

Award to be Offered                        Proposed Initiation Date

_____      President/Chief Executive Approval
 Signature/Date

_____May 18, 2022_____      Date Endorsed/Approved by Governing Board

_____      Date Received by Secretary of Higher Education

**I.      Rationale and Need for the Program**

**A.      Describe the extent to which this program is central to the institutional mission, the planning priorities of the campus, and its relationship to the instructional program emphasis.**

Baltimore City Community College provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students, while improving communities in the greater Baltimore area.

The proposed American Sign Language and Deaf Studies program will ensure that BCCC remain competitive with other Baltimore area community colleges (i.e., Anne Arundel Community College, Community College of Baltimore County, Howard Community College, Montgomery Community College, Hartford Community College) that are offering similar programs. Taking American Sign Language (ASL) courses will provide students valuable skillset for many career fields, including education, healthcare, social work, hospitality, and others. Moreover, the large deaf community in Maryland (for example, Maryland School for the Deaf and Gallaudet University serve over 1,700 students) will provide additional career opportunities for completers of the ASL program.

**B.      Describe how this program meets a critical and compelling regional or statewide need as identified in the Maryland state plan.**

The City of Baltimore and Baltimore County meet the educational needs of over 1700 individuals in the deaf community. American Sign Language is used to communicate with children who are on the Autistic spectrum and is therefore a valuable tool for K-12 educators.  This program will serve many needs at the local and state level in advancing equity in education and in serving and supporting the deaf community and their families.

The following web sites provide more information on deaf culture and careers for deaf studies graduates.

- National Association of the Deaf
- Maryland Association of the Deaf
- Registry of Interpreters for the Deaf
- Maryland School for the Deaf
- Maryland Relay
- Deaf Education
- National Theatre of the Deaf

C. **State the specific local, State, and/or national needs for graduates of the proposed program. Describe job opportunities that are available to persons who complete the program. Provide evidence of market demand through supporting data including results of surveys which have recently been conducted. Present data showing the current and projected supply of graduates from existing programs in the State, if any.**

(See response D)

D. **Provide evidence of student interest in the program. What are the projections of program majors full-time and part-time for each of the first five years of the program?**

The College projects that the program will continue to build interest and slowly see more and more students participate in general education pursuits or program pursuits. BCCC staff meet regularly with representatives from the Baltimore City Public Schools to discuss their interest in American Sign Language courses for the dual enrollment population; American Sign Language fulfills the foreign/modern language requirement for City Schools.

This is difficult to determine at this point, however, based on interest from dual enrollment we had a class of 20 in spring of 2022 and will be offering the first course in the program this fall for dual enrollment again along with an offering for the College's students. Based on interest from City Schools, from the community, and data from other community colleges, we anticipate the following enrollment projections for the major:

- 2022 – 6
- 2023 – 20
- 2024 – 25
- 2025 – 30
- 2026-35

E. **Project the number of graduates for the first five years of the program following the first year of awarding the degrees.**

This is difficult to determine at this point, however, based on State date for other programs we anticipate the following graduation rates for an AA in ASL.

- 2024 – 4
- 2025 – 15
- 2026 – 25
- 2027 – 25

- 2028-28

**F. If a similar program exists in the State, describe the similarities or differences in the degree to be awarded, the area (s) of specialization, and the specific academic content of the program or course of study.**

Several community colleges were researched in the Maryland area. There were similarities and differences in the programs:

| Maryland Colleges or Universities with Programs Related to American Sign Language on MHEC's Approved Program List | | |
|---|---|---|
| **College/University** | **Program** | **Award Level** |
| Anne Arundel Community College | American Sign Language | Associate Degree |
| Community College of Baltimore County | ASL and Deaf Culture | Associate Degree |
| Frederick Community College | American Sign Language | Lower Division Certificate |
| Frederick Community College | American Sign Language Interpreter Prep | Lower Division Certificate |
| Frederick Community College | American Sign Language Interpreter Prep | Associate Degree |
| McDaniel College | American Sign Language (ASL) | Bachelor's Degree |
| McDaniel College | Education of the Deaf | Master's Degree |
| Montgomery College - All Campuses | American Sign Language | Associate Degree |
| Montgomery College - All Campuses | American Sign Language | Lower Division Certificate |
| Towson University | Deaf Studies | Bachelor's Degree |
| Source: Maryland Higher Education Commission Program Review/Inventory (https://mhec.maryland.gov/institutions_training/Pages/HEPrograms.aspx)          OIR 03.17.2022 | | |

**II.     Course of Study Leading to the Proposed Degree**

**A.    State the educational objectives of the program.**

Upon completion of the program, a student will:
- Demonstrate competency in ASL both expressively and receptively at conversational-level fluency
- Demonstrate knowledge of Deaf history and culture
- Use appropriate linguistic structures and cultural norms in communication

**B.    Describe the program, as it would appear in a catalog, including each area of concentration.**

The American Sign Language/Deaf Studies transfer degree will provide students with comprehensive preparation in cultural competency and conversation-level fluency to complete bachelor's and master's level training for a variety of careers. Graduates can choose to pursue further training to become ASL interpreters or go on to use ASL in fields such as social work, deaf education, audiology, speech pathology, business administration, hospitality, education, and more. Students may also elect to take ASL courses to fulfill a general education requirement.

**C.** **List the courses (title, number, semester credit hours, and catalog description) that would constitute the requirements and other components of the proposed program. Indicate which are currently offered and which will be new (indicate new courses with an X).**

| Course Code | Title | New | Credit Hours |
|---|---|---|---|
| ASL 101 | American Sign Language 1 | | 3 |
| ASL 102 | American Sign Language 2 | X | 3 |
| ASL 150 | Introduction to American Deaf Culture & History | X | 3 |
| ASL 201 | American Sign Language 3 | X | 3 |
| ASL 202 | American Sign Language 4 | X | 3 |
| ASL 250 | Linguistics of American Sign Language | X | 3 |
| ASL 251 | Introduction to Interpreting | X | 3 |
| ENG 101 | English Writing | | 3 |
| ENG 102 | Introduction to the Term Paper and Research Methods | | 3 |
| BIO 102 | Principles of Biology | | 4 |
| CLT 100 | Computer Literacy | | 2 |
| PRE 100 | Preparation for Academic Achievement | | 1 |
| HLF Electives (2) | Health and Life Fitness | | 2 |
| ENG 200 | Introduction to Literature | | 3 |
| SOC 101 | Introduction to Sociology | | 3 |
| PSY 101 | Introductory Psychology | | 3 |
| MAT 107 | Modern Elementary Statistics | | 3 |
| SOC 150 | Cultural Diversity in the Workplace | | 3 |
| SP 101 | Fundamentals of Speech Communication | | 3 |
| BPS elective (no lab) | Biological or Physical Science elective (no lab) | | 3 |
| PHI 104 | Logic and Critical Thinking | | 3 |

**XASL 102 American Sign Language 2** This course is designed to be a continuation of the American Sign Language I—with the purpose of continuing to build basic grammar, vocabulary, structure, and syntax. Students will continue to build upon the base of knowledge acquired in ASL I

to communicate at the advanced beginning level. Students will increase vocabulary size to approximately 1,000 signs.
*Pre-requisite: ASL I with a grade of C or better or by consent of the department*

**3 Credits**

**XASL 150 Introduction to American Deaf Culture and History** This course will examine the development of d/Deaf culture in the United Sates. Topics covered include educational, legal, political, and cultural influences affecting the Deaf community Cultural perspectives on issues facing the d/Deaf and hard of hearing persons who use American Sign Language will be explored, including preservation of American Sign Language, technology, and services, as well as cochlear implantation. Subcultures of the American Deaf population will also be reviewed.

**3 Credits**

**XASL 201 American Sign Language 3** This course is designed to be a continuation of the American Sign Language 2 course—with focus on adding more complex grammatical features. Overarching themes of the course will include storytelling including sequencing, temporal aspects, environmental factors, and conditionals. Students will also expand on their knowledge of Deaf culture to assist in building skills in conversations. Students will continue to build upon the base of knowledge acquired in ASL 1 and ASL 2 to be able to hold a conversation at the intermediate level.

**3 Credits**

**XASL 204 American Sign Language 4** This course is designed to be a continuation of the American Sign Language 3 course—with focus on adding more complex grammatical features and vocabulary. Students will gain advanced ASL vocabulary and conversational skills. Class will be conducted in ASL only. Students will continue to build upon the base of knowledge acquired in ASL 1, 2, & 3 to be able to hold a conversation at the advanced intermediate level.

**3 Credits**

**XASL 250 Linguistics of American Sign Language** This course helps students to delineate the differences between ASL and spoken English. An introduction to comprehension, expression, and understanding of ASL classifiers and their linguistics symbols and signing space are covered.  This course is an introductory study of the phonological, morphological, syntactic, and semantic features of ASL, along with an introduction to semantics, glossing, and sociolinguistics.

**3 Credits**

**XASL 251 Introduction to Interpreting** This course serves as an introduction to the profession of interpreting for Deaf and hard of hearing communities. Students must have completed all other ASL courses offered at BCCC as this class is considered the capstone to the program, pulling on all the foundational knowledge covered. Topics covered include line-by-line translation, textual glossing, interpretation of narratives, and general interpretation.  The course includes a consideration of ethics and other issues that may arise in the practice of interpretation.

**3 Credits**

**PRE-100 - Preparation for Academic Achievement: (**1 credit), 15 lecture hours
All new, degree- or certificate-seeking students and students entering with fewer than 15 credits are required to complete the College's Orientation course. The purpose of this course is to provide information necessary for academic success in college and to give students knowledge of what to expect in their classes. Students learn strategies that empower them to achieve success.

**MAT 107 - Modern Elementary Statistics**: (3 credits)
Meets Category IV General Education Requirements
45 lecture hours
Prerequisites: MAT 86, or MAT 92 and RENG 92 or appropriate course waivers or ACCUPLACER scores within a range of 263-271.
Modern statistical methods with applications to the social and natural sciences are studied. The course focuses on descriptive statistics, probability, probability distributions, and estimation of statistical parameters from samples, hypothesis testing, and experimental design. It provides necessary statistical background for people interested in such diverse fields as psychology, sociology, computers, business, engineering, mathematics, and science.

**SP 101 - Fundamentals of Speech Communication**: (3 credits), Meets Category I General Education Requirements, 45 lecture hours.
Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Human communication in both a theoretical and an experiential framework is investigated. Areas of study include communication theory, interviewing, and informative and persuasive speaking. Students prepare and present informative and persuasive speeches based on classic models. Theory, preparation, appropriate form, and delivery are studied and evaluated. Each student is responsible for at least one formal interview and three speeches. Several impromptu speeches may be included.

**BPS-ELECTIVE - Biological and Physical Sciences Elective--3** credit - 45 lecture hours
**Prerequisites**: MAT 86 or MAT 92 and RENG 92 or appropriate course waivers or Accuplacer score
Students can choose any 100 level three credit Biological and Physical Sciences Elective to fulfill this requirement.

**HLF Elective – Health and Life Fitness--2** credit - 30 lecture hours
**Prerequisites**: None
Students can choose any two credit or two one credit HLF electives to fulfill this requirement.

**ENG 101 - English Writing**: (3 credits), Meets Category V General Education Requirements
45 lecture hours; D and F Grades are not awarded. A minimum of a C grade is required to pass the class.
Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores. Non-native English speakers pursuing an academic certificate or degree take a mandatory sequence of courses in core skill areas (ELI 80W; ELI 80R; ELI 81G; ELI 81W; ELI 82G; and ELI 82W). Successful completion of ELI 82G and ELI 82W courses is required before taking ENG 101. (Details under English Language Instruction.)
This course offers classroom instruction and practice in the skills necessary to write effective informative and persuasive essays, to understand the primary principles of scholarly inquiry and research, and to use the conventions of documentation. Students learn to use the conventions of standard written American English to establish a clear purpose in their writing, to develop their purpose with adequate and pertinent evidence, and to adapt their presentations to a range of audiences. The preparation of regularly scheduled essays is required, as is revision and editing of instructor-evaluated work.

**PSY 101 - Introductory Psychology:** (3 credits), Meets Category II General Education Requirements
45 lecture hours
Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Students are introduced to the scientific study of behavior and a survey of the physiological, emotional, intellectual, and social forces that influence the development of human behavior.

**SOC 150 - Cultural Diversity in the Workplace:** (3 credits), Meets Category VI General Education Requirements
45 lecture hours
Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
How cultural diversity presents major challenges and opportunities in the workplace is examined. The course focuses on interpersonal and organizational relations that maximize resources and empower employees from a wide variety of cultural backgrounds. Students examine communications, education, teamwork, and management in the context of an increasingly diverse workforce and client base.

**BIO 102 - Principles of Biology** (4 credits) Meets Category III General Education Requirements
45 lecture hours; 45 hours laboratory work
Prerequisites: MAT 86 and RENG 92 or satisfactory ACCUPLACER score Corequisites: BIO 102L
This is a competency-based one semester lecture/laboratory course covering the major principles of biology. Topics include biochemistry, cell biology, respiration, photosynthesis,

genetics, evolution, ecology, reproduction, and energetics. Recommended for science and non-science majors who plan to transfer to four-year institutions and universities.

**CLT 100 - Computer Literacy** (2 credits)
30 lecture hours
Prerequisites: None Passing this course with a "C" or better fulfills the College's Computer Literacy Requirement.
This hands-on course is recommended for students who need assistance in meeting the College's Computer Literacy Graduation Requirement. Students develop basic computer skills in Windows-based operating systems, word processing, spreadsheet, database management, and presentation graphics.

**ENG 102 - Introduction to the Term Paper and Research Methods** (3 credits)
45 lecture hours
Prerequisites: ENG 101
Skills are developed in basic research and analysis focusing on topic selection, note taking, planning, composing, and documentation. Students prepare research assignments, including abstracts, bibliographies, and research essays. Certain sections of the course may be designated specifically for students in the Arts and Sciences Transfer Program, Business programs, Allied Health programs, or Legal Assistant programs, providing specialized treatment of students' varying research needs.

**ENG 200 - Introduction to Literature** (3 credits) Meets Category I General Education Requirements
45 lecture hours
Prerequisites: ENG 101
The four literary forms-poetry, drama, the short story, and the novel-are studied. Major emphasis is on teaching students to read critically and to write critical essays based on the analysis of various literary works.

**PHI 104 - Logic and Critical Thinking** (3 credits) Meets Category I General Education Requirements
45 lecture hours
Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Students are introduced to the principles of reasoning and reflective thinking. Argumentation, analysis, inductive and deductive reasoning, fallacies, and logical techniques are explored. The course also examines classical reasoning as well as how critical reasoning may be applied to gender, race, ethnicity, and class.

**SOC 101 - Introduction to Sociology** (3 credits) Meets Category II General Education Requirements
45 lecture hours
Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
The study of society is introduced with emphasis on sociological concepts, methods, and theories about social structures and processes. Included in this overview of sociology is analysis of social organization, culture, socialization, social inequality, and social change.

(Students completing SOC 101 should not take the four-credit introductory course, SOC 120).

**D.  If applicable, describe any selective admissions policy or specific criteria for students selecting this major field of study.**

The program does not have a selective admissions policy.

**E.  Describe expected student learning outcomes for the proposed program and directly relate these to the general curricular requirements of the program.**

In the seven-course ASL series, students will continue to build on skills learned in the previous course. Each course will help to develop confidence and knowledge in ASL. ASL 150 is specifically about deaf culture and history; however, each course naturally weaves in topics about cultural understanding for the deaf community. Students often begin in a 'Signed English' style rather than the ASL style of communication and they will learn the differences between the two. By the end of the seven-course series, students should be familiar with the grammatical differences between the two styles of sign language and be able to switch between the two.

- Students will demonstrate development of communication skills using American Sign Language both receptively and expressively.
- Students will demonstrate an understanding of the culture and history of the American Deaf community.
- Students will be able to explain differences between Signed English and American Sign Language.

**III.  Faculty**

**A.  Provide a list of current faculty (and areas of expertise) who will teach in the program.**

**B.  List faculty by rank required for full implementation of the program. Indicate which additional faculty members are to be hired and describe their qualifications.**

- **Assistant Professor** – American Sign Language. To be hired in the 1st year the program is active.

**IV.  Accreditation**

A. **Does the institution intend to seek accreditation for this program by one of the specialized accrediting bodies recognized by the U.S. Department of Education?**

The College will not seek accreditation for this program because based on the research there is no specialty accrediting body.

B. **Does the institution intend to seek any State licensure or certification requirements which may be necessary for graduates to be employed in this field of study?**

The College will not seek accreditation for this program because based on the research there is no specialty accrediting body.

C. **Describe any additional resources, including facilities, required to gain accreditation or licensure.**

Not Applicable

V. **Cooperative Arrangements**

A. **Describe cooperative arrangements with other institutions and organizations that may be used to offer this program. Specify the nature of such agreements and attach any formal statements of agreement that have been developed.**

The College does not have cooperative agreements, but it will update current and develop new articulation agreements with four-year institutions.

B. **All public institutions shall show evidence of the development and dissemination of Recommended Transfer Programs (RTPs) in cooperation with sending/receiving institutions. All institutions shall also provide evidence that the RTPs are available to students through ARTSYS or in written form. In order to foster articulation with K-12, community colleges will also identify parallel curricula to secondary schools.**

Courses and program completion are transferrable to four-year institutions such as:

1. Towson University has a direct equivalent of American Sign Language/Deaf Studies major for: ASL 1, ASL 2, ASL 3, ASL 4, Introduction to Interpreting, and Linguistics of American Sign Language.

   Salisbury University has a minor program in Deaf Studies, the following courses would be direct equivalent: ASL 1, ASL 2, ASL 3, ASL 4, and Introduction to American Deaf Culture & History

VI. **Library Requirements**

**Provide a brief shelf analysis of existing resources to support the proposed program. Indicate the need for additional on-site resources and over what time period you expect that they will be acquired. Discuss additional provisions for access to library holdings – e.g. inter-library loan, local library holdings, the UMS integrated library system, and/or other computerized systems that allow access to library resources housed at other institutions. Attach letters of agreement if appropriate.**

The Library will need to purchase the textbooks as required by the ASL/DS program. It is expected that the books will be needed by Spring 2023.

VII. **Facilities and Equipment**

A. **How will the proposed program impact on the use of existing facilities and equipment?**

The proposed program will utilize current instructional space.

B. **Describe additional facilities, facility modifications, and equipment that will be required for use in the proposed program. Indicate the status of the facility and equipment requests to support your needs.**

No additional equipment will be required.

VIII. **Minority Student Achievement**

**Identify specific actions and strategies which will be utilized in the recruitment and retention of other-race students.**

Students will be recruited from the Baltimore City Public Schools, as well as Baltimore County. All students will be encouraged to apply and enroll. The College will leverage the Mayor Scholars Program, in addition to the dual enrollment program. The College has offered ASL 101 for dual enrollment in the spring 0f 2022 and it has been requested for the fall of 2022 as well. We will look to offer the second course in the sequence to those schools whose students have completed ASL 101 in the spring of 2023.

IX. **Low-Productivity Programs**

**Those low-productivity programs directly related to the proposed program should be addressed. Careful review should consider the fiscal resources (faculty, administration, library resources, and general operating expenses) currently devoted to the low-productivity programs and how those resources can be redistributed to help fund the proposed program.**

Currently, there are no plans to reallocate funds from low enrolled programs to the new program,

## X.    Finance

**This information is requested to permit the Secretary to assess the adequacy of resources requested to support this program. Complete Tables 1 and 2 (pages 8 and 10). Please provide a narrative rationale for each of the resource requirements. Finance data for the first five years of program implementation should be entered in Table 1 – Resources and Table 2 –Expenditures. Figures should be presented for five years and then totaled by category for each year. As an attachment, narrative explanation should accompany each table. Below is the format for both tables as well as directions for entering the data and writing the accompanying narrative.**

TABLE l:      Resources

1.  Reallocated Funds

No funds are anticipated to be reallocated for the new program.

2.      Tuition and Fee Revenue

It is assumed that tuition and fees will be constant in the next five years. The In-state tuition rate is currently $110 per credit hour and a total fee of $28 (consisting of consolidated fees of $15, Tech fee $10 registration fee of $2, and facilities capital fee $1) for a total of $131 per credit hour rate was used in calculating the revenue: with 24 credits per year for full-time students and 12 credits per year for part-time students. The enrollment projections are based on the current performance of similar associate degree programs in the State and the current demand from dual enrollment.

3.      Grants and Contracts NA

4.      Other Sources

Baltimore City Community College is the only state funded community college in the state of Maryland. The college will receive approximately $7,573 per student FTE.

5.      Total Year

Based on a conservative estimate of resources, the American Sign Language and Deaf Studies Program at Baltimore City Community College is expected to have adequate resources from its inception to maintain a successful and expanding academic program.

**TABLE 1: Resources**

| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| 1. Reallocated Funds | | | | | |
| 2. Tuition/Fee Revenue (c+g below) | $37,968 | $102,448 | $137,102 | $171,756 | $206,410 |
| a. Number of F/T Students | 6 | 20 | 25 | 30 | 35 |
| b. Annual Tuition/Fee Rate | 3314 | 3314 | 3314 | 3314 | 3314 |
| c. Total F/T Revenue (a x b) | 19,884 | 66,280 | 82,850 | 99,420 | 115,990 |
| d. Number of P/T Students | 11 | 22 | 33 | 44 | 55 |
| e. Credit Hr. Rate/per semester    fee | 135/37 | 135/37 | 135/37 | 135/37 | 135/37 |
| f. Annual Credit Hrs. | 12 | 12 | 12 | 12 | 12 |
| g. Total P/T Revenue (see attached) | 18,084 | 36,168 | 54,252 | 72,336 | 90,420 |
| 3. Grants, Contracts, & Other External Sources | | | | | |
| 4. Other Sources | | | | | |
| TOTAL (Add 1 – 4) | $37,968 | $102,448 | $137,102 | $171,756 | $206,410 |

TABLE 2:  EXPENDITURES

1. <u>Faculty (# FTE, Salary, and Benefits):</u>

   Initially, one full time faculty member will be needed to teach the core courses in this program and will need to be hired. Until a full-time faculty member can be hired the courses will be covered by parttime faculty. They will serve as the Program Coordinator. General education required courses will be taught in their various departments. It is anticipated that a second faculty member will need to be hired for the start of the third year in the program as the program grows both for the traditional pathway and for dual enrollment. All faculty members are expected to teach a total of 30 Teaching-Assignment Units (TAU) per academic year. One TAU is equivalent to 15 contact hours. The salary and benefits are along the line with BCCC faculty salary and benefit structure. Faculty will be required to observe office hours in accordance with the faculty handbook, faculty contracts and the program coordinator contract. The cost for each faculty member is 65,000 and the adjunct cost is approximately 25,000.

2. <u>Administrative Staff (# FTE, Salary, and Benefits):</u>  No additional staff will be needed.

3. <u>Support Staff (# FTE, Salary, and Benefits):</u>  No additional staff will be needed.

4. <u>Equipment:</u>  No additional equipment is needed.

5. <u>Library:</u>  Books specific to the program will be purchased for the library to have as a resources for students..

6. <u>New and/or Renovated Space:</u>  No expenditures are expected.

7. <u>Other Expenses:</u>  Funding will be available for professional development for faculty members who teach in the American Sign Language and Deaf Studies program.

8. <u>Total Year:</u>  Based on a conservative estimate of expenditures, the American Sign Language and Deaf Studies program at Baltimore City Community College is expected to have adequate resources to cover the costs of this academic program.

| | | | | | |
|---|---|---|---|---|---|
| TABLE 2: EXPENDITURES | | | | | |

| Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| 1. Faculty (b + c below) | 56,966.00 | 90,466.00 | 148,432.00 | 164,682.00 | 180,932.00 |
| a. # FTE | 0.5 | 1.0 | 1.5 | 1.75 | 2.0 |
| b. Total Salary | 32,500.00 | 65,000.00 | 86,583.50 | 86,583.50 | 86,583.50 |
| c. Total Benefits | 25,466.00 | 25,466.00 | 25,466.00 | 25,466.00 | 25,466.00 |
| 2. Admin. Staff (b + c below) | 0 | 0 | 0 | 0 | 0 |
| a. # FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | 0 | 0 | 0 | 0 | 0 |
| c. Total Benefits | 0 | 0 | 0 | 0 | 0 |
| 3. Support Staff (b + c below) | 0 | 0 | 0 | 0 | 0 |
| a. # FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | - | - | - | - | - |
| c. Total Benefits | - | - | - | - | - |
| 4. Technical Support and Equipment | - | - | - | - | - |
| 5. Library | | | | | |
| 6. New or Renovated Space | - | - | - | - | - |
| 7. Other Expenses | - | - | - | - | - |
| TOTAL (Add 1 – 7) | $56,966.00 | $90,466.00 | $148,432.00 | $164,682.00 | $180,932 |

BALTIMORE CITY COMMUNITY COLLEGE

CURRICULUM AND INSTRUCTION COMMITTEE OF THE FACULTY SENATE

# CURRICULUM PROPOSAL TRANSMITTAL FORM

## 1.  Type of Proposal

**Mark all that apply**:

New Course                                                        __X_____
General Education Course                                 _____
New Program                                                   ___X_____
New Program Area of Concentration            _____
New Certificate                                              _____
New Stand-Alone Certificate                           _____
Directed Technology Certificate                      _____
Course Revision                                             _____
Course Deletion                                             _____
Program Revision                                           _____
Program Area of Concentration Revision         _____
Certificate revision                                        _____

AA degree_____        AS degree_____        AAS degree_X___      AAT degree_____

## 2.  Name of Program/Course Number and Course Title

**New Course:** CHE 107- Organic and Biochemistry

**A.A.S. Degree Geoscience Technology**

- MAT 107 - Modern Elementary Statistics
- BCAP 104 - Introduction to Operating Systems: DOS/Windows
- BCAP 126 - Comprehensive Spreadsheets
- CADD 101 - Introduction to CADD
- CADD 200 - Geographic Information Systems Applications
- CHE 101 - General Chemistry I
- CHE 107- Organic and Biochemistry (new course)
- GEO 102 - Elements of Cultural Geography
- SCI 100 - Elements of Earth Science
- SCI 106 - Introductory Oceanography
- ES 110 - Environmental Science
- BIO 212 – Microbiology
- SOC 150 - Cultural Diversity in the Workplace
- COP 100 - Cooperative Education

### 3. **Brief Description of Proposal (no more than 30 words)**

This is a career program designed to prepare the graduates for jobs in Geoscience and related fields. It prepares graduates adequately with basic science concepts through application and problems solving.

4. **Author(s):** Professor Wendweson Fikire      Dr. Fekadu Folle
5. **Phone:**     (410) 462-8462         (410)462-7462
    **Email:**      wfikire@bccc.edu        ffolle@bccc.edu

### 6. **When did the department discuss the proposal?**

Initial presentation occurred on November 12, 2021, during the school of BSTEM division meeting; second presentation occurred on January 28, 2022, during the Natural and Physical Science (NPS) departmental meeting.

    **When did the department approve the proposal?** (Approval means that the department approves the idea as well as the completed forms, grammar, etc.)**:**

Approved on February 25, 2022, during the NPS department meeting.

7. **Signature of CIC departmental representative(s):** *Malathi Radhakrishnan*
    **Dr. Enyinnaya Iweha**                  Malathi Radhakrishnan
    *Enyinnaya Iweha*
    **Signature of Associate Dean:** *Anil Malaki*   03/01/2022

--------------------------------Do not write below this line------------------------

**Date(s Discussed by CIC:** March 9, 2022

Approved _____X_____           Not Approved_____

Expiration date (only if course is experimentally approved* course): _____

Signature of CIC Chair/Date: Paul Long   March 15, 2022

Comments: The new A.A.S. Program in Geoscience Technology was unanimously approved on March 9, 2022.

**Date(s) Discussed by SEC:** May 6, 2022 _____

Approved ☑_____          Not Approved_____

Signature of SEC Secretary/Date: *Denise P. Holland*       May 14, 2022

Comments:_____
_____

Revised February 2016

**Date(s) Reviewed by Vice President of Academic Affairs:**
(If it is a new program, program option or stand alone certificate, approval of Vice President includes review of MHEC proposal as well as CIC proposal)

Approved ☐ _____                     Not Approved_____

Signature of Vice President of Academic Affairs/Date:

_____

Comments:_____

_____

# If new program, program option, directed technology certificate or stand-alone certificate, the following approvals are also necessary (this approval includes approval and review of MHEC proposal, as well as CIC proposal)

**Date(s) Reviewed by President:** _____

Approved ☐ _____                     Not Approved_____

Signature of President /Date: _____

Comments:_____

_____

**Date(s) Reviewed by Board of Trustees:** _____

Approved ☐ _____                     Not Approved_____

Signature of Secretary of Board of Trustees /Date: N/A per VPAA
_____

Comments:_____
_____
--------------------------------------------------------------------------------------------------------

**Academic Operations**

Date Information inputted into system: _____

Date Signed <u>copies</u> sent to:   CIC Chair      _____

                                    Author(s) of Proposal _____

                                    Associate Dean  _____

Revised February 2016

# Cover Sheet for In-State Institutions
# New Program or Substantial Modification to Existing Program

| Institution Submitting Proposal | Baltimore City Community College |
|---|---|

*Each **action** below requires a separate proposal and cover sheet.*

- ◉ New Academic Program
- ◯ New Area of Concentration
- ◯ New Degree Level Approval
- ◯ New Stand-Alone Certificate
- ◯ Off Campus Program

- ◯ Substantial Change to a Degree Program
- ◯ Substantial Change to an Area of Concentration
- ◯ Substantial Change to a Certificate Program
- ◯ Cooperative Degree Program
- ◯ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ◯ No   Payment Type: ◉ R*STARS # R95  ◯ Check #   Payment Amount: 850.00   Date Submitted: 4/29/22

| | |
|---|---|
| Department Proposing Program | Business and Technology |
| Degree Level and Degree Type | AAS |
| Title of Proposed Program | Cybersecurity Digital Forensics |
| Total Number of Credits | 60 |
| Suggested Codes | HEGIS: 5505 CIP: 43.0403 |
| Program Modality | ◉ On-campus ◯ Distance Education (*fully online*) |
| Program Resources | ◉ Using Existing Resources ◯ Requiring New Resources |
| Projected Implementation Date | ◉ Fall ◯ Spring ◯ Summer Year: 2022 |
| Provide Link to Most Recent Academic Catalog | URL: **http://bccc.catalog.acalog.com/** |

| Preferred Contact for this Proposal | Name: | Liesl Jones |
|---|---|---|
| | Title: | Vice President Academic Affairs |
| | Phone: | |
| | Email: | ljones@bccc.edu |

| President/Chief Executive | Type Name: Debra L McCurdy |
|---|---|
| | Signature: *[signature]*  Date: 04/29/2022 |
| | Date of Approval/Endorsement by Governing Board: 03/16/2022 |

Revised 1/2021

# MHEC

# ACADEMIC PROGRAM PROPOSAL MATERIALS

## PROPOSAL FOR


___x___  NEW INSTRUCTIONAL PROGRAM

_____ SUBSTANTIAL  EXPANSION/MAJOR  MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM


Baltimore City Community College

_____
<center>Institution Submitting Proposal</center>

Cybersecurity Digital Forensics, 5505.00 43.0403

_____
<center>Title of Program, Proposed HEGIS and CIP Codes</center>


| Business and Technology | Quintin Davis |
|---|---|
| Department In Which Program Will Be Located | Name of Department Head |
| AAS Degree | Fall 2022 |
| Award to be Offered | Proposed Initiation Date |


_____    President/Chief Executive Approval
 Signature/Date


____March 16, 2022_____    Date Endorsed/Approved by Governing Board


_____    Date Received by Secretary of Higher Education

I.     Rationale and Need for the Program

   A.   **Describe the extent to which this program is central to the institutional mission, the planning priorities of the campus, and its relationship to the instructional program emphasis.**

        Baltimore City Community College provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area. The primary goal of the Cybersecurity Digital Forensics program is to provide a career pathway to a knowledge-economy job and to provide a curriculum that is more accessible for community college students. Students will have the option to enrich their academic, experience, and marketing credentials by doing real-work projects using the same software they will use in the industry. Organizations such as the Department of Homeland Security (DHS), DoD, NSA, FBI, NASA, Government Contractors, and more have estimated shortages in cybersecurity professionals needed to monitor and defend State and Federal Government, and Private and Public Corporate systems in the US. Graduates from this program will provide resources to help fulfil this requirement.

   B.   **Describe how this program meets a critical and compelling regional or statewide need as identified in the Maryland state plan.**

   C.   **State the specific local, State, and/or national needs for graduates of the proposed program. Describe job opportunities that are available to persons who complete the program. Provide evidence of market demand through supporting data including results of surveys which have recently been conducted. Present data showing the current and projected supply of graduates from existing programs in the State, if any.**

        Reply for sections B and C: In addition to the organizations listed above such at DHS, DoD, NSA, and Security, the Baltimore Cyber Range has a wide range of partners through which graduates can do internships with for hands-on training and workforce development opportunities (Baltimore Cyber Range, 2021). Currently there are more opportunities than resources available to fulfill the need. According to a recent Gartner Report, organizations are changing their focus on greater cybersecurity protection, governance, and cybersecurity business priorities (Proctor, 2020).

   D.   **Provide evidence of student interest in the program. What are the projections of program majors full-time and part-time for each of the first five years of the program?**

   E.   **Project the number of graduates for the first five years of the program following the first year of awarding the degrees.**

The following narrative addresses sections "D" and "E" above. The projected student enrollment in the new Cybersecurity Digital Forensics Program and Certificate over a five-year period are outlined below:

| Program: Cybersecurity Digital Forensics Program & Certificate | | | | | |
|---|---|---|---|---|---|
| Projected # of Majors Over Five Years | | | | | |
| Estimates | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 | Fall 2026 |
| # of Students | 22 | 44 | 66 | 88 | 110 |
| Projected Graduates* | | 22 | 40 | 60 | 75 |
| * Not all Full-Time Students | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |

The Cybersecurity Digital Forensics Program is being developed as a result of a capacity building $300,000 grant awarded to BCCC in 2020. The grant awarded is part of the Cybersecurity Education Diversity Initiative (CEDI) to aid HBCUs or Minority Serving Institutions (MSIs) across the US. To increase access to cybersecurity education, the National Security Agency's National Centers of Academic Excellence in Cybersecurity (NCAE-E) Program Management Office and the DoD's Office of Industrial Policy, Small Business Program's (OSBP) Mentor Protégé Program (MPP) collaborated to ensure its program's success.

A significant portion of the grant's funds will be used for building the program, including equipment, hardware, software, furniture, and more. A large percentage of the grant is allocated to award 42 student scholarships to encourage students to enroll in the new program. Approximately $40,000 will be awarded to students in this program during the first year. There will be $42,000 awarded to students in the second year.

Additionally, BCCC has started the process to be a CAE candidate and in turn to be designated as a Center of Academic Excellence (CAE). This is a very esteemed designation which will be an excellent promotional tool to attract future cybersecurity and maintain current cybersecurity majors. The CAE designation will also ensure students are equipped with the necessary skills to be competitive in the cybersecurity workforce. Moreover, students will develop a great sense of pride knowing they are in a field contributing the national cyber defense.

The projections above are based on past performance of the current Cyber Security and Assurance Program displayed below:



| Program | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|---|---|---|---|---|---|
| Cyber Security and Assurance Certificate | 7 | 5 | 4 | 23 | 29 |
| Cyber Security and Assurance Degree | 2 | 39 | 71 | 103 | 125 |
| Total | 9 | 44 | 75 | 126 | 154 |

Source: BCCC fall Enrollment Information System (EIS) files submitted to the Maryland Higher Education Commission annually in November.
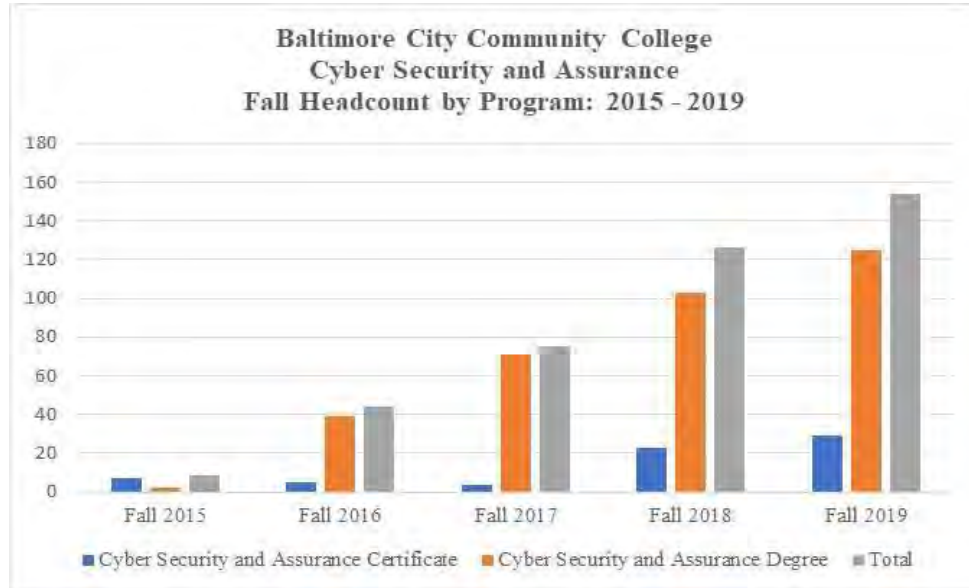


**F.** **If a similar program exists in the State, describe the similarities or differences in the degree to be awarded, the area (s) of specialization, and the specific academic content of the program or course of study.**

Several community colleges were researched in the Maryland area. There were similarities and differences in the programs:

**Anne Arundel Community College (AACC)** – There are similar titles such as Digital Forensics 1-3; however, the course content covered has different focus areas. Also, the Capstone for the BCCC focus course is different which covers a combination of the content that will be covered in the BCCC program and proposes to include internship opportunities.

**Community College Baltimore County CCBC** – The only similarity appeared to be both three and four credit courses. The program appeared to focus more on the Network/ Defense/CCNA certification training.

**Garret Community College** – The similarity was the combination of three and four credit hour courses. However, this program was more similar to the CCBC program focusing on CISCO/Networking with one course on Computer Forensics.

**Howard Community College (HCC)** – HCC offered an entry, mid-level and advanced level Computer Forensic Courses vs. the proposed Digital Forensics courses for BCCC. There was also a Python course offered. All the Cyber courses are three credit offerings vs four credit courses at BCCC for the proposed program.

**Montgomery Community College** – The similarities were the inclusion of network courses, some three and four credit hour courses, and a Capstone course. The major difference was the concentration of the program to CISCO/Networking.

II.     Course of Study Leading to the Proposed Degree

   A.   **State the educational objectives of the program.**

   The educational objectives of the program fulfill a need for expanded numbers of cybersecurity majors in the Maryland, DC, and Virginia (DMV) and all across the US. Governmental and private sector organizations have estimated shortages in cybersecurity professionals. Cyber majors are needed to monitor and defend State and Federal Government, and Private and Public Corporate systems in the US. Graduates from this program will provide resources to help satisfy this requirement.

   B.   **Describe the program, as it would appear in a catalog, including each area of concentration.**

   The program description in the catalog will be as follows: Cybersecurity Digital Forensics Program provides students with practical experience in understanding the threats and dangers, security assessments and analysis to a wide range of different businesses, and the steps that need to be taken to mitigate these vulnerabilities by using state-of-the-art technology. The program prepares students for vendor-specific or commercially available security certifications. The program also emphasizes the need to build a wall between our information and those that want to exploit it. The recurring events such as virus and worm attacks and the success of criminal attackers, illustrate the weaknesses in current information technologies and the need to heightened security of these systems.

   C.   **List the courses (title, number, semester credit hours, and catalog description) that would constitute the requirements and other components of the proposed program.  Indicate which are currently offered and which will be new (indicate new courses with an X).**

   The following are the proposed courses, course IDs, Category Requirements/Course Pre-requisites for the Cybersecurity Digital Forensics Program.

| Baltimore City Community College | | | | |
|---|---|---|---|---|
| New Program Proposal | | | | |
| Cybersecurity Digital Forensics | | | | |
| **Proposed Course Sequence:** | | | | |
| **Course ID Credits** | | **Course Name** | **Category\*\* Requirement Fills:** | **Course Pre-Requisites** |
| **1st Semester** | | | | |
| PRE 100 | 1 | Preparation for Academic | | **None** |
| ENG 101 | 3 | English Writing | | RENG 92 or appropriate course w aivers or Accuplacer score |
| CDF 100 | 3 | Cybersecurity Fundamentals | **Major** | **None** |
| CDF 110 | 4 | An Introduction to Operating Systems (Windows, NOS & DO/S, Unix, Linux) | **Major** | **None** |
| CDF 115 | 4 | Digital Forensics I | **Major** | **None** |
| | 15 | | | |
| **2nd Semester** | | | | |
| SP 101 | 3 | Fundamentals of Speech Communication | | RENG 92 or appropriate course w aivers or Accuplacer score |
| CDF 120 | 4 | Introduction to IT Technical/Help Desk Support | **Major** | CDF 100 and CDF 110 |
| CDF 125 | 4 | Introduction to Python | **Major** | **None** |
| CDF 130 | 4 | Digital Forensics II | **Major** | CDF 100, CDF 110, and CDF 115 |
| | 15 | | | |
| **3rd Semester** | | | | |
| HLF-Elective | 2 | Health and Life Fitness | | **None** |
| CRJ 210 | 3 | Investigative Principles and | | **None** |
| MAT 107 | 3 | Modern Elementary Statistics | | MAT 86 or MAT 92 and RENG 92 or appropriate course w aivers or Accuplacer |
| CDF 230 | 4 | Fundamentals With Networking | **Major** | CDF 100, CDF 110, and CDF 120 |
| CDF 240 | 4 | Digital Forensics III | **Major** | CDF 115 and CDF 130 |
| | 16 | | | |
| **4TH Semester** | | | | |
| Gen Ed Core | 3 | Social and Behavioral Sciences | | ENG 82 or RENG 92 |
| BPS-Elective | 3 | Biological and Physical Sciences | | MAT 86 or MAT 92 and RENG 92 or appropriate course w aivers or Accuplacer score |
| CDF 250 | 4 | Network Intrusion and Penetration Testing | **Major** | CDF 230 |
| CDF 260 | 4 | Digital Forensics Capstone | **Major** | CDF 130 and CDF 240 |
| | 14 | | | |
| | | | | |
| **Total Cr** | **60** | | | |

| Baltimore City Community College | | | | |
|---|---|---|---|---|
| New Program Proposal | | | | |
| Cybersecurity Digital Forensics Certificate | | | | |
| **Proposed Course Sequence:** | | | | |
| **Course ID** | **Credits** | **Course Name** | **Category\*\*** | **Course Pre-Requisites** |
| **1st Semester** | | | | |
| PRE 100 | 1 | Preparation for Academic Achievement | | **None** |
| CDF 100 | 3 | Cybersecurity Fundamentals | **Major** | **None** |
| CDF 110 | 4 | An Introduction to Operating Systems (Wind | **Major** | **None** |
| CDF 115 | 4 | Digital Forensics I | **Major** | **None** |
| | 12 | | | |
| **2nd Semester** | | | | |
| CDF 120 | 4 | Introduction to IT Technical/Help Desk Supp | **Major** | CDF 100 and CDF 110 |
| CDF 130 | 4 | Digital Forensics II | **Major** | CDF 100, CDF 110, snd CDF 115 |
| | 8 | | | |
| **3rd Semester** | | | | |
| CDF 230 | 4 | Fundamentals With Networking | **Major** | CDF 100. CDF 110. and CDF 120 |
| CDF 240 | 4 | Digital Forensics III | **Major** | CDF 115 and CDF 130 |
| | 8 | | | |
| **Total Cr** | 28 | | | |

The following are the course catalog descriptions for the proposed/new courses for the
Cybersecurity Digital Forensics Program.

**PRE 100 – Preparation for Academic Achievement--**1 credit - 15 lecture hours
**Prerequisites**: None

All new, degree- or certificate-seeking students and students entering with fewer than 15 credits are
required to complete the College's Orientation course. The purpose of this course is to provide
information necessary for academic success in college and to give students knowledge of what to
expect in their classes. Students learn strategies that empower them to achieve success.

**ENG 101: ENGLISH WRITING**--3 credits--45 lecture hours
Meets Category V General Education Requirements; D and F Grades are not awarded. A minimum
of a C grade is required to pass the class.
**Prerequisites**: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores. Non-
native English speakers pursuing an academic certificate or degree take a mandatory sequence of
courses in core skill areas (ELI 80W; ELI 80R; ELI 81G; ELI 81W; ELI 82G; and ELI 82W).
Successful completion of ELI 82G and ELI 82W courses is required before taking ENG 101.
(Details under English Language Instruction).

This course offers classroom instruction and practice in the skills necessary to write effective
informative and persuasive essays, to understand the primary principles of scholarly inquiry and
research, and to use the conventions of documentation. Students learn to use the conventions of
standard written American English to establish a clear purpose in their writing, to develop their
purpose with adequate and pertinent evidence, and to adapt their presentations to a range of

audiences. The preparation of regularly scheduled essays is required, as is revision and editing of instructor-evaluated work.

**(X) CDF 100: CYBERSECURITY FUNDAMENTALS**--3 credits--45 lecture hours
**Prerequisites**: None
Cybersecurity Fundamentals provides an overview of major topics and trend in the cybersecurity field. Students will learn the core components involving cybersecurity. The main topics covered include Securing the Operating Systems, Malware and Antivirus software, and Internet Security. Other central topics include Security on Social Networking Sites, Securing Email Communications, Securing Mobile Devices, Securing the Cloud, and Securing Network Connections. Finally, students will be introduced to leading and overall understanding of Data Backup and Disaster Recovery processes, requirements, and best practices.

**(X) CDF 110: AN INTRODUCTION TO OPERATING SYSTEMS (WINDOWS, NOS & DO/S, UNIX, LINUX)**-4 credits--(60 hours, combined lecture and lab)
**Prerequisites**: None
An Introduction to Operating Systems provides an overview to the operating systems, how operating systems work with hardware, software, and peripheral devices, the history of operating systems and more. Students learn the management of main memory resources, single processor and multiprocessor management, and managing available devices without conflicts. In addition, student learn about file management, and files with system instructions, security of the operating systems, and system's management. Students also learn about specific operating systems including UNIX, Windows, Linux, Android operating systems, and network operating systems.

**(X) CDF 115: DIGITAL FORENSICS I**--4 credits--(60 hours, combined lecture and lab)
**Prerequisites**: None
Digital Forensics I provides an overview of computer forensics fundamentals topics. Students will learn about the investigative process involving digital forensics including understanding hard drives and file systems, data acquisition and duplication, defeating anti-forensics techniques. Also, students will learn the fundamentals of defeating anti-forensics techniques; Windows Linux, Mac, Network, Dark Web, Malware Forensics. Students will also learn techniques to investigate Web attacks and e-mail crimes.

**SP 101: FUNDAMENTALS OF SPEECH COMMUNICATION--3 credits—45 lecture hours**
Meets Category I General Education Requirements.
**Prerequisites**: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Human communication in both a theoretical and an experiential framework is investigated. Areas of study include communication theory, interviewing, and informative and persuasive speaking. Students prepare, and present informative and persuasive speeches based on classic models. Theory, preparation, appropriate form, and delivery are studied and evaluated. Each student is responsible for at least one formal interview and three speeches. Several impromptu speeches may be included.

**(X) CDF 120: INTRODUCTION TO IT TECHNICAL/HELP DESK SUPPORT**—4 credits--
(60 hours, combined lecture and lab)
**Prerequisites**: CDF 100 and CDF 110
Introduction to IT Technical/Help Desk Support provides an overview to the popular and evolving field of help desk support. Students learn the technical core components needed for Information Technology (IT) help desk functions. The Core Topics covered include CompTIA A+ Core 1 and A+ Core 2 Exam Objectives Mapped to Chapters. Additionally, students learn about motherboards, memory, power supplies, hard drives and storage devices, setting up networks, troubleshooting, and how to disassemble and reassemble computers. Other concepts discussed include end user computing, installation of end user computer systems, documentation for end users, computer facilities management, and common support problems and information resources for user support. Students are also introduced to leading help desk support software.

**(X) CDF 125: INTRODUCTION TO PYTHON**--4 credits--(60 hours, combined lecture and lab)
**Prerequisites**: None
Introduction to Python provides an introduction to the Python fundamentals. Students will learn about control statements, explore controlling program flow, and work with structured programs via functions. Python Fundamentals problem-solving skills for building efficient applications. Students learn about data structures and study ways to correctly store and represent information; object-oriented programming (OOP) concepts of abstraction, encapsulation of data, inheritance, and polymorphism. The course also includes an overview of how imports, modules, and packages work in Python, error handling, preventing apps from crashing, and file manipulation.

**(X) CDF 130: DIGITAL FORENSICS II**--4 credits--(60 hours, combined lecture and lab)
**Prerequisites**: CDF 100, CDF 110, and CDF 115
Digital Forensics II provides an expanded concepts of computer forensics in today's world. Topics will include the digital forensics investigative process, understanding hard drives and file systems, data acquisition and duplication, defeating anti-forensics techniques. Also, students will learn the fundamentals of defeating anti-forensics techniques; Windows Linux, Mac, Network, Dark Web, Malware Forensics. Students will also learn techniques to investigate Web attacks and e-mail crimes.

**HLF Elective – Health and Life Fitness--2** credit - 30 lecture hours
**Prerequisites**: None
Students can choose any two credit or two one credit HLF electives to fulfill this requirement.

**CRJ 210: INVESTIGATIVE PRINCIPLES AND CONCEPTS**-3 credits--45 lecture hours
**Prerequisites**: None
Students are introduced to criminal investigation: basic investigative techniques, preliminary investigation, crime scene protection and search, collection of physical evidence, documentary evidence, interviews and interrogations, and operations such as raids and undercover work.

**MAT 107: MODERN ELEMENTARY STATISTICS**--3 credits--45 lecture hours
Meets Category IV General Education Requirements.
**Prerequisites**: MAT 82 or MAT 92; RENG 92 or appropriate course waivers or ACCUPLACER scores
Topics useful to students in business and social sciences are covered with an emphasis on applications rather than theory. Topics include sets, the Cartesian coordinate system, functions and graphs, exponents and logarithmic functions, systems of linear equations and matrices, linear inequalities and linear programming, including the simplex method, probability, including conditional probability and Bayes' formula, and probability distribution.

**(X) CDF 230: FUNDAMENTALS WITH NETWORKING**--4 credits--(60 hours, combined lecture and lab)
**Prerequisites**: CDF 100, CDF 110, and CDF 120
Fundamentals With Networking provides an overview of network security fundamentals topics. Students will learn about current and future techniques to detect and secure the network and digital devices connected to the network. Also, students will learn how to identify, authenticate, authorize users for network access. Additional content includes Network Security Controls for Administrators and Technical resources. Students will also learn how to monitor, security on various digital devices such as mobile phones, PCs, and Laptops. Finally, Network Security Physical Controls will be discussed.

**(X) CDF 240: DIGITAL FORENSICS III**--4 credits--(60 hours, combined lecture and lab)
**Prerequisites**: CDF 115 and CDF 130
Digital Forensics III provides an advanced concepts of computer forensics in today's world. Topics will include the digital forensics investigative process, understanding hard drives and file systems, data acquisition and duplication, defeating anti-forensics techniques. Also, students will learn about database forensics and how to defeat anti-forensics techniques; Windows Linux, Mac, Network, Dark Web, and Malware Forensics. Students will also learn techniques to investigate Web attacks and e-mail crimes. Investigating Cloud Forensic is also discussed.

**GEN ED CORE - Social and Behavioral Sciences Elective**--3 credit - 45 lecture hours
**Prerequisites**: ENG 82 or RENG 92
Students can choose any 100 level three credit Social and Behavioral Sciences Elective to fulfill this requirement.

**BPS-ELECTIVE - Biological and Physical Sciences Elective**--3 credit - 45 lecture hours
**Prerequisites**: MAT 86 or MAT 92 and RENG 92 or appropriate course waivers or Accuplacer score
Students can choose any 100 level three credit Biological and Physical Sciences Elective to fulfill this requirement.

**(X) CDF 250: NETWORKING INTRUSION AND PENETRATION TESTING**--4 credits--(60 hours, combined lecture and lab)
**Prerequisites**: CDF 230
Networking Intrusion and Penetration Testing provides an overview of network security strategies and defense topics. Students will learn about current and future techniques to detect and secure the networks and digital devices connected to the network. Also, students will learn about Network Perimeter Security, Endpoint Security-Linux Systems, Mobile-Devices, Windows Systems, and IoT devices. Students will also learn about Administrative Application, Data, Enterprise Virtual Network/Cloud, and Wireless Security. Finally, students will gain knowledge regarding Network Monitoring and Analysis.

**(X) CDF 260: DIGITAL FORENSICS CAPSTONE**--4 credits--(60 hours, combined lecture and lab)
**Prerequisites**: CDF 130 and CDF 240
Digital Forensics Capstone is the final and inclusive course for the Cybersecurity Digital Forensics Degree program. The course content provides a building block of skills obtained in prior semesters such as cybersecurity networking and defense strategies; digital forensics investigative techniques; network authentication, intrusion, monitoring, and controls; and performing effective digital analysis and forensics investigations. Students will develop a Capstone Project as a team, building on monthly deliverables. The course content also exposes students to the key knowledge areas covered in the CHFI-CQ-EXAM-PREP and CHFIv10 Exam Prep.

D.  **If applicable, describe any selective admissions policy or specific criteria for students selecting this major field of study.**

The program does not have a selective admissions policy.

E.  **Describe expected student learning outcomes for the proposed program and directly relate these to the general curricular requirements of the program.**

The Cybersecurity Digital Forensics Program was created in alliance with the National Initiative for Cybersecurity Education (NICE) Cybersecurity Workforce Framework. The program provides students with practical experience in understanding the threats and dangers, security assessments and analysis to a wide range of different businesses, and the steps that need to be taken to mitigate these vulnerabilities by using state-of-the-art technology. The program prepares students for vendor-specific or commercially available security certifications. The program also emphasizes the need to build a wall between our information and those that want to exploit it. The recurring events such as virus and worm attacks and the success of criminal attackers, illustrate the weaknesses in current information technologies and the need for heightened security of these systems.

As an AAS degree program, students will be required to complete the minimum of 18 credits in General Education courses. Specific courses have been identified within the curriculum to meet the COMAR requirements of General Education and Learning

Outcomes in addition to meeting BCCC's Core Competency outcomes over the course of the program sequence outlined in Section "C" above.

The following are the Cybersecurity Digital Forensics Learning Outcomes:

1. Identify and analyze the risks, threats, and vulnerabilities associated with digital tools, using various tools in virtual labs.

2. Define and Identify the UNIX, Window, Linux, and Android operating systems, challenges, related security Examine LAN, MAN, WAN, WLAN, circuit and packet switching, and transport protocol models, complexities of operating systems and related file management; operating system security system performance.

3. Investigate and analyze Forensic Images of Windows RAM. Examine Web Browser Artifacts. Identify and Investigate Various Network Attacks using Wireshark, Splunk, or related tools.

4. Install hardware, software, and networks; manage and support end-user computers; solve installation problem regarding operating systems, application software, hardware, mobile devices, or networks; and be able to deskside support management responsibilities.

5. Implement Role-Based Access Controls in Windows Admin Center (WAC) and Implement Password Policies using Windows Group Policy. Implement IDS/IPS functionality. Employ Host-based and Network-based IDS functionality, Remote Patch Management and Perform related functions such as database backups, file recovery, and more.

6. Classify and collect data and digital evidence; maintain audit trails for chain of custody and evidence integrity; and prepare related documentation for cases. Utilize e-mail, database, and malware forensic tools to investigate e-mail and digital crimes.

III. **Faculty**

A. **Provide a list of current faculty (and areas of expertise) who will teach in the program.**

**Dr. Denise P. Holland** – Over 20 years of experience in teaching information technology/cyber courses. Over 24 years of experience with ERP systems: Project Management, Curriculum Design, Course Development, Training/Project Management, Organization Change Management (OCM), Configuration, and Testing.

Oversaw Center of Excellence (COE) production technical and functional support teams including human resources; time management; payroll; finance; system

developers; security and governance; internal IT systems audits, controls, and reporting; change management/training and learning management system (LMS).

- Served on PMO team for major SAP ERP systems implementations. Managed multiple concurrent projects and business initiatives. Chaired Change Control Board and Change Review Committee.

- Led instructional designers for new and ongoing learning needs, developing business process guides, testing materials, and deployments. Used RWD Info Pak / U-Perform for content development.

- Assessed in-house and external e-learning systems for employees.

- Directed initial business processes for COE production support, helpdesk (IT Helpdesk), asset and configuration management, organization change management (OCM), process plans, and documents. Directed functional and programming staff using structured methodology for SAP ABAP, Middleware, SAP PI, Web DynPro, Workflow, ALE/iDocs and Interfaces.

- Managed new and production support requirements including, design, development, integration systems including middleware/ ETL tools such as Informatica, and testing using HP Quality Center (HPQC) for test scripts (new implementations, production support changes, mid-year/year-end support packs). Manages system releases changes.

- Met with senior management to present and recommend production system changes to ensure timely and quality system changes, and reviewed system issues and risks.

- Built strategic alliances with IT, HR, Payroll, and Time Management teams resulting in greater control and quality systems configuration, development, testing, and implementations in alignment with COE/ITIL standards for the Strategic Asset Module. Six Sigma Training. Completed PMP Prep Training.

**Dr. Denise P. Holland - Degree Credentials:**

| Discipline of Degree: | Degree Conferred: | Institute of Graduation: |
|---|---|---|
| Organization and Management/Leadership | PhD - 10/2016 | Capella University |
| Cyber Security Technology | Master's – 9/2020 | University of Maryland University College (UMUC) |
| Information Technology/ Project Management | Master's – 2/2009 | American Intercontinental University |

| | | |
|---|---|---|
| Computer Programming Technology | Associate's – 8/84 | Dundalk Community College |
| Business/Computer Science | Bachelor's - 12/1983 | Notre Dame of Maryland University |
| Business and Industrial Management | Associate's – 6/82 | Dundalk Community College |

**Certifications: Approva Risk and Compliance Certified**

**Badges:**



**Neal Helton, Jr. -** Experienced in teaching: Foundations of Computer Science, Foundations of Technology, Linux. Essentials, and Cisco Academy Classes: (IT Essentials, CCNA Discovery II and Cisco Passport). Utilized critical thinking strategies to identify, analyze, synthesize and resolve issues. Developed lesson plans and incorporated technology to differentiate instruction. Experience, skills, knowledge and abilities in Data Monitoring, Trend & Compliance Analysis. Computer Systems Support, and Grants Management.

**Degree/ Certification Credentials:**

| Discipline of Degree: | Degree Conferred: | Institute of Graduation: |
|---|---|---|
| Business Administration | Doctoral Candidate 2010-2012 | Capella University |
| Information Systems | MIS 10/2009 | University of Phoenix |
| Business Administration | MBA 5/2000 | Morgan State University |
| Business Administration | BA 5/1997 | Morris College |

**Certifications: CCENT, Sec+, Net+, A+**

B. **List faculty by rank required for full implementation of the program. Indicate which additional faculty members are to be hired and describe their qualifications.**

- **Dr. Denise P. Holland** – Assistant Professor/Program Coordinator Cyber Security and Assurance / Cybersecurity Digital Forensics.

- **Neal Helton, Jr.** - Assistant Professor / Cybersecurity Digital Forensics.

- **Assistant Professor** – Cybersecurity Digital Forensics. To be hired in the 2rd academic year the program is active.

IV.     Accreditation

   A.   **Does the institution intend to seek accreditation for this program by one of the specialized accrediting bodies recognized by the U.S. Department of Education?**

        Currently the program is not seeking to be accredited but it is taking steps to become a CAE for its current Cyber Security Program and plans to take steps to obtain the CAE status for the future program as well.

   B.   **Does the institution intend to seek any State licensure or certification requirements which may be necessary for graduates to be employed in this field of study?**

        No, there are no State licensure or certification requirements for this program. However, the courses and training materials used will provide opportunities for students to supplement their course completions with training and testing for certifications at various stages throughout the entire program of study.

   C.   **Describe any additional resources, including facilities, required to gain accreditation or licensure.**

        None are required, but collaborations with workforce will provide students the opportunity to gain workforce credentials.

V.      Cooperative Arrangements

   A.   **Describe cooperative arrangements with other institutions and organizations that may be used to offer this program.  Specify the nature of such agreements and attach any formal statements of agreement that have been developed.**

        The College does not have cooperative agreements but it does have articulation agreements with four-year institutions for the current Cyber program and there are plans to add the new program to these agreements.

   B.   **All public institutions shall show evidence of the development and dissemination of Recommended Transfer Programs (RTPs) in cooperation with sending/receiving institutions.  All institutions shall also provide evidence that the RTPs are available to students through ARTSYS or in written form.  In order to foster articulation with K-12, community colleges will also identify parallel curricula to secondary schools.**

        Courses and program completion are transferrable to four-year institutions such as:
        - Bowie State University
        - Morgan State University
        - University of Baltimore
        - University of Maryland Global Campus (UMGC)

VI.     **Library Requirements**

**Provide a brief shelf analysis of existing resources to support the proposed program. Indicate the need for additional on-site resources and over what time period you expect that they will be acquired. Discuss additional provisions for access to library holdings – e.g. inter-library loan, local library holdings, the UMS integrated library system, and/or other computerized systems that allow access to library resources housed at other institutions. Attach letters of agreement if appropriate.**

   a. A joint meeting between the librarians and the faculty was held on January 27, 2022, regarding library needs for the new program. It was determined that because the materials are all available online to all students, no print materials are required to be maintained in the Library.

VII.    **Facilities and Equipment**

A.      **How will the proposed program impact on the use of existing facilities and equipment?**

This program is being developed as a result of a NSA capacity building grant award. A current classroom will be used and outfitted with new PCs, Monitors. The grant has funding for the equipment costs.

B.      **Describe additional facilities, facility modifications, and equipment that will be required for use in the proposed program. Indicate the status of the facility and equipment requests to support your needs.**

No additional equipment will be required.

VIII.   **Minority Student Achievement**

**Identify specific actions and strategies which will be utilized in the recruitment and retention of other-race students.**

Students will be recruited from the Baltimore City Public Schools as well as Baltimore County. All students will be encouraged to apply and enroll. The College will leverage the Mayor Scholars program as well as the P-Tech pathway at Carver high school to recruit students into the Cybersecurity Digital Forensics Program. The capacity building grant received includes a budget allocating 42 student scholarships at $2,000 per student. These scholarships will be used to recruit students into the proposed program. Retention strategies include working with business associates at the Baltimore Cyber Range, our current Cybersecurity Advisory Board, and Cybersecurity organizations. Students will be offered hands-on enhancement experience, internships, and no cost to low-cost supplemental training to increase career potential opportunities.

IX.    **Low-Productivity  Programs**

**Those low-productivity programs directly related to the proposed program should be addressed.  Careful review should consider the fiscal resources (faculty, administration, library resources, and general operating expenses) currently devoted to the low-productivity programs and how those resources can be redistributed to help fund the proposed program.**

> Currently there are no plans to reallocate funds from low enrolled programs to the new program,

X.    **Finance**

**This information is requested to permit the Secretary to assess the adequacy of resources requested to support this program.  Complete Tables 1 and 2  (pages 8 and 10).  Please provide a narrative rationale for each of the resource requirements.**

# FINANCE DATA

**Finance data for the first five years of program implementation should be entered in Table 1 – Resources and Table 2 –Expenditures. Figures should be presented for five years and then totaled by category for each year. As an attachment, narrative explanation should accompany each table. Below is the format for both tables as well as directions for entering the data and writing the accompanying narrative.**

TABLE l:       Resources

1.  Reallocated Funds

    No funds are anticipated to be reallocated for the new program.

2.      Tuition and Fee Revenue

    It is assumed that tuition and fees will be constant in the next five years. The in-state tuition rate is currently $110 per credit hour and a total fee of $62 (consisting of consolidated fees of $15 per credit hour, technology fee $10 per credit hour, one time per semester registration fee of $26 and one time per semester of facilities capital fee of $11) for a total of $172 of which $25 are fees per credit hour and $37 are fees per semester. These were used in calculating the revenue:  with 24 credits per year for full-time students and 12 credits per year for part-time students.  In addition, credits taken between 12 and 18 per semester are at the same tuition and fee rate of 12 credits.  The enrollment projections are based on the current performance of the Cybersecurity Assurances program.

3.      Grants and Contracts

    Baltimore City Community College received a grant from the NSA (National Security Association) to fund the development of the Cybersecurity Digital Forensics program. The grant has funds to pay for scholarships for students in the first two years the program will be offered.

4.      Other Sources

    Baltimore City Community College is the only state funded community college in the state of Maryland. The college will receive approximately $7,573 per student FTE.

5.      Total Year

    Based on a conservative estimate of resources, the Cybersecurity Digital Forensics Program at Baltimore City Community College is expected to have adequate resources from its inception to maintain a successful and expanding academic program.

| | | | | | |
|---|---|---|---|---|---|
| **TABLE 1:  Resources** | | | | | |

| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| 1. Reallocated Funds | | | | | |
| 2. Tuition/Fee Revenue (c+g below) | $52,800 | $105,600 | $158,400 | $211,200 | $263,370 |
| a.  Number of F/T Students | 11 | 22 | 33 | 44 | 55 |
| b.  Annual Tuition/Fee Rate | $3,314 | $3,314 | $3,314 | $3,314 | $3,314 |
| c.  Total F/T Revenue (a x b) | $36,454 | $72,908 | $109,362 | $145,816 | $182,270 |
| d.  Number of P/T Students | 11 | 22 | 33 | 44 | 55 |
| e.  Credit Hr. Rate/per semester    fee | 135/37 | 135/37 | 135/37 | 135/37 | 135/37 |
| f.  Annual Credit Hrs. | 12 | 12 | 12 | 12 | 12 |
| g.  Total P/T Revenue (see attached) | $18,634 | $37,268 | $55,902 | $74,536 | $93,170 |
| 3.  Grants, Contracts, & Other External Sources | $44,000 | $44,000 | | | |
| 4.  Other Sources | | | | | |
| TOTAL  (Add 1 – 4) | $99,088 | $154,176 | $165,264 | $220,352 | $275,440 |

TABLE 2:  EXPENDITURES

1.  <u>Faculty (# FTE, Salary, and Benefits):</u>

At least two full time faculty members are required to teach the core courses in this program. One of the two faculty member will serve as the Program Coordinator. General education required courses will be taught in their various departments. It is anticipated that a third faculty member will need to be hired for the start of the second year in the program. All faculty members are expected to teach a total of 30 Teaching-Assignment Units (TAU) per academic year. One TAU is equivalent to 15 contact hours. The salary and benefits are along the line with BCCC faculty salary and benefit structure. Faculty will be required to observe office hours in accordance with the faculty handbook, faculty contracts and the program coordinator contract.

2.  Administrative Staff (# FTE, Salary, and Benefits):  No additional staff will be needed.

3.  Support Staff (# FTE, Salary, and Benefits):  No additional staff will be needed.

4.  Equipment:  Grant funds that were received to develop and implement the program will be used to purchase any needed equipment.

5.  Library:  No expenditures are anticipated.

6.  New and/or Renovated Space:  No expenditures are expected.

7.  Other Expenses:  Funding will be available for professional development for faculty members who teach in the Cybersecurity Digital Forensic program pathway.

8.  Total Year:  Based on a conservative estimate of expenditures, the Cybersecurity Digital Forensic program at Baltimore City Community College is expected to have adequate resources to cover the costs of this academic program.

| TABLE 2: EXPENDITURES | | | | | |
| --- | --- | --- | --- | --- | --- |
| | | | | | |
| Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Faculty (b + c below) | 83,782.00 | 164,021.50 | 164,021.50 | 164,021.50 | 164,021.50 |
| a. # FTE | 0.5 | 1.5 | 1.5 | 1.75 | 2.0 |
| b. Total Salary | 58, 316.00 | 86,583.50 | 86,583.50 | 86,583.50 | 86,583.50 |
| c. Total Benefits | 25,466.00 | 25,466.00 | 25,466.00 | 25,466.00 | 25,466.00 |
| 2. Admin. Staff (b + c below) | 0 | 0 | 0 | 0 | 0 |
| a. # FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | 0 | 0 | 0 | 0 | 0 |
| c. Total Benefits | 0 | 0 | 0 | 0 | 0 |
| 3. Support Staff (b + c below) | 0 | 0 | 0 | 0 | 0 |
| a. # FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | - | - | - | - | - |
| c. Total Benefits | - | - | - | - | - |
| 4. Technical Support and Equipment | - | - | - | - | - |
| 5. Library | | | | | |
| 6. New or Renovated Space | - | - | - | - | - |
| 7. Other Expenses | - | - | - | - | - |
| TOTAL (Add 1 – 7) | $83,782.00 | $164,021.50 | $164,021.50 | $164,021.50 | $164,021.50 |

**MARYLAND HIGHER EDUCATION COMMISSION**
**Governor's Emergency Education Relief II (GEER II) Fund**
**Quarterly Report**

Grant #: **GEERIIFund-14**

Project Title: **BCCC GEER II Scholarship Program**

Project Director: Eileen Waitsman          Organization: **Baltimore City Community College**

Please complete each section below. Attach additional sheets as needed.

**1. Overview of Project Progress**
Please provide an overview of the progress of the project. The narrative should address the following:

1. Progress of the project.

   The sixth quarter of the BCCC GEER II Scholarship Program provided training scholarships for the following:

   | | |
   |---|---|
   | • Patient Care - | 4 students |
   | • Community Healthcare - | 10 students |
   | • Pharmacy Tech- | 3 students |
   | • Commercial Driver's License | 3 students |
   | • Certified Nursing Assistant – | 4 students |
   | • Multi-Skills - | 2 student |
   | • Child Care – | 1 student |
   | • Venipuncture – | 3 students |

   For those negatively impacted by the pandemic, GEER II scholarships also included career services and job placement services.

2. GEER II Fund expenditures for each activity and/or service and a summary of the projected outcomes.

   GEER II outreach, recruitment and intake activities continued in the Summer Term (June - August) and resulted in registration of 30 students in a workforce training programs. Students are currently attending classes both in-person and virtually. Students are required to wear masks while inside of BCCC buildings / classrooms.

3. GEER II Fund direct aid to students and a detailed summary of the amount and the formula or method used to distribute aid, including the number of students who received direct assistance.

The GEER II Fund provides direct aid to students through grant-funded workforce training programs. Eligible students complete the intake process, and all tuition and fees are covered by GEER II funding. In addition, all students receive career development services and job placement support as they progress through and complete their training. Workforce training programs include all related instructional costs, materials, and certification/licensing fees so there are no additional barriers for students enrolled in workforce training.

4. GEER II Fund expenditures for outreach, marketing, and recruitment, and a summary of the projected outcomes.

   GEER II Fund expenses for recruitment and student support services includes funding to provide an Intake Specialist and Case Manager/Career Services Specialist to assist students in their educational and career goals. As a result of this staff service, the college will increase access to workforce training for those negatively impacted by the pandemic. The Case Manager/Career Services Specialist works with each enrolled student to coordinate on-going support, career services, and job placement.

5. The total number of licensure and industry certifications students obtained, resulting from GEER II Fund activities and support.

   In the sixth quarter, the GEER II Fund program has enrolled 30 students. All Quarter participants began training between June and August 2022. As training programs vary in length from 8-weeks to 10-months, students complete training and transition to employment across the quarter reporting periods. Each of these students will complete training during the next Quarter (September 2022 - December 2022).

6. GEER II Fund expenditures for remote and hybrid learning and a summary of the projected outcomes.

   GEER II Fund expenditures for remote and hybrid learning supported on-line delivery of the Community Healthcare, Patient Care Tech, Pharmacy Tech, Commercial Driver's License, Multi-Skills Tech, Venipuncture, Certified Nursing Assistant and Childcare classes. Students had access to BCCC Laptop Loaner program who were enrolled in our programs. All course materials, lab simulations, and certification exams are delivered through on-line resources.

7. GEER II Fund expenditures for expanded and new in-demand training and continuing education.

   GEER II Funds are supporting access to new in-demand training and continuing education, including the Certified Commercial Driver's License Program. The second cohort of students were recruited, and classes started in June.

8. Is the project on schedule? If not, please explain.

   Yes.

_____

**2. Provide preliminary results for the following data elements. Provide any additional data and narrative as needed.**
a. Number of students served: Total = 212 to date (8 Q1, 12 Q2, 8 Q3, 66 Q4, 88 Q5 and Q6 30)

b. Activities to date:
   - Outreach and Recruitment: ongoing recruitment of students impacted by the COVID-19 pandemic
   - Intake, Orientation and Registration: ongoing student orientations between June– August 2022
   - Training Enrollment, with Career Services: Total of 33 students in eight programs (Community Healthcare Worker, Patient Care Tech, Pharmacy Tech, Commercial Driver's License, Multi-Skills, Venipuncture, Certified Nursing Assistant and Childcare)
   - Outreach: On-going through social media, website postings, and partner-agency referrals
   - Intake/Orientation: Weekly information sessions for Workforce programs (by Zoom)
   - Workforce Training Program Classes: Schedules vary by program (generally 3 days/week)

## 3. Budget

Prepare a budget report (form attached) and include it with your narrative information. Use this space to provide any narrative regarding the status of expenditures (*embedded Microsoft Excel file). See attached Excel spreadsheet.

# Workforce Training Programs @ BCCC
## for BCDSS Customers

### July 19, 2021 – September 30, 2021

Customers interested in enrolling in BCCC Workforce Training programs must have approval from BCDSS prior to enrollment. Please use the following steps to enroll BCDSS customers in BCCC Workforce Training.

1. **Intake Process** – Starts every Monday (9:00 am – 11:00 am)
   a. Information Session, Academic Testing, and Program Registration
   b. On-line Zoom Session:

2. **Program Orientation** – Starts every 2 weeks, Mon-Thur. (9:00 am – noon)
   a. Review requirements of Training Program and Job Readiness
   b. Receive program materials and college log-in for Canvas

3. **Occupational Skills Training** – Starts every 4 or 5 weeks (varies by training)
   a. Select from 8 Training Programs (A-H) - all classes are Mon.-Thur. (12 hours/week)

A description of each BCCC Training Program is included on Page 2. Training programs vary in class requirements and the amount of time to complete. Most classes are offered Monday through Thursday, from 9:00 am – 12:00 noon. In addition to 12 hours per week of class, students will have homework assignments and studying for industry certifications and licensing exams.

| Occupational Skills Training Program | Start Date | | Duration | Class Days | Start Time | End Time |
|---|---|---|---|---|---|---|
| Business and IT Training | | | | | | |
| A. Administrative Support & Applications | 8/9/2021 | | 5 weeks | M-Th. | 9:00 am | 12:00pm |
| B. Customer Service in Hospitality | 8/9/2021 | | 7.5 weeks | M-Th. | 1:00 pm | 4:00pm |
| C. Pre-Cybersecurity (CompTIA) | 8/16/2021 | | 10 weeks | M-Th. | 9:00 am | 12:00pm |
| Healthcare Training | | | | | | |
| D. Certified Medicine Aide (CMA) | 8/9/2021 | | 5 weeks | M-Th. | 9:00 am | 12:00pm |
| E. Venipuncture/Phlebotomy | 8/16/2021 | | 10 weeks | M-Th. | 9:00 am | 12:00pm |
| F. Certified Nursing Assistant (CNA) | 8/9/2021 | | 12 weeks | M-Th. | 9:00 am | 12:00pm |
| Construction & Transportation | | | | | | |
| G. Construction Pre-Apprenticeship | 8/23/2021 | | 6 weeks | M-Th. | 9:00 am | 12:00pm |
| H. Warehouse Logistics & Forklift Operator | 8/23/2021 | | 7.5 weeks | M-Th. | 9:00 am | 12:00pm |

After completing the Intake and Orientation process steps, students may enroll in additional academic classes to enhance reading and/or mathematics skills, or to prepare for the GED exam. Computer Literacy classes are also available as needed. All students will create a class schedule based on individual needs.

| Business & IT Training | | |
|---|---|---|
| A.  Administrative Support & Applications | 5 weeks | Microsoft Office |
| This program prepares students for employment as an Administrative Assistant and/or Office Support Staff. Courses include a Computer Literacy II and more advanced instruction in Microsoft Office Suite. Students will increase understanding of computer terminology, applications and programs used in business.  Students will practice techniques, business communication skills and Microsoft tools. | | |
| B. Customer Service in Hospitality | 7.5 weeks | American Hotel & Lodging Association |
| The Customer Service program provides the principles of customer service and their application to the business industry. Students will learn how to foster customer-oriented service environments and the importance of Guest Services and Front Desk operations. Completers will receive certifications in Guest Services and Front Desk Representative. | | |
| C. Pre-Cybersecurity (CompTIA) | 10 weeks | CompTIA A+ Certification |
| This program prepares students for entry to Information Technology as a Help Desk Technician. Students learn technology concepts through a series of hands-on and simulated activities on computer hardware, software, security and networking. Individuals will apply troubleshooting skills to install, configure and maintain computer systems that are connected in a networked environment. | | |
| Healthcare Training | | |
| D. Certified Medicine Aide (CMA) | 5 weeks | Certified Medicine Aide (CMA) |
| This program is for Geriatric Nursing Assistants currently employed in long-term care facilities. This program teaches participants to recognize, safely prepare, and administer medications and includes a 30-hour clinical for certification in Medicine Aide. | | |
| E. Venipuncture/Phlebotomy (CPT) | 10 weeks | Cert. Phlebotomy Technician (CPT) |
| This program prepares students for employment in Phlebotomy and Health Lab settings. Students learn Universal and Standard Precautions and how to collect blood and other specimens and how to prepare samples for testing as a phlebotomist. Included is an overview of the anatomy and physiology of the systems requiring specimen collection. Students also complete an 80-hour clinical. | | |
| F. Certified Nursing Assistant (CNA) | 12 weeks | Certified Nursing Assistant (CNA) |
| This program provides the knowledge and skills required of Nursing Assistants in long-term and acute care facilities. Students learn the nursing assistant theory of health and disease across the life span, client care skills in a practice lab setting, and medical terminology. This program includes 128 hours of classroom instruction followed by 40 hours of clinical instruction. | | |
| Construction & Transportation | | |
| G. Construction Pre-Apprenticeship | 6 weeks | OSHA-10 / Pre-Apprenticeship |
| This program prepares for entry into a range of Construction Trades. This provides each trainee the basic skills needed including occupational safety, orientation to the field, hand and power tools, blueprint-reading and basic carpentry, electrical and plumbing. This is required as the first course in the Registered Apprenticeship program. | | |
| H. Warehouse Logistics & Forklift Operator | 7.5 weeks | Logistics Assoc. (CLA) / Forklift |
| This program prepares graduates for a range of positions in transportation/logistics. Students will become familiar with inventory documentation, and proper inventory control techniques and measurements. Students may earn three certifications: Certified Logistics Associate (CLA),OSHA 10 Safety, and Industrial Truck Lift (Forklift). | | |

# July/Aug. Schedule - 2021

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| July 2021 | 19 or 26<br>BCCC Intake/ Information<br>9am – 11:00am<br>* every Monday<br>(Zoom link) | 20 or 27 | 21 or 28<br>BCCC Intake/ Testing<br>9am – 11:30am<br><br>(Testing Link) | 20 or 29<br>BCCC Intake/ Registration<br>9am – 11:30am<br><br>(Registration) | | |
| 1 August 2021 | 2<br>BCCC Program Orientation<br>9am – 12:00pm | 3<br>BCCC Program Orientation<br>9am – 12:00pm | 4<br>BCCC Program Orientation<br>9am – 12:00pm | 5<br>BCCC Program Orientation<br>9am – 12:00pm | 6 | 7 |
| 8 | 9<br>Training Prog.:<br>A -Admin. Serv.<br>B - Cust. Service<br>D – CMA<br>F – CNA | 10<br>Training Prog. | 11<br>Training Prog. | 12<br>Training Prog. | 13 | 14 |
| 15 | 16<br>Training Prog.:<br>C - Pre-Cyber.<br>E - Phlebotomy<br><br>BCCC Program Orientation<br>9am – 12:00pm | 17<br>Training Prog.<br><br>BCCC Program Orientation<br>9am – 12:00pm | 18<br>Training Prog.<br><br>BCCC Program Orientation<br>9am – 12:00pm | 19<br>Training Prog.<br><br>BCCC Program Orientation<br>9am – 12:00pm | 20 | 21 |
| 22 | 23<br>Training Prog.:<br>G - Construction<br>H - Warehouse | 24<br>Training Prog. | 25<br>Training Prog. | 26<br>Training Prog. | 27 | 28 |
| 29 | 30<br>BCCC Program Orientation<br>9am – 12:00pm | 31<br>BCCC Program Orientation<br>9am – 12:00pm | 1<br>BCCC Program Orientation<br>9am – 12:00pm | 2<br>BCCC Program Orientation<br>9am – 12:00pm | 3 | 4 |

**Every Monday:** BCCC Intake/ Information Session - 9am – 11:00am
(Zoom link)

**Every 2 Weeks:** BCCC Program Orientation Begins - 9am – 12:00 pm (noon)
Classes are Mon. – Thurs. (12 hours/week)

**Starting Each Month:** Training Programs – Individual schedules will vary
Classes are Mon. – Thurs. (12 hours/week)

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## Aug./Sept. Schedule - 2021

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| 29 <br><br> Aug./ Sept. | 30 <br> BCCC Program Orientation <br> 9am – 12:00pm | 31 <br> BCCC Program Orientation <br> 9am – 12:00pm | 1 <br> BCCC Program Orientation <br> 9am – 12:00pm | 2 <br> BCCC Program Orientation <br> 9am – 12:00pm | 3 | 4 |
| 5 <br><br> Sept. | 6 <br> No Classes – Labor Day Holiday | 7 <br> Training Prog. <br> A Admin. Serv. <br> B - Cust. Serv. <br> D – CMA <br> F – CNA | 8 <br> Training Prog. | 9 <br> Training Prog. | 10 | 11 |
| 12 | 13 <br> Training Prog.: <br> C - Pre-Cyber. <br> E - Phlebotomy <br><br> BCCC Program Orientation <br> 9am – 12:00pm | 14 <br> Training Prog. <br><br> BCCC Program Orientation <br> 9am – 12:00pm | 15 <br> Training Prog. <br><br> BCCC Program Orientation <br> 9am – 12:00pm | 16 <br> Training Prog. <br><br> BCCC Program Orientation <br> 9am – 12:00pm | 17 | 18 |
| 19 | 20 <br> Training Prog.: <br> G - Construction <br> H - Warehouse | 21 <br> Training Prog. | 22 <br> Training Prog. | 23 <br> Training Prog. | 24 | 25 |
| 26 | 27 <br> BCCC Program Orientation <br> 9am – 12:00pm | 28 <br> BCCC Program Orientation <br> 9am – 12:00pm | 29 <br> BCCC Program Orientation <br> 9am – 12:00pm | 30 <br> BCCC Program Orientation <br> 9am – 12:00pm | 1 | 2 |

**Every Monday:**  **BCCC Intake/ Information Session - 9am – 11:00am**
(Zoom link)

**Every 2 Weeks:**  **BCCC Program Orientation Begins - 9am – 12:00 pm (noon)**
**Classes are Mon. – Thurs. (12 hours/week)**

**Starting Each Month:**  **Training Programs – Individual schedules will vary**
**Classes are Mon. – Thurs. (12 hours/week)**

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# MEMORANDUM

**Date:**  November 22, 2021

**To:**    Dr. Debra L. McCurdy, PhD President

**From:** Michael D. Thomas, VP

**Re:**    Baltimore Alliance for Careers in Healthcare – Patient Care Technician Training

**Overview:**
Baltimore City Community College (BCCC) has partnered with Baltimore Alliance for Careers in Healthcare (BACH) to provide Patient Care Technician (PCT) training.  The program is scheduled to begin on December 7, 2021 and end on May 19, 2022.  Students will attend classes virtually, two days a week, Tuesday and Thursday, in the evening.

**Program Impact:**
BACH will enroll a total of twenty (20) students in the PCT program.  Students will complete the course sequence for Patient Care Technician which includes the following classes, Advanced Nursing Skills Theory, Advanced Nursing Skills Clinical, EKG Essentials, and Job Readiness.

**Funding Source:**
BACH will cover all financial costs for each student The college will invoice BACH upon completion of the program.

**Number of Students Served:**
BACH and BCCC will collaborate and recruit a total of 20 students to participate in this cohort for Patient Care Technician training.  BACH will also consider partnering with BCCC to provide training for upcoming cohorts in 2022.

# BCCC
Baltimore City Community College

*Articulation Agreement*
*Between Baltimore City Community College*
*And Baltimore Police Department for the*
*Associate of Applied Science Degree (A.A.S.) in Law Enforcement*

**Attachment A – Articulated Course Listing**
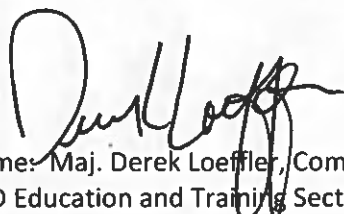**Updated September 14, 2022**

Baltimore City Community College (BCCC) will award academic credit for Baltimore City Police Academy graduates pursuing the Associate of Applied Science (AAS) degree in Law Enforcement for the following courses:

| BCCC Course | College Credits |
|---|---|
| CRJ 102 - Report Writing for Criminal Justice | 3 |
| CRJ 104 - Fundamentals of Law Enforcement | 3 |
| CRJ 202 - Organizational Dynamics | 3 |
| CRJ 210 - Investigative Principles & Concepts | 3 |
| CRJ 211 - Criminal Procedural Law | 3 |
| CRJ 213 - Criminal Substantive Law | 3 |
| CRJ 220 - Criminalistics | 3 |
| CRJ 231 - Community Policing 1 (CRJ Elective) | 3 |
| CRJ 292 – Criminal Justice Internship (Fieldwork) | 3 |
| SOC 102 - Social Problems (Gen. Ed. Req.) | 3 |
| SP 101 – Fundamentals of Speech Communications | 3 |
| HLF 100 - Health and Life Fitness Elective | 1 |
| HEA 102 – First Aid & Safety | 1 |
| Pre-100 – Preparation for Academic Achievement | 1 |
| **Total Credits Awarded** | **36** |

Also, please note that the Articulation Agreement will go into effect with a time limit for eligibility of Academy Graduates. For previous graduates, the eligibility for awarding articulated credit is based on the college having an agreement with the BPD (July 2019). Only those graduates from July 2019 forward are eligible.

Approved effective 9/14/2022:

By:
Name:
BCCC Vice President for Academic Affairs

By:
Name: Maj. Derek Loeffler, Commander
BPD Education and Training Section

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## ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
## BALTIMORE CITY COMMUNITY COLLEGE
## AND
## THE UNIVERSITY OF BALTIMORE
## REGARDING TRANSFER FROM ASSOCIATE OF APPLIED SCIENCE IN LAW ENFORCEMENT TO BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Baltimore City Community College (the "Sending Institution") and The University of Baltimore (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from Law Enforcement and Correctional Administration Associate of Applied Science (AAS) degree, HEGIS Code 550101 and CIP 430107 at Baltimore City Community College for the completion of the BS in Criminal Justice degree, HEGIS Code 210500 and CIP 430107 at The University of Baltimore.

### A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution by meeting admission requirements.

### B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer into from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits for towards completion of the Program include:

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| Baltimore City Community College (BCCC) A.A.S. in Law Enforcement | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| to The University of Baltimore (UBalt) BS in Criminal Justice - Online | | | | | | |
| Transfer Guide | | | | | | |
| **BCCC Coursework** | | | | **Remaining coursework at UBalt** | | |
| | | | | | | |
| **General Education Requirements** | **BC** | **BPD** | **UBalt Equivalency** | **General Education Requirements** | **UBalt** | **BPD** |
| ENG 101: English Composition (GE) | 3 | | WRIT 101 College Composition | IDIS-302 Ethical Issues in Business and Society | 3 | |
| SOC 102 - Social Problems | 3 | 3 | SOCI 301 Social Problems | WRIT 300 Composition and Research[1] | 3 | |
| SBS Social Behavioral Science Elective | 3 | | GenEd Social/Behavioral | | | |
| SP 101 - Fundamentals of Speech Communications | 3 | 3 | CMAT 201 Communicating Effectively | **Criminal Justice Program Requirements[2]** | | |
| AH - Arts/Humanities Elective | 3 | | GenEd Arts & Humanities | CRJU 300 Criminal Justice Ethics | 3 | |
| MATH 107 - Modern Elementary Statistics | 3 | | MATH 115 Intro Statistics - 3 credits | CRJU 301 The Contemporary Criminal Justice System | 3 | |
| BPS BIO & Physical Science | 3 | | Gen Ed Science | CRJU 302 Criminal Justice Research Methods | 3 | |
| BCAP 104 Computer Elective | 3 | | Gen Ed | CRJU 306 Criminological Perspectives | 3 | |
| | | | | CRJU 485 Criminal Justice Capstone | 3 | |
| **Program Requirements** | | | | **Area Courses (9 Credits)** | | |
| CRJ 101 Introduction to Criminal Justice | 3 | | CRJU 200 Criminal Justice - 3 Credits | 1 Law Enforcement Course | 3 | 3 |
| CRJ 102 Report Writing for CJ Personnel | 3 | 3 | | 1 Court Course | 3 | |
| CRJ 104 Fundamentals of Law Enforcement | 3 | 3 | | 1 Corrections Course | 3 | |
| CRJ 201 Management Concepts | 3 | | | CRJU 490 | 3 | 3 |
| CRJ 202 - Organizational Dynamics | 3 | 3 | | **CJ/Forensic Electives** | | |

*MHEC Articulation Agreement Template*                    *Last Updated: December 15, 2018*

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| | | | | | | |
|---|---|---|---|---|---|---|
| CRJ 210 Investigative Principles & Concepts | 3 | 3 | | CRJU or Forensic 300/400 | 3 | |
| CRJ 211 Criminal Procedural Law | 3 | 3 | | CRJU or Forensic 300/400 | 3 | |
| CRJ 213 Criminal Substantive Law | 3 | 3 | | CRJU or Forensic 300/400 | 3 | |
| CRJ 220  Criminalistics | 3 | 3 | FSCS Elective | CRJU or Forensic 300/400 | 3 | |
| CRJ 292 CJ Internship | 3 | 3 | | CRJU or Forensic 300/400 | 3 | |
| | | | | Gen Ed (CRJU 396, 404 or FSCS 201 count toward Gen Ed) | 3 | |
| CRJ Elective - CRJ 231 Community Policing | 3 | 3 | | Gen Ed (CRJU 396, 404 or FSCS 201 count toward Gen Ed) | 3 | |
| | | | | Gen Ed (CRJU 396, 404 or FSCS 201 count toward Gen Ed) | 3 | |
| | | | | Gen Ed | 3 | |
| | | | | | | |
| **Graduation Requirement** | | | | **Total:** | **60** | **6** |
| HLF 100 Physical Education Elective | 1 | 1 | General Elective | | | |
| HLF 100 Physical Education Elective | 1 | 1 | General Elective | | | |
| Pre-100 - Preparation for Academic Achievement | 1 | 1 | General Elective | 6 Professional Credits for BPDA reduces 60 to 54 credits needed at UBalt | | |
| | | | | | | |
| | **60** | **36** | | | | |
| [1] This course requires an Upper-Division Writing Placement Test | | | | | | |
| [2]Math 110 and CRJU 200 count toward CJ Major at UBalt | | | | | | |

\*Receiving Institution must indicate if course is applied to General Education, Program/Major requirements, or General Elective.

3. The Sending Institution will share a list of graduates from the **ASSOCIATE OF APPLIED SCIENCE LAW ENFORCEMENT** each semester with the Receiving Institution for the purposes of recruitment and admission. A representative from the Receiving Institution will serve as the point of contact for this and will be required to complete a FERPA release form.

*MHEC Articulation Agreement Template*          *Last Updated: December 15, 2018*

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Articulation Agreement
Page **4** of **6**

4. The Receiving Institution will share a list of graduates each semester from the BS in Criminal Justice program with the Sending Institution. A representative from the Sending Institution will serve as the point of contact for this and will be required to complete a FERPA release form.

5. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students.

6. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

|  | BCCC | University of Baltimore |
|---|---|---|
| Name of staff person responsible for oversight | Mark Conard | Debra Stanley |
| Title of staff person | Dean, School of Arts and Social Sciences | Professor & Executive Director, School of CJ |
| Email address | MConard@bccc.edu | dstanley@ubalt.edu |
| Telephone Number | 410-462-8562 | 410-837-6082 |

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

|  | BCCC | University of Baltimore |
|---|---|---|
| Name of person | Harvey Dorrah | Emily Henderson |
| Title of person | Associate Vice President of Academic Affairs | Transfer Program Coordinator |
| Email address | hdorrah@bccc.edu | ehenderson@ubalt.edu |
| Telephone Number | 410-462-8003 | 410-837-6677 |

7. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

8. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated ode of Maryland and the Code of Maryland Regulations.

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Articulation Agreement
Page **5** of **6**

9.  Each Institution shall advise students regarding transfer opportunities under this Agreement and shall advise students of financial aid opportunities and implications associated with the transfer.

10. Should either Institution make any changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

## C. Term and Termination

1.  This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.

2.  Either Institution may, at its sole discretion, terminate this Agreement upon delivering **[60]** days written notice to the other Institution and the Maryland Higher Education Commission.

3.  Both Institutions agree to meet once every **[1]** year(s) to review the terms of this agreement.

## D. Amendment

1.  This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement and supersedes any prior or contemporaneous agreements or understandings.

2.  This Agreement may be modified only by written amendment executed by both Institutions.

## E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

## F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

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## G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

## H. No Third-Party Beneficiaries

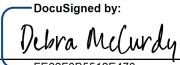There are no third-party beneficiaries to this Agreement.

## I. Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement and shall continue to be true and correct during the term of this Agreement.
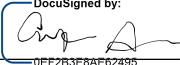
1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Baltimore City Community College          The University of Baltimore

By: _Debra McCurdy_                       By: _Catherine Andersen_
FE62F0B5512F470...                             0EF2B3E8AE62495...
Debra McCurdy,                            Catherine Andersen
President                                 Interim Provost

9/21/2022                                 9/21/2022
_____                   _____
Date                                      Date

*MHEC Articulation Agreement Template*                *Last Updated: December 15, 2018*

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## ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN BALTIMORE CITY COMMUNITY COLLEGE AND THE UNIVERSITY OF BALTIMORE REGARDING TRANSFER FROM ASSOCIATE OF APPLIED SCIENCE IN LAW ENFORCEMENT TO BACHELOR OF SCIENCE IN CYBER FORENSICS

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Baltimore City Community College (the "Sending Institution") and The University of Baltimore (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from Law Enforcement and Correctional Administration Associate of Applied Science (AAS) degree, HEGIS Code 550101 and CIP 430107 at Baltimore City Community College for the completion of the BS in Cyber Forensics degree, HEGIS Code 210500 and CIP 430107 at the University of Baltimore.

### A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution by meeting admission requirements.

### B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer into from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits for towards completion of the Program:

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| Baltimore City Community College (BCCC) A.A.S. in Law Enforcement | | | | | | |
|---|---|---|---|---|---|---|
| to The University of Baltimore (UBalt) B.S. in - Cyber Forensics | | | | | | |
| Transfer Guide | | | | | | |
| **BCCC Coursework** | | | | **Remaining coursework at UBalt** | | |
| **General Education Requirements** | **BC** | **BPD** | **UBalt Equivalency** | **General Education Requirements** | **UBalt** | **BPD** |
| ENG 101: English Composition (GE) | 3 | | WRIT 101 College Composition | IDIS-302 Ethical Issues in Business and Society | 3 | |
| SOC 102 - Social Problems | 3 | 3 | GenEd Social/Behavioral | WRIT 300 Composition and Research[1] | 3 | |
| SBS Social Behavioral Science Elective | 3 | | GenEd Social/Behavioral | | | |
| SP 101 - Fundamentals of Speech Communications | 3 | 3 | GenEd Arts & Humanities | **Cyber Forensics Requirements** | | |
| AH - Arts/Humanities Elective | 3 | | GenEd Arts & Humanities | CYFI 305 Fundamentals of Cybersecurity | 3 | |
| MATH 107 - Modern Elementary Statistics | 3 | | | CYFI 310 Cyber Crime and the Law | 3 | |
| BPS BIO & Physical Science | 3 | | Gen Ed Science | CYFI 315 Operating System Forensics | 3 | |
| BCAP 104 Computer Elective | 3 | | Gen Ed | CYFI 330 Mobile Forensics | 3 | |
| | | | | CYFI 345 Network Forensics | 3 | |
| **CRJ Program Requirements** | | | | CYFI 360 Advanced Python for Cyber Forensics | 3 | |
| CRJ 101 Introduction to Criminal Justice | 3 | | | CYFI 375 Fundamentals of Cryptography | 3 | |
| CRJ 102 Report Writing for CJ Personnel | 3 | 3 | | CYFI 390 Ethical Hacking | 3 | |
| CRJ 104 Fundamentals of Law Enforcement | 3 | 3 | | CYFI 415 Forensic Investigations | 3 | |
| CRJ 201 Management Concepts | 3 | | | CYFI 445 Forensic Data Analysis | 3 | |
| CRJ 202 - Organizational Dynamics | 3 | 3 | | FSCS 480 Forensic Documentation | 3 | |
| CRJ 210 Investigative Principles & Concepts | 3 | 3 | FSCS Elective | FSCS 482 Moot Court | 3 | |
| CRJ 211 Criminal Procedural Law | 3 | 3 | | FSCS 487 Field Internship in Forensic Science | 3 | 3 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| CRJ 213 Criminal Substantive Law | 3 | 3 | | CYFI 490 Forensic Incident Response - Capstone | 3 | |
| CRJ 220 Criminalistics | 3 | 3 | | FSCS or CRJU Elective | 3 | 3 |
| CRJ 292 CJ Internship | 3 | 3 | FSCS 487 Field Internship | | | |
| CRJ Elective - CRJ 231 Community Policing | 3 | 3 | | Gen Ed (CRJU 396, 404 count toward Gen Ed) | 3 | |
| | | | | INFO 110 Introduction to Information Literacy | 3 | |
| | | | | Gen Ed | 3 | |
| **Graduation Requirement** | | | | **Total:** | **60** | **6** |
| HLF 100 Physical Education Elective | 1 | 1 | General Elective | | | |
| HLF 100 Physical Education Elective | 1 | 1 | General Elective | | | |
| Pre-100 - Preparation for Academic Achievement | 1 | 1 | General Elective | 6 Professional Credits for BPDA reduces 60 to 54 credits needed at UB | | |
| | **60** | **36** | | | | |
| [1] This course requires an Upper-Division Writing Placement Test | | | | | | |

*Receiving Institution must indicate if course is applied to General Education, Program/Major requirements, or General Elective.

3. The Sending Institution will share a list of graduates from the **ASSOCIATE OF APPLIED SCIENCE IN LAW ENFORCEMENT** each semester with the Receiving Institution for the purposes of recruitment and admission. A representative from the Receiving Institution will serve as the point of contact for this and will be required to complete a FERPA release form.

4. The Receiving Institution will share a list of graduates each semester from the **BACHELOR OF SCIENCE IN CYBER FORENSICS** program who entered the receiving institution through this agreement with the Sending Institution. A representative from the Sending Institution will serve as the point of contact for this and will be required to complete a FERPA release form.

5. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students.

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6.  The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

|  | Sending Institution | Receiving Institution |
| --- | --- | --- |
| Name of staff person responsible for oversight | Denise Holland | Debra Stanley |
| Title of staff person | Program Coordinator, Cyber Security and assurance | Professor & Executive Director |
| Email address | dholland@bccc.edu | dstanley@ubalt.edu |
| Telephone Number | 410-462-8540 | 410-837-6082 |

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

|  | Sending Institution | Receiving Institution |
| --- | --- | --- |
| Name of person | Harvey Dorrah | Emily Henderson |
| Title of person | Associate Vice President of Academic Affairs | Transfer Program Coordinator |
| Email address | HDorrah@bccc.edu | ehenderson@ubalt.edu |
| Telephone Number | 410-462-8003 | 410-837-6677 |

7.  If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

8.  Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

9.  Each Institution shall advise students regarding transfer opportunities under this Agreement, shall advise students of financial aid opportunities and implications associated with the transfer.

10. Should either Institution makes changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

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Articulation Agreement
Page **5** of **6**

## C.  Term and Termination

1.  This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.

2.  Either Institution may, at its sole discretion, terminate this Agreement upon delivering **[60]** days written notice to the other Institution and the Maryland Higher Education Commission.

3.  Both Institutions agree to meet once every **[1]** year(s) to review the terms of this agreement.

## D.  Amendment

1.  This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement and supersedes any prior or contemporaneous agreements or understandings.

2.  This Agreement may be modified only by written amendment executed by both Institutions.

## E.  Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

## F.  Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

## G.  Notice of Agreement

1.  The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

2.  The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

## H.  No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

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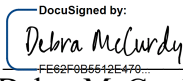
## I.   Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1.  The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.

2.  Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Baltimore City Community College                    The University of Baltimore

By: _Debra McCurdy_                                 By: _[signature]_
    FE62F0B5512E470...                                           0EF2B3E8AE62495...
Debra McCurdy                                       Catherine Andersen
President                                           Interim Provost

   9/21/2022                                            9/21/2022
_____                               _____
Date                                                Date

*MHEC Articulation Agreement Template*                    *Last Updated: December 15, 2018*

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## ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
## BALTIMORE CITY COMMUNITY COLLEGE
## AND
## THE UNIVERSITY OF BALTIMORE
## REGARDING TRANSFER FROM ASSOCIATE OF APPLIED SCIENCE, LAW ENFORCEMENT TO BACHELOR OF SCIENCE IN FORENSIC STUDIES – FORENSIC INVESTIGATIONS CONCENTRATION

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Baltimore City Community College (the "Sending Institution") and The University of Baltimore (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from Law Enforcement and Correctional Administration Associate of Applied Science (AAS) degree, HEGIS Code 550101 and CIP 430107 at Baltimore City Community College for the completion of the BS in Forensic Studies – Forensic Investigations degree, HEGIS Code 210500 and CIP 430107 at the University of Baltimore.

### A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:
1. Have successfully completed the program at the Sending Institution.
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution by meeting admission requirements.

### B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer into from the Transferring Institution into the Receiving Institution for the completion of the Program.

2. Courses that the Receiving School will accept credits for towards completion of the Program include:

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| Baltimore Community College (BCCC) A.A.S. in Law Enforcement | | | | | | |
|---|---|---|---|---|---|---|
| to University of Baltimore (UBalt) BS in Forensic Studies - Forensic Investigations Concentration | | | | | | |
| Transfer Guide – 5/2022 | | | | | | |
| **BCCC Coursework** | | | | **Remaining coursework at UBalt** | | |
| **General Education Requirements** | **BC** | **BPD** | **UBalt Equivalency** | **General Education Requirements** | **UBalt** | **BPD** |
| ENG 101: English Composition (GE) | 3 | | WRIT 101 College Composition | IDIS-302 Ethical Issues in Business and Society | 3 | |
| SOC 102 - Social Problems | 3 | 3 | SOCI 301 Social Problems | WRIT 300 Composition and Research[1] | 3 | |
| SBS Social Behavioral Science Elective | 3 | | GenEd Social/Behavioral | | | |
| SP 101 - Fundamentals of Speech Communications | 3 | 3 | CMAT 201 Communicating Effectively | **Forensic Investigations Concentration Requirements** | | |
| AH - Arts/Humanities Elective | 3 | | GenEd Arts & Humanities | CRJU 301 The Contemporary CJ System | 3 | 3 |
| MATH 107 - Modern Elementary Statistics | 3 | | MATH 115 Introductory Statistics | CRJU 330 Criminal Law | 3 | |
| BPS BIO & Physical Science | 3 | | Gen Ed Science | FSCS 301 Forensic Science | 3 | |
| BCAP 104 Computer Elective | 3 | | Gen Ed | FSCS 307 Crime Scene Investigations | 3 | |
| | | | | CYFI Mobile Forensics | 3 | |
| **Program Requirements** | | | | FSCS 360 Forensic Photography | 3 | |
| CRJ 101 Introduction to Criminal Justice | 3 | 3 | CRJU 200 Criminal Justice | FSCS 418 Mathematical Applications for Forensic Investigations | 3 | |
| CRJ 102 Report Writing for CJ Personnel | 3 | 3 | | FSCS 424 Fourth Amendment: Interpretation and Application | 3 | |
| CRJ 104 Fundamentals of Law Enforcement | 3 | 3 | | FSCS 430 Specialty Warrants, Wiretaps and Historical Conspiracies | 3 | |
| CRJ 201 Management Concepts | 3 | | | FSCS 440 Advanced Crime Scene Investigations | 3 | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| CRJ 202 - Organizational Dynamics | 3 | 3 | | FSCS 482 Moot Court and Trial Advocacy for Forensics | 3 | |
| CRJ 210 Investigative Principles & Concepts | 3 | 3 | | FSCS 496 Field Internship in Forensic Investigations | 3 | 3 |
| CRJ 211 Criminal Procedural Law | 3 | 3 | | CRJU or Forensic 300/400 - | 3 | |
| CRJ 213 Criminal Substantive Law | 3 | 3 | | CRJU or Forensic 300/400 - FSCS 440 Advanced Crime Scene* | 3 | |
| CRJ 220 Criminalistics | 3 | 3 | FSCS Elective | CRJU or Forensic 300/400 | 3 | |
| CRJ Elective - CRJ 231 Community Policing | 3 | 3 | CRJU Elective | | | |
| CRJ 292 CJ Internship | 3 | 3 | | Gen Ed (CRJU 396, 404 count toward Gen Ed) | 3 | |
| | | | | INFO 110 Introduction to Information Literacy | 3 | |
| | | | | Gen Ed | 3 | |
| **Graduation Requirement** | | | | **Total:** | **60** | **6** |
| HLF 100 Physical Education Elective | 1 | 1 | General Elective | | | |
| HLF 100 Physical Education Elective | 1 | 1 | General Elective | | | |
| Pre-100 - Preparation for Academic Achievement | 1 | 1 | General Elective | 6 Professional Credits for BPDA reduces 60 to 54 credits needed at UB | | |
| | **60** | **36** | | | | |
| [1] This course requires an Upper-Division Writing Placement Test | | | | | | |
| Completion of the course will fulfill the Crime Scene Certificate Program - FSCS 440 Advanced Crime Scene*   CSI Certificate is FSCS 307, 360, 440, 482 | | | | | | |

*Receiving Institution must indicate if course is applied to General Education, Program/Major requirements, or General Elective.

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6. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

|  | BCCC | UBalt |
|---|---|---|
| Name of staff person responsible for oversight | Mark Conard | Debra Stanley |
| Title of staff person | Dean, School of Arts and Social Sciences | Professor & Executive Director |
| Email address | MConard@bccc.edu | dstanley@ubalt.edu |
| Telephone Number | 410-462-8562 | 410-837-6082 |

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

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| Name of person | Harvey Dorrah | Emily Henderson |
| Title of person | Associate Vice President of Academic Affairs | Transfer Program Coordinator |
| Email address | HDorrah@bccc.edu | ehenderson@ubalt.edu |
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1. This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering **[60 ]** days written notice to the other Institution and the Maryland Higher Education Commission.

3. Both Institutions agree to meet once every **[1 ]** year(s) to review the terms of this agreement.

**D. Amendment**

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Articulation Agreement
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### H. No Third-Party Beneficiaries

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IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Baltimore City Community College                      The University of Baltimore

By: _Debra McCurdy_____         By: _____

Debra McCurdy                                          Catherine Andersen
President                                                      Interim Provost

9/21/2022                                                     9/21/2022
_____                         _____
Date                                                            Date

# Baltimore City Community College
## P-TECH Associate of Applied Science (AAS)
**TRANSPORTATION AND SUPPLY CHAIN MANAGEMENT**

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|
| Fall | Fall | Fall | Fall |
| **High School** | **ENG 101<br>**TSCM 101 – CTE | TSCM 140 -- CTE<br>TSCM 160 -- CTE<br>***ES 110<br>Students will have the opportunity to complete ALL CTE classes at this point | CADD 101<br>*MAT 125<br>MGMT 222 |
| Spring | Spring | Spring | Spring |
| **High School** | **TSCM 120 -- CTE<br>**BUAD 100 | TSCM 200<br>TSCM 210<br>***ECO 201<br>Students will have the opportunity to earn a TSCM Certificate at this point | CADD 200<br>ACCT 221 |
| Summer | Summer | Summer | Summer |
| PRE 100<br>HLF 210<br>SP 101 | BUAD 112<br>PHIL 105 | **COP 200 -- BCCC**<br>16 classroom hours<br>Three hundred hours of paid work<br><br>**Internship – Partner**<br>Criteria needed, i.e., hours per week and number of weeks. | |

 * MAT 125 must be taken in the fall year four for dual enrollment credit.
**Year two fall and spring classes are taken at the high school**
***Year three fall and spring one class will be taught at the high school**

# Baltimore City Community College
## P-TECH Associate of Applied Science (AAS)
### TRANSPORTATION AND SUPPLY CHAIN MANAGEMENT Revision

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|
| Fall | Fall | Fall | Fall |
| **High School** | **ENG 101<br>**TSCM 101 – CTE | TSCM 140 -- CTE<br>TSCM 160 -- CTE<br>***BIO 102<br>Students will have the opportunity to complete ALL CTE classes at this point | CADD 101<br>*MAT 128<br>MGMT 222 |
| Spring | Spring | Spring | Spring |
| **High School** | **TSCM 120 -- CTE<br>**BUAD 100 | TSCM 200<br>TSCM 210<br>***ECO 201<br>Students will have the opportunity to earn a TSCM Certificate at this point | CADD 200<br>ACCT 221 |
| Summer | Summer | Summer | Summer |
| PRE 100<br>HLF 210<br>SP 101 | BUAD 112<br>PHIL 106 | **COP 100 -- BCCC**<br>15 classroom hours<br>100 hours of paid work<br><br>**Internship – Partner**<br>Criteria needed, i.e., hours per week and number of weeks. | |

 * **MAT 128** must be taken in the fall year four for dual enrollment credit.
**Year two fall and spring classes are taken at the high school**
***Year three fall and spring one class will be taught at the high school**

CURRICULUM AND INSTRUCTION COMMITTEE OF THE FACULTY SENATE

# CURRICULUM PROPOSAL TRANSMITTAL FORM

## 1. Type of Proposal

**Mark all that apply**:

| | |
|---|---|
| New Course | _____ |
| General Education Course | _____ |
| New Program | _____ |
| New Program Area of Concentration | _____ |
| New Certificate | _____ |
| New Stand Alone Certificate | _____ |
| Directed Technology Certificate | _____ |
| Course Revision | _____ |
| Course Deletion | _____ |
| Program Revision | ___X___ |
| Program Area of Concentration Revision | _____ |
| Certificate revision | _____ |

AA degree_____      AS degree_____      AAS degree__X___   AAT degree_____

## 2. Name of Program/Course Number and Course Title

Transportation and Supply Chain Management AAS Degree – M718

## 3. Brief Description of Proposal (no more than 30 words)

The industry partners for the PTECH Transportation and Supply Chain Management AAS degree program at the New Era Academy recommended replacing the COP 200 course with COP 100. The revised curriculum will also include changing PHI 105 with PHI 106, MAT 125 with MAT 128, and ES 110 with a Biological and Physical Sciences elective with lab to keep the program total at 60 credits.

## 4. Author(s): Dr. Yohannes Weldegiorgis

## 5. Phone: 410-462-8522               Email: YWeldegirogis@bccc.edu

## 6. When did the department discuss the proposal?   1/20/23


**When did the department approve the proposal?** (approval means that the department approves the idea as well as the completed forms, grammar, etc): 1/20/23

Revised February 19, 2016

7. **Signature of CIC departmental representative(s):** *Yohannes Weldegiorgis*

   **Signature of Associate Dean:** *Quintin Davis*

----------------------------------Do not write below this line-----------------------

**Date(s Discussed by CIC:**_____

Approved _____                          Not Approved_____

Expiration date (only if course is experimentally approved* course): _____

Signature of CIC Chair/Date: _____

Comments:_____

_____


**Date(s) Discussed by SEC:** _____

Approved _____                          Not Approved_____

Signature of SEC Secretary/Date:_____

Comments:_____

_____


**Date(s) Reviewed by Vice President of Academic Affairs:**
(If it is a new program, program option or stand alone certificate, approval of Vice President
includes review of MHEC proposal as well as CIC proposal)

Approved _____                          Not Approved_____

Signature of Vice President of Academic Affairs/Date:

_____

Comments:_____

_____


Revised February 19, 2016

**If new program, program option, directed technology certificate or stand-alone certificate, the following approvals are also necessary (this approval includes approval and review of MHEC proposal, as well as CIC proposal)**


**Date(s) Reviewed by President:** _____

Approved _____                    Not Approved_____

Signature of President /Date: _____

Comments:_____

_____



**Date(s) Reviewed by Board of Trustees:** _____

Approved _____                    Not Approved_____

Signature of Secretary of Board of Trustees /Date:

_____

Comments:_____

_____



-----------------------------------------------------------------------------------------------------------------

**Academic Operations**

Date Information inputted into system: _____

Date Signed <u>copies</u> sent to:    CIC Chair              _____

                                      Author(s) of Proposal _____

                                      Associate Dean        _____



Revised February 19, 2016

BALTIMORE CITY COMMUNITY COLLEGE
Curriculum and Instruction Committee
SUBMISSION GUIDE

## Important Timing Requirements/Deadlines

| | | | |
|---|---|---|---|
| **Deadline for major program revisions (more than 33% revision) and new programs (degrees/certificates)** | **Submit to CIC:** August or September | **CIC Presents to SEC:** September or October | **Present to BoT:** November |
| **Deadline for new courses, course revisions, and minor program revisions** | **Submit to CIC:** August - February | **CIC Presents to SEC:** March (at latest) | **Final Documents sent to Catalog:** March |

## FEBRUARY due date to CIC for new courses, course revisions, and minor program revisions -

## Present to SEC in MARCH - For Next Year's Catalog

**New programs and significant revisions (more than 33%) should be brought to CIC no later than October** to allow time for approval by CIC, SEC, VPAA, College President, the BCCC Board of Trustees, and the Maryland Higher Education Commission (MHEC).

It takes approximately 90 days to obtain MHEC approval after receiving BOT approval, which follows College President approval, VPAA approval, and SEC approval.

In order for changes requiring MHEC approval to be incorporated into the catalog, these changes need to be approved by the Board of Trustees at or before their November meeting (there is no December BOT meeting). Therefore, they must be approved by CIC and SEC the VPAA and the College President at or before their October meetings.

**Minor program revisions, and new or revised courses, should be brought to CIC by early February** in order to be included in the following year's catalog.

**All materials must be submitted to your CIC representative or the CIC Chair at least one week prior to the meeting.**

**BALTIMORE CITY COMMUNITY COLLEGE**
**CURRICULUM AND INSTRUCTION COMMITTEE MEETING AGENDA**

FROM:     Paul Long, Chair, Curriculum and Instruction Committee

DATE:     2/08/2023

SUBJECT:   Curriculum and Instruction Committee meeting
           Wednesday, February 8, 2023

The Curriculum and Instruction Committee will meet

**Wednesday, February 8 at 12:30 pm**

**Agenda**

1. Approval of the December 14 Minutes.

2. Approval of the February 8 Agenda.

3. Revision to Transportation and Supply Chain Management AAS degree.

4. Discussion of the CIC Submission Timeline/Guidelines

**Adjournment**

**Realignment Task 5**

**5.2 Federal Work-study Webpage, Job Listings, Monthly Report**

Federal Work Study Webpage



**Baltimore City Community College**

75 BCCC

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**About BCCC** | **Future Students** | **Current Students** | **Paying for College** | **Academics** | **Technical Support**

Home > Current Students > Work Study Job Bank

**Work Study Job Bank**

- Work Study Job Bank
- Liberty Campus Positions
- Work Study Flyer

**Work Study Job Bank**

Opportunities available at Liberty Campus

Eligibility for assistance depends upon many factors. Being eligible does not guarantee you will receive an award since award selection criteria are not the same as eligibility criteria. However, before you receive an award, you must first be eligible. To be eligible to receive financial aid, you must :

1. be a U.S. citizen or an eligible non-citizen
2. be a high school graduate or have earned an equivalency
3. be enrolled as a regular student in an eligible program
4. be making satisfactory academic progress
5. have a valid social security number
6. sign a statement confirming your intent to use aid only for educational purposes
7. sign a statement certifying that you are not in default and do not owe a refund on a Title IV grant
8. sign a statement of Selective Service Registration Compliance

Financial assistance from most Federal programs is based on need. Your award depends on your and your family's ability to meet college costs. State and Federal programs have separate formulas for determining the family's ability to contribute to college costs.

**Contact**

**Linda Williams**
Financial Aid Specialist
Phone: 410-462-8500
lwilliams@bccc.edu

# Federal Work Study Job Listings

**BCCC**

**Work Study Job Bank**

- Work Study Job Bank
- Liberty Campus Positions
- Work Study Flyer

## Liberty Campus Positions

- Student Office Assistant – Dental Hygiene Program
- Student Office Assistant – Admission
- Student Office Assistant – WDCS
- Student Office Assistant – Facilities
- Student Office Assistant – ESB/CAD
- Student Office Assistant – Admission
- Student Tutor – Math and Engineering
- Student Lab Assistant – Natural and Physical Sciences
- Student Lab Assistant – Natural and Physical Sciences
- Student Lab Assistant – Natural and Physical Sciences
- Student Office Assistant – Natural and Physical Sciences
- Student Lab Assistant – Natural and Physical Sciences
- Student Lab Assistant – Natural and Physical Sciences
- Student Office Assistant – Testing Center
- Student Lab Assistant – Natural and Physical Sciences
- Student Office Assistant – EV Client Services
- Student Office Assistant – IT Client Services
- Student Office Assistant – IT Client Services
- Student Office Assistant – Procurement
- Student Office Assistant – Marketing
- Student Office Assistant – Internal Audit
- Student Office Assistant – Process Academy
- Student Office Assistant – Computer Aided Drafting & Design Program
- Student Recreation Attendant – Athletics
- Student Office Assistant – Student Success Center
- Student Office Assistant – Records & Registration
- Student Office Assistant – Financial Aid
- Student Office Assistant – Disability Support Services
- Public Safety
- Student Office Assistant – Student Life and Engagement

**2022 Joint Chairmen's Report**

**Baltimore City Community College**

**Information Technology Program Report**

**Dr. Debra L. McCurdy**
**President**
**Baltimore City Community College**

**September 1, 2022**

**2901 LIBERTY HEIGHTS AVENUE | BALTIMORE, MD 21215 | 410-462-8300 | WWW.BCCC.EDU**

# Baltimore City Community College
INFORMATION TECHNOLOGY UPDATE
Joint Chairmen's Report 2022, September 1, 2022
*Mr. Michael Rading, Chief Information Officer*

**OVERVIEW**

Baltimore City Community College (BCCC) has been requested to report on realignment task #9 "*status of the implementation of the IT infrastructure renovation, including if the internal timelines were met and if cost estimates were correct, as well as any additional findings that occurred as a result of the upgrade process*." The Joint Chairmen's Report sites BCCC facing "numerous difficulties in updating its information technology (IT) infrastructure. *This has resulted in many IT shortcomings for BCCC, including but not limited to, being able to procure a new Enterprise Resource Planning [ERP] system, being able to properly safeguard student data, and not adequately providing malware protection for its computers.*"

Baltimore City Community College (BCCC) has made significant progress in updating its information technology (IT) infrastructure, and continues to meet timelines for the additional improvements for:

1) the implementation of the core modules of a new Enterprise Resource Planning (ERP) System,
2) Enhancing the wide area network,
3) the safeguarding of student data,
4) Upgrading the college's data center,
5) Cybersecurity enhancements, and
6) Security camera and door access,

Under the leadership of the new Chief Information Officer, who joined the College in February 2022, the College continues to develop its information technology program, including:

- The implementation of the core modules within the Ellucian Banner ERP system, which is a system that is highly recognized in the Higher Education space and is utilized by over 2,000 + institutions of higher education.
- Completing the deployment of modernization of voice-over-internet-protocols (VoIP), that work with an industry standard productivity tool, Microsoft Office including Teams, Office Online and SharePoint.
- The continued release of a College-wide Cyber Security awareness program that delivers monthly training for employees on cyber threats and effective ways to recognize attacks and ensure the safeguarding of personal information.
- The new Banner ERP system does not use Personally Identification Information (PII) as a key identifier. This will reduce the use of PII within the College which continues to use Proof Point PII scanning software that allows the information technology department to identify where PII is inappropriately stored on computers and on the network.
- The continued use of Multi-factor Authentication for privileged account users to prevent the unauthorized use of user accounts with plans underway to expand the use of this technology across the campus.
- Upgrade of all servers and desktop computers, where applicable, to ensure the latest operating systems and security patches are in place.
- An assessment of the College's infrastructure and a plan for data center upgrades in FY 2023 to ensure reliability, increase cybersecurity protection, build redundancy, and enhance disaster recovery.

The following narrative details the latest work that has been performed by the College.

1) **ENTERPRISE RESOURCE PLANNING SYSTEM (ERP)**

Background: The College signed a new contract with Ellucian to replace its legacy business and student systems with a modern, integrated Enterprise Resource Planning (ERP) system Banner. Implementation teams that included cross-functional areas of the College were convened that covered: Finance, Human Resources, Student and Student Accounts teams. Initial work involved configuration and alignment of business processes to the system capabilities and functionalities.

 **ERP 2022 Project Timeline**

The project included key modules that were implemented based on the timeline shown below:

Chart 1: Key ERP Modules that Went Live in 2022
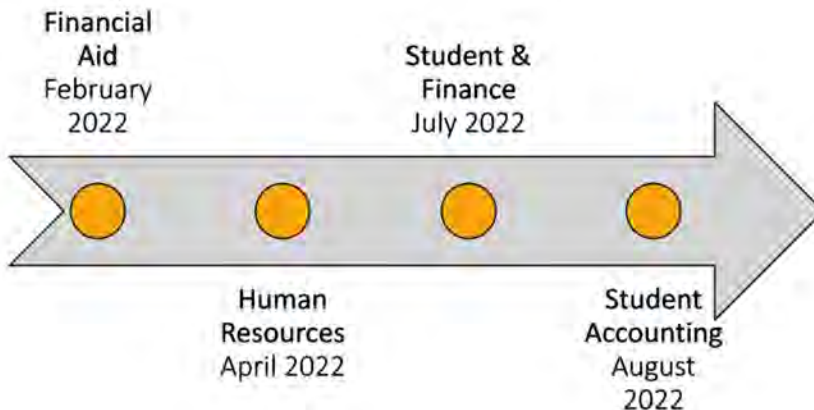


- Financial Aid
    - Module enables Financial Aid management from creation, management, and monitoring of award packages
    - Helps students meet financial needs while also helping BCCC track and meet related financial goals
- Human Resource
    - Enables HR to manage existing employee records in the new ERP system
    - All new employee records added and managed in the new system
- Student
    - Have a self-service portal that provides them with a consolidated view of key information including courses, registration, and grades
- Finance
    - All financial transactions handled in the new ERP, including budgets, general ledger, requisitions, and purchase orders
    - Self-Service portal for staff to view key information, reports and manage key financial processes
- Student Accounting
    - Students provided with a payment portal to see key financial information
    - Enables students to view statements, make payments, enroll in payment plans, enroll in electronic refunds, and direct deposits

**Financial Aid**

The Financial Aid module streamlines financial aid processes for students and staff. Many students are dependent on financial aid and can feel overwhelmed by the process and need support and in-depth guidance through the financial aid process. With this module in place, staff can help connect students to key resources or help recipients understand their aid packages. Financial Aid module enables:

- *Better administering, tracking, and reporting* – Financial aid administrators can more accurately, efficiently, and strategically, regardless of the source or type of financial aid. Staff can manage, automate, and monitor complex processes, including eligibility, awarding, and disbursement, which provides for more availability to focus on helping students one on one
- *Efficiencies in financial aid management* – Staff can more easily manage all types of funding sources and financial aid awards. Users can easily obtain concise information on their student financial aid or scholarship programs based on specified criteria.
- *Improved budgeting and need analysis* – Staff can conduct needs analysis using the Federal Methodology. Users can create unique limits for each budget group, attach tracking requirements to meet institutional requirements, assign budgets, and auto-package aid aligned with institutional strategies and goals
- *Streamlined award processing* – Aid administrators can more quickly and efficiently process financial aid for all types of award programs with batch processing. Users can better track and manage institutional, private, state, and federal award data. Administrators can also define eligibility rules and criteria to ran and select applicants for managing one-time or recurring awards and loans.

Design and configuration work for the Financial Aid module began in July 2021. Staff were trained on key areas in the new system that included data loading and tracking, simulating funds, periodic budgeting, and disbursements. As part of this training staff were provided with walkthroughs on completing key processes in the new system such as R24, which refers to the calculation required when a recipient of Title IV aid withdraws from an institution during a payment period/period of enrollment in which the recipient began attendance.

In August 2021, additional training was conducted on determining Satisfactory Academic Progress (SAP), which is the successful completion of coursework toward an eligible certificate or degree. Federal regulations require the Office of Student Financial Aid to monitor the academic progress of students receiving financial aid. The SAP training also included simulations in a test environment to help staff become proficient. Additional trainings

In October and November 2021 additional sessions were conducted on R24 and population selection training as well as financial aid readiness engagements for all members of the financial aid team. During this time the second round of financial aid data migration was completed.

In December 2021 and January 2022 work was done to finalize Institutional Student Information Records (ISIRs) which are an institution's copy of the student's Free Application for Federal Student Aid (FAFSA). Completing ISIRs is a prerequisite to packaging a student's awards. A go-live readiness checklist of activities was completed that included: testing all key processes, validating internal policies and procedures for awarding student aid, developing constituent communication plans, technical readiness, security, job automation, and launching the self-service portal.

The Financial Aid module went live in February 2022. At this time ISIRs were being downloaded and imported into the new ERP system.

**Human Resources**

The human resources module supports managing employee records from when employees are hired until they separate from the institution. Some of the key benefits of the HR module include:

- *Strengthening administrative capabilities* – Allows tracking personnel activities to tracking salary and personnel budget related information. HR staff have tools to improve faculty administration, compensation, position control/budgeting and reporting on employment practices and policies.
- *Improve productivity* – Banner HR provides employees with self-service options for routine inquiries, changes to personal information, and payroll questions

In July 2021 HR staff were trained on managing and configuring positions in the new ERP. In August additional training was provided on employee leaves and the HR team took part in leave technical overview and mapping sessions ahead of employee data being migrated from the legacy system in September 2021.

In September and October 2021, there were engagements on onboarding and hiring validation and management of the entire employee life cycle within the new system.

In January and February 2022, sessions were held on managing employee leaves and payroll entry.

In March 2022, the second round of employee data was migrated from the legacy system into the new ERP.

In April 2022, the final data migration for employee records was completed in the production new ERP system. The HR module went live in April 2022, at this time HR was using the banner HR core module in the new ERP system.

In May and June 2022, training sessions were held to handle payroll (Web-Time Entry) in the new ERP. Payroll staff began using the test environment to setup and configure payroll for the College.


**Student**

The student module provides a comprehensive student information system that caters to the needs of prospective students, enrolled students, faculty, and staff with secure access anytime from anywhere. Some of the key benefits include:

- *Administrative capabilities* – A system that provides critical information to support: recruitment and admissions, registration and enrollment, academic records and results processing, accounts receivable, course catalog, class scheduling, advising, degree audit and program planning
- *Self-service for students* – Provides students with a portal to apply for admission, register for classes, view schedules and check grades
- *Self-service for faculty and advisors* – Faculty and advisors can access key information including coarse rosters, grades, and student contact details. Instructors and advisors can review an advisee's educational progress, assess a student's current course load and work through next steps to support them through the portal

In July 2021, sessions were held to establish security matrices that covered student, staff, and faculty records as well as catalogs and schedules. As an outcome of these engagements, security was defined for security groups, classes, and objects for the new system.

In August and September 2021, training was held for student records, compliance monitoring and registration management and the first round of data migration into the new system was completed for student records.

In November and December 2021, additional student record related data validations for information being moved from the legacy to the new ERP system were completed that included: Overall and Holds (student test scores, GPA information and student account hold data).

In January and February 2022, General Person – Student and General Student data were migrated as part of the second round of data migrations. Admissions staff were trained on the Quick Admit process to admit students in the new ERP system.

In March and April 2022, additional student records including General Student and Academic History, were migrated into the production environment of the new ERP system. End-to-end testing was conducted across cross-functional areas in readiness for the student module go-live. Training sessions that involved faculty and advisors in Banner, scheduling and registration, student self-service, CRM Recruit and WDCE Courses Registration were held. Fall 2022 course schedules were built in the new ERP system and data mapping for student registration were defined.

In May and June 2022, two rounds of Fall 2022 data migration were help in preparation of the migration in July ahead of the go-live for the student module. The second round of Overall and Holds data migration into the new system was also completed during this time.

In July 2022, the Fall 2022 registration data was migrated into the production ERP and all student-facing offices began using Ellucian Banner for their day-to-day operations.


**Finance**

The Finance module supports the effective management of funds, assets, grants, and endowments while creating and administering equitable budgets across the institution. Some of the key things this module enables include:

- *Supporting administrative capabilities* – Helps users with their day-to-day administrative work from creating requisitions to final purchase order generation, budget monitoring and reviewing actual spending.
- *Timely results with reliable data* – The system provides an integrated foundation for consolidating transactions and reporting. It allows secure mobile access to financial information at any time from any location. It also saves staff time by providing higher education regulatory reports for financial statements such as GASB (Government Accounting Standards Board).
- *Self Service for administrators* – A self-service application allows staff to get information they need based on their roles which features that include: My Finance Query, My Requisitions and my Journals provide personalized views of financial information to users.

In July 2021 training sessions were held for purchasing and procurement, accounts payable and the general ledger.

In August 2021 and September 2021, work was done to develop the integrations between the new ERP system and Financial Management Information Systems (FMIS).

In October and November 2021, the Finance Security Matrixes were defined and tested.

In December 2021 and January 2022, activity code mappings were completed by the Finance Team and further development work was done on the financial integrations. Additional training sessions were scheduled and held that covered the general ledger, chart of accounts, financial operations, purchasing and procurement and accounts payable.

In February and March 2022, training sessions were held that covered budget management, financial detail codes and general ledger configuration.

In April and May 2022, work done to update and complete detail codes, data mappings, rule mappings and indexes. Additional work was conducted to finalize the Finance Module security setup in the new ERP system.

In June and July 2022, collaborative work was done with the State Department of IT (DoIT) to test FMIS related integrations. The Finance office began using Banner for day-to-day operations in July 2022.

## Student Accounting

The new ERP lays a foundation for unifying campus-wide payments by bringing together constituents in a single platform. Students have a payment portal (TouchNet) that allows them to:

- *View Statements*
- *Make Payments*
- *Enroll in Payment Plans*
- *Enroll in Electronic Refunds/Direct Deposits*

In July and August 2021, fee assessment was configured in the new ERP, TouchNet cashiering and advisor working sessions were held.

In September and October 2021, student accounting data was validated, and training sessions were conducted for the student accounting team.

In November and December 2021, detail codes and fee assessment were submitted for students. Detail codes and fee assessments must be established before students can be assessed fees in the new ERP system.

In January and February 2022, overview, review, and training sessions were conducted that covered student accounting. Additional configuration of AR, General Ledger and Financial Detail was done.

In March and April 2022, end-to-end testing was conducted and additional training sessions on student accounting were held.

In May and June 2022, cross-functional end-to-end testing sessions were held, and additional work was done to setup and configure student accounts. Work was also done with General Accounting and Budget team members to complete student accounting detail codes.

Student Accounting went live in August 2022 after additional extensive validation of student account information and verification that account balances were correct first in a non-production environment, and fees were only assessed for students after fee assessment was conducted in an audit mode and information on student balances was verified.

**Data Migration**

Chart 2: Key ERP Data Migration Steps



| Data extracted out of legacy system | Data imported into new ERP | Validation of imported records |

A key part of the ERP implementation involved migrating data from the legacy system into the new. The cross-functional teams involved in this work included data owners from different areas, namely, student, student accounting, financial aid, finance, HR, IT, and expert consultants from the vendor. First, crosswalks were developed by matching key fields from the legacy and new ERP systems. Data was then extracted out of the legacy system and imported into a non-production version of the new ERP system. An extensive validation process that involved multiple rounds of importing data into test environments. As part of this process, data owners across different areas identified and corrected errors in multiple rounds of validation before the data was loaded into the production ERP system.

The table below shows key files that were validated as part of the data migration process.

Table 1: Key ERP Data Migration Files

| File | Module | Round 1 | Round 2 | Final (Production) |
|------|--------|---------|---------|--------------------|
| General Person – Student | Student | 9/20/2021 | 1/31/2022 | 02/25/2022 |
| General Person – Employees | HR | 09/20/2021 | 03/14/2022 | 04/01/2022 |
| General Student | Student | 06/14/2021 | 02/28/2022 | 03/25/2022 |
| Overall & Holds | Student | 06/28/2021 | 05/18/2022 | 05/27/2022 |
| Academic History | Student | 06/14/2021 | 03/07/2022 | 03/25/2022 |
| Accounts Receivable | Student Accounting | 08/16/2021 | 06/27/2022 | 07/05/2022 |
| Fall 22 Registration | Student | 04/29/2022 | 05/27/2022 | 07/05/2022 |
| Financial Aid | Financial Aid | 05/24/2021 | 10/25/2021 | 02/25/2022 |

Note: Some files went through additional rounds of data validation beyond what is show in table 1: Key ERP Data Migration Files.

**Training and Support**

As part of the ERP Implementation process, functional areas and IT worked closely with vendor consultants to get the configurations for the different system components finalized ahead of the modules going live. Some key things that were done included:

- Resources – Quick start guides, how-to-videos and self-service portals were made available to students, faculty, and staff (sample documentation is included in Appendix A: Introducing Banner Self-Service Portal for Faculty, Appendix B: Banner Self Service Cheat Sheet for Faculty, Appendix C: Attendance Tracking in Banner for Faculty and Appendix D: New Panther Portal for Students)
- Training – Training sessions were held for faculty and staff and additional training and office hours have been held and are planned to continue for the Fall semester (Appendix E: President's Forum IT Update, May 2022 includes overview information provided ahead of training sessions for faculty and staff)

- Pop-Up Sessions - Additional opportunities for internal stakeholders to bring forward any ERP related questions and challenges
- Support – Regular meetings between the College leadership and the ERP vendor as part of the implementation; vendor expert consultants provide consultants with support along with the product support team

Table 2: Training Sessions

| Training Period | Title of Training |
|---|---|
| Week of July 5, 2021 | Training on Positions |
| | Catalog Entry Training Session 2 |
| Week of July 19, 2021 | Security Training / Discussion |
| Week of August 2 ,2021 | Training of Leaves |
| | BCCC: Advanced Form Fusion Training |
| Week of August 9, 2021 | Config SS Training |
| Week of August 30, 2021 | Financial Aid Validation |
| Week of September 6, 2021 | Banner Financial Aid Training Data Load / Tracking |
| | BCCC Fee Assessment Student AR Training |
| | Configure / Train Student Records Management |
| Week of September 13, 2021 | Training Period Budgeting / Packaging |
| | Life Cycle of an Employee Training |
| Week of September 20, 2021 | Follow Up Training COD, Pell, and Disbursement |
| Week of September 27, 2021 | Follow Up Training Student Employment |
| Week of October 4, 2021 | Follow Up Training Student Employment |
| | Follow Up Training R2T4 |
| Week of October 11, 2021 | Follow Up Training (Pop SELS) |
| Week of October 18, 2021 | Banner Overview Training |
| | Banner Payroll Training and Simulation |
| Week of October 25, 2021 | Academic History Validation Training |
| Week of November 8, 2021 | Banner Overview Training Staff |
| | Follow Up Training SAP |
| | Follow Up Training R2T4 |
| Week of November 22, 2021 | Banner Training |
| Week of November 29, 2021 | Quick Admit Working Session |
| Week of December 13, 2021 | BCCC Accounts Receivable |
| Week of January 10, 2022 | BCCC AR Training |
| | Banner Overview Training |
| | BCCC AR Training and Review |
| | Data Migration and Banner Training |
| | General Person Data Validation Training |
| Week of January 17, 2022 | Banner Staff Training (Banner Overview) |
| | BCCC - Theme Editor Training |
| | Data Migration and Banner Training |

| Training Period | Title of Training |
|---|---|
| | BCCC AR Training |
| Week of January 24, 2022 | Banner Staff Training |
| | BCCC AR Training |
| | Banner Staff Training (Banner Overview) |
| | Banner Training and Bookstore Credit Process |
| | Data Migration and Banner Training |
| | Pre-Data Meeting for General Student Validation Testing |
| Week of January 31, 2022 | Banner Staff Training |
| | Finance Operations Re-Training |
| | General Student Data Validation Training |
| Week of February 7, 2022 | Receiving Re-Training |
| | Accounts Payable Re-Training |
| | Academic History Data Validation Training |
| Week of February 14, 2022 | Budget Management Re-Training |
| | Quick Admit Training Session |
| | Academic History Data Validation Training |
| | Schedule Module Training Session |
| | General Student Module Training Session |
| Week of February 21, 2022 | General Person Student Production Data Validation Training |
| | BCCC AR training (reschedule of 3/22) |
| | Banner Overview and Access Information (Accounting Team) |
| Week of February 28, 2022 | Finance General Ledger & COA Re-Training Session |
| | Student: End-to-End Testing Schedule Review |
| Week of March 7, 2022 | Banner Finance Simulation Testing (Accounts Payable) |
| | Banner Finance Simulation Testing (Receiving) |
| | Banner Finance Simulation Testing (Procurement & Purchasing) |
| | Banner Finance Simulation Testing (General Ledger) |
| | Banner Finance Simulation Testing (Budget) |
| Week of March 14, 2022 | Student Accounting: Banner AR E2E Follow Up and Training |
| Week of March 21, 2022 | BCCC AR E2E Follow Up and Training |
| | BCCC: CRM Recruit Overview |
| Week of March 28, 2022 | BCCC Student AR Training |
| Week of April 4, 2022 | BCCC AR Consulting, AR Validation and Training |
| Week of April 11, 2022 | Banner Finance: Update of AR Detail Codes |
| | BCCC Student AR Post End-to-End Review and AR Training |
| | Banner Finance: Rule Mapping & Index Creation |
| | Banner Finance: Transaction Security |
| | Banner Finance: Requisitioner Mapping |
| Week of May 2, 2022 | Student: End-to-End Testing |
| Week of May 16, 2022 | An Overview of Banner Self-Service for Faculty |
| | Fall Registration Migration Data Validation Training |

| Training Period | Title of Training |
|---|---|
| Week of June 6, 2022 | Web Time Entry Demo |
| | BCCC AR Training and GO LIVE PROD Prep |
| | Banner: Faculty/Advisor Self-Service Meeting |
| | Baltimore City Community College - Curriculum Management - ILP Functional Consulting - Ethos Validation |
| | Quick Admit Review SOP |
| | Banner: Student Self-Service Meeting |
| Week of June 13, 2022 | BCCC AR training and GO LIVE PROD Prep |
| | Fall 2022 Registration Data Validation Training (Session 1) |
| | Ellucian/BCCC Banner SaaS Scenario/Simulation Working Session |
| Week of June 21, 2022 | CRM Recruit Discovery Working Session |
| | BCCC AR Training and GO LIVE PROD Prep |
| | CRM Recruit Team: Accessing the On-Demand Training |
| | CRM Recruit Discovery Working Session (Part II) |
| | BCCC AR Cashier Training |
| | CRM Recruit Discovery Working Session (Part III) |
| Week of June 27, 2022 | BCCC AR training and GO LIVE PROD Prep |
| | Banner Branding Discussion |
| Week of July 4, 2022 | Fall 2022 Registration Production Data Validation Training |
| | BCCC:  Records & Registration Training |
| | BCCC: Training for IR Team |
| | Block: BCCC Institutional Research Reporting Training |
| | Banner Registration Training w/ Linda Bloom |
| | BCCC: Training for IR Team |
| | BCCC CRM Recruit Discussion and IR Reporting Training |
| | CRM Recruit Overview/Navigation/Security and System Administration |
| | Banner Admissions & Advising Training |
| Week of July 11, 2022 | Banner Reporting Training |
| | Banner: Admissions/Advising Training |
| | Banner Requisition Training |
| | Academic Affairs Training |
| Week of August 1, 2022 | Academic Affairs Training |
| | Ellucian/Banner Training (Deans, Associate Deans, E-Learning) |
| Week of August 8, 2022 | Banner Faculty Self-Service Training |
| Week of August 15, 2022 | Student Profile Banner Training for Advisors |
| | Faculty Self Service Training- Pop- Ups* |
| Week of August 22, 2022 | BCCC-- Faculty Training |
| | Faculty Self Service Training- Pop- Ups |
| Week of August 29, 2022 | Faculty Self Service Training- Pop- Ups |

| Training Period | Title of Training |
|---|---|
| Week of September 1, 2022 | Faculty Self Service Training- Pop- Ups |
| Week of September 5, 2022 | Faculty Self Service Training- Pop- Ups |
| Week of September 12, 2022 | Faculty Self Service Training- Pop- Ups |
| Week of September 19, 2022 | Faculty Self Service Training- Pop- Ups |
| Week of September 26, 2002 | Faculty Self Service Training- Pop- Ups |

\* Pop-ups provide staff with opportunities to join sessions where they can bring their questions, review training content and have any issues investigated and resolved.

## Implementation Roadmap

The ERP Implementation includes multiple interrelated modules.  The College has gone live with the core modules, Financial Aid, HR, Student, Finance and Student Accounting.  There are additional components that are part of the implementation process that will continue for the next several months.

Table 3: ERP Implementation Upcoming Work

| Period | System | Implementation Phase |
|---|---|---|
| 2022 Q3 | CRM Recruit Phase II | Design and Configuration |
| 2022 Q3 | Ellucian Experience | Design and Configuration |
| 2022 Q4 | Degree Works | Design and Configuration |
| 2022 Q4 | eTranscripts | Design and Configuration |
| 2023 Q1 | Ellucian Analytics | Design and Configuration |

CRM Recruit

Ellucian CRM Recruit is a comprehensive admission system that supports the entire recruiting and admissions lifecycle.  It will fully integrate with Banner and allow the admissions teams to manage recruitment and enrollment functions, facilitate engagement with students, and track enrollment goals.  The first phase of the CRM Recruit implementation completed in August 2022, with the introduction of a new integrated online admission application.  The second phase completes the implementation, including prospect management and communications management.

Ellucian Experience

Ellucian Experience is a personalized dashboard for students, faculty, staff, and administrators that aggregates content from multiple systems, and presents that information in a responsive web application.  The Experience platform is tailored to the individual's role(s) at BCCC – students, faculty, staff, and/or administrators.

Ellucian Degree Works

Ellucian Degree Works is an academic advising and degree audit tool that provides students easy access to their academic path and helping them understand degree requirements and next steps to graduation.  It allows advisors and tutors to target students in need of assistance and help them maintain progress.

Ellucian eTranscripts

Ellucian eTranscripts allows for automated processes to support the full lifecycle of transcript requests, from student identification and validation to order collection and fulfillment.

Ellucian Analytics

Ellucian Analytics is a business intelligence platform that will enable BCCC to convert meaningful data from across systems into actionable decisions. It unifies and leverages data to drive student success, institutional growth, and operational efficiency.

## 2) WIDE AREA NETWORK

Wide Area Network (Internet) - The College maintains a goal of developing full internet redundancy to the main campus at Liberty Heights. The new Chief Information Officer has resumed discussions with the State's Department of Information Technology on this initiative AND will be reconvening in October 2022 with key stakeholders involved in the prior plan that was brought forward to determine options available to develop internet redundancy at the College that included a second fiber loop on the western side of the campus.

Figure 1: Internet Circuit at Liberty Heights



## 3) SAFEGUARDING STUDENT DATA

The new Banner ERP system does not use Personally Identification Information (PII) as a key identifier, but instead uses system generated Banner IDs that will reduce the use of PII within the College. The new ERP system uses industry standard security provisions to safeguard all data including PII both in transit and at rest. In addition to this, the College continues to use Proof Point PII scanning software that allows the information technology department to identify where PII is inappropriately stored on computers and on the network.

## 4) GRADING THE COLLEGE'S DATA CENTER

An assessment of the College's current data center in the last few months revealed that a data center upgrade would modernize and secure infrastructure for critical applications, drastically reduce risk of outages and failures, simplify management and operations, move the College to a hardened, immutable ransomware proofed data protection and create opportunities for a more comprehensive disaster recovery strategy to safeguard College resources.   The planned upgrades would be conducted in two phases:
- Data Center Refresh (Phase 1) – This would involve updating servers and storage that is over 10-year-old to ensure reliability and increase cybersecurity protection
- Disaster Recovery (Phase 2) – Creates additional redundancy and enhances the speed at which the College can recover from a disaster

## 5) CYBERSECURITY ENHANCEMENTS

In addition to addressing PII and modernizing the data center, there are several other IT security initiatives that the College is undertaking to protect institutional, student, faculty, and staff data:

- Continued use of Multi-factor Authentication for privileged account users to prevent the unauthorized use of user accounts with plans underway to expand the use of this technology across the entire campus
- Upgrade of all servers and desktop computers, where applicable, to ensure the latest operating systems and security patches are in place.
- Inventory and assessment of all software used by the College to ensure there are current support and maintenance agreements and that the latest updates and security patches are installed.
- Review of an external security assessment performed in FY 2022 in conjunction with the State of Maryland to determine the College's current security state, any existing gaps and recommendations that could enhance security moving forward.

## 6) SECURITY CAMERA AND DOOR ACCESS

In February 2022, the College kicked off a project to replace the security camera and access control systems. The College's current camera system has 250 low-resolution cameras, most analog and approximately 80 percent do not work, and run on an outdated operating system. The access control is also partially not working. The project includes approximately 459 cameras and 750 electronically controlled doors.  Appendix F: Camera and Access Card Project presentation to the Board of Trustees includes information shared with the BCCC Board of Trustees on this initiative.

The new system the new system is a modern enterprise solution that includes:
- Cloud-based storage with unlimited storage for archived footage
- Analytics for facial recognition, license plate recognition, and vehicle make, model and color recognition.
- Automatic firmware/software updates.
- Replacement devices 10-year product warranty.

- COVID related functions for contact tracing and heat mapping (when too many people are gathered in an area with no social distancing).
- No annual fee.
- Two-year warranty on installation and workmanship.
- Free overnight replacement of a camera if it goes down.
- 24-hour support training.

**APPENDICES**

Appendix A: Introducing Banner Self-Service Portal for Faculty

Appendix B: Banner Self Service Cheat Sheet for Faculty



**BCCC Banner Self-Service Cheat Sheet For Faculty**

**What is happening?**
BCCC is introducing a new easy-to-use self-service portal for Faculty as we transition to a new ERP, Banner. Here Faculty can access attendance tracking, Canvas, class list, office hours, detail schedules, course assignments, history, and personal information.

**How do I access the new Banner Self-Service for Faculty?**
Visit https://www.bccc.edu/facultyandstaff and select Faculty Self-Service.

**How can I view both my classes and rosters?**
This can be found in both Faculty Self-Service and Canvas Learning Management System (LMS).

**Where do I track student attendance?**
Faculty will now take attendance in **Faculty Self-Service > Attendance Tracking >** Take Roll

**Where do I enter midterm & final grades?**
Faculty will enter grades into Canvas LMS on the **ILP Grading** screen. The grades will automatically transfer into Banner.

**What do I need to know?**

| Old Terminology | New Terminology |
|---|---|
| HPLAN | Banner |
| Faculty Portal | Faculty Self-Service |
| Index Number | CRN (course reference number) |
| Session | Term |
| Part of Session (12 Week, 16 Week, etc.) | Part of Term |

**How to read Banner terms**

2022, 8, 0

| Year | Semester | Type |
|---|---|---|
| | Winter = 1 | Credit = 0 |
| | Spring = 2 | WDCE = 1 |
| | Summer 1 = 6 | |
| | Summer 2 = 7 | |
| | Fall = 8 | |

202280 = Fall 2022 Credit
202321 = Spring 2023 WDCE

**Part of Term codes:**
| | | | | |
|---|---|---|---|---|
| 1 = Full Term | 10 = 10 Week | 12 = 12 Week | 14 = 14 Week | 3 = 3 Week |
| 5 = 5 Week | 8 = 8 Week | AI = Accelerated 1 | AII = Accelerated 2 | |

Appendix C: Attendance Tracking in Banner for Faculty



**Attendance Tracking in Banner Self-Service for Faculty**
**Starting Fall 2022**

**How do I access Attendance Tracking in Banner?**
**Step 1:** Log in to Faculty Self-Service.
**Step 2:** Select **Attendance Tracking**.
**Step 3:** Click Take Roll next to the appropriate class.
**Step 4:** Take attendance for each class!

**Important!**
**Step 5:** Attendance will save as you enter, but in order to finalize attendance for each class daily, the Instructor must then hit the buttons below.

- Enter attendance daily for each class.
- Use the "Cancel this Class Meeting" button only if the class is canceled; the same button will reinstate the date if you accidentally click it.
- Contact your supervisor if you have questions about attendance tracking.
- Teaching Online? Discuss procedures with your supervisor.

**How do I mark a student as present, absent or partial?**
**Option 1 - Individually**
Navigate to the correct class day.
Click on ○ to mark students present or absent.

**Option 2 - Update in Bulk**
Utilize the "Update All" button to select which applies.

Update All...
Update Empty Records to Present
Update Empty Records to Absent
Mark All Present
Mark All Absent

**Attendance Key**

| Present | Absent | Partial |
|---|---|---|
| ✓ | ⊖ | ✓ |

**Note:** If a student is present partially for a class, mark them as present and update the number of hours attended for that student.

Present
Hours Attended 00 : 45

Notes are optional and can only be seen by the Instructor.

Appendix D: New Panther Portal for Students



Introducing the New Panther Portal for Students
Launching Summer 2022

**BCCC**
Baltimore City Community College

**1 myBCCC**

Navigate to myBCCC
bccc.edu/mybccc

myBCCC

**2 New Panther Portal**

Log in to the New Panther Portal for:

Register Now

**Student Records**
(Registration, Grades, Transcripts, Personal Information)

**Student Accounts**

**Financial Aid**

**3 Update Info**

**First time Logging In?**

Start by updating your personal information under the **Person Information** link

**4 Browse Classes**

Browse available classes for the Fall 2022 semester

Q View Sections

**5 Plan Ahead**

Create an academic plan for next semester

➕ Create a New Plan

**6 Register Today!**

Register for classes by browsing, CRN, or from a plan you created

➕ Add Course

Note: If you never logged in from a BCCC computer classroom, your initial password starts with BCCc_ followed by year of birth in four digits, month of birth in two digits, and your day of birth in two digits (YYYYMMDD) plus the first initial of your first name.

Example: John Smith was born July 20, 1990.      Username: jsmith@student.bccc.edu      Initial password: BCCc_19900720J

**Need Help with Registration?**
**Registrar's Office**
**410-462-7777** or via email at registrar@bccc.edu

🎥
View Registration Video Tutorial
at bccc.edu/register

**Need Technical Assistance?**
**Help Desk**
**410-462-7411** or via email at helpdesk@bccc.edu

Information Technology Updates
President's Forum –
College End of Year

Michael Rading, CIO
Peter Farrell, Deputy CIO

Date: May 18, 2022

## New ITS Leadership

**Michael Rading**
Chief Information Officer

- Started on February 7, 2022
- Comes from Baltimore City Public Schools
- Brings experience with aligning IT with organization objectives; competencies and certifications in IT governance, management, and information security in a K-12 environment
- Holds a Bachelor's degree in Management Information Systems and an MBA in Management Information Systems
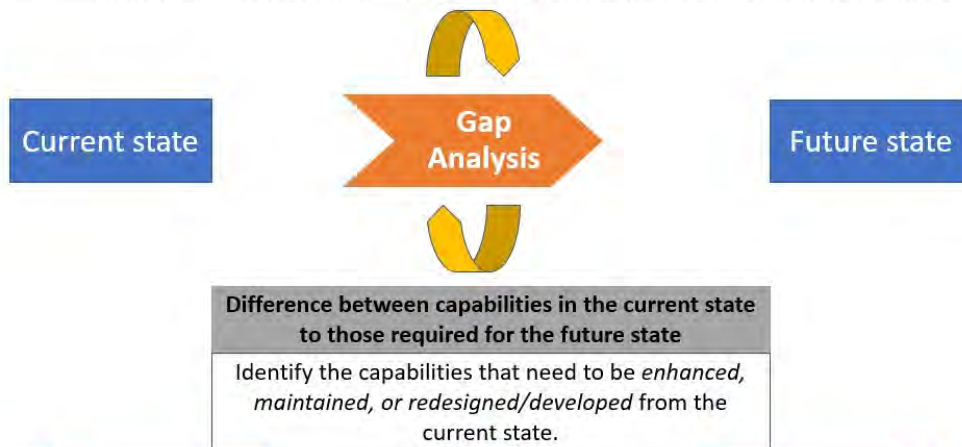
## New ITS Leadership

**Peter Farrell**
Deputy Chief Information Officer

- Started on January 31, 2022
- Comes from Loyola University Maryland
- Has extensive experience in higher education, providing leadership, vision and oversight in infrastructure, client operations and support management teams
- Holds a bachelor's degree in Management Information Systems and an MBA in Management

## Current & Future State

The new ITS Leadership has been assessing the current state and determining what needs to be done to get to the Future state. A gap analysis is being developed to determine the roadmap to reach the Future state.

Current state → **Gap Analysis** → Future state

**Difference between capabilities in the current state to those required for the future state**

Identify the capabilities that need to be *enhanced, maintained, or redesigned/developed* from the current state.

Three Focus Lenses



Three Focus Lenses

ERP Update

ellucian.
Banner



# ERP 2022 Project Timeline

Financial Aid
2/28/22

Student
Enrollment*
& Finance
7/1/22

Human
Resources
4/1/22

Student
Accounting
7/11/22

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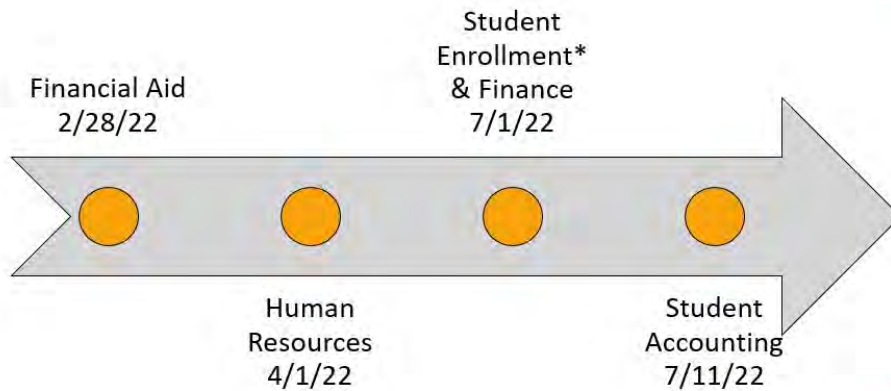
SECURITY

*Student enrollment date change from 5/22 to 7/1 reflects a strategic alignment of critical data and reporting needs connected with fiscal year cutover.

# ERP - Financial Aid Module Live

**Key Milestones:**

- **2/28/2022 - Financial Aid is Live**
  - Module enables Financial Aid management from creation, management and monitoring of award packages

*Helps Students meet Financial Needs*          *Helps BCCC meet Financial Goals*

- - Students will see their Financial Aid package without the need to register for classes for the 1st time in April 2022
  - Ahead of this ISIRs, an institution's copies of the student's Free Application for Federal Student Aid (FAFSA) will be made available in the new system

- **3/28/2022 – Packaging** Student loans packaged for students
- **8/2022 – Disbursement** Loans awarded students for the fall term in August.

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# ERP - Financial Aid Go-Live

**Lessons Learned:**

- Moving from a legacy system is challenging
- Cross-functional team spent more time than anticipated doing data validation
- Required content expertise of data owners needed to develop and apply complex rules for data conversion
- The data validation and complexity meant that additional resources (people and time) were required to meet project deadlines; resource need evaluations will be part of the preparation process for upcoming modules

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## ERP - Financial Aid & HR in Banner

**Key Milestones:**

- **2/28/22 – Financial Aid Module**

- **4/1/22 – HR using Banner for employee records**
  - Existing employee records exported from legacy system
  - New employee records being added to the Banner system



*Employee Records exported out of legacy system* → *Employee Records Imported into Banner* → *Validation of Imported Records*

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## ERP - Lessons Learned

- Upcoming modules involving student and financial areas introduce additional complexity that requires more cross-functional work
- Importance of capturing, sharing and incorporating feedback from training to enable more tailored future engagements
- The value of working sessions with cross-functional teams to discuss and work through challenges
- Focus on data mapping to ensure that information from the legacy system is correctly translated and reflected in Banner

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# ERP - Round 2 of End-to-End Testing

**Key Milestones:**

- **5/2/22 to 5/6/22 - End to End Testing**
  - Cross-functional team engaged

    *Student-Facing Areas*: admissions process, registration, updating, and maintaining courses

    *Faculty Processes:* entering grades and attendance tracking

    *Student Accounting*: payments, charge assessments, contract exemptions, fee assessments for students, billing and invoices

- **Fall 2022 Registration Migration to Banner**
  - Students registered in old system; courses created in new system for Fall 2022
  - Round 1 of 3 test migrations into the new system completed with final migration to occur in July

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# ERP - Next Steps Following End-to-End Sessions

- A cross-functional internal team was convened, and gaps and issues in the ERP implementation process and end-to-end sessions were documented for HR, Financial Aid, Student, Student Accounting and Finance areas and classified based on their criticality
- Remediation measures will be determined for identified issues
- Cross-walk to ensure comprehensive understanding of potential gaps that factors in:
  - Scheduled upcoming project activities
  - Issues and gaps identified by college staff coming out of end-to-end sessions
  - Vendor partner consultants in different areas that maintain checklists for go-live activities
- Targeted resources will be allocated towards areas where there are gaps

STABILITY

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# ERP - Student Enrollment & Finance

**Key Milestones Coming in July:**

Students will begin using Student Self-Service for:
- Course Catalog
- Registration

Student facing offices will begin using Banner:
- Records and Registration
- Academic Affairs
- Workforce Development & Continuing Education

Fiscal Year 23 activity will be conducted in Banner

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# ERP - Faculty & Advisor Self-Service with Banner

**Attendance Tracking** – Easy tool for student attendance

**Classroom Roster** – Faculty can review students' academic profiles and schedules, communicate with students via email

**Faculty Grade Entry** – Mobile capability for entering assignment grades and posting grades, final grades automatically computed

**Advising Functionality** – View student academic details in a succinct profile view, helping them advise students in real time

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## ERP - Student Self-Service with Banner

**Student Profile** – Consolidates student's information and academic progress in one view that is shared with advisors

**Registration** – Intuitive tool to help students prepare for current and future registration by allowing them to craft multiple scenarios and plan ahead.

**View Grades** – Lets students view their academic progress. Advisors and faculty can also view a student's academic progress

**Transcript Management** – Allows students to view an unofficial transcript and request official transcripts

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## Other IT Initiatives

# Microsoft Teams Voice

- Rollout of new phones is almost complete campus-wide
- We understand there are some operational challenges – we are actively engaged with our vendors – Microsoft and AudioCodes – to identify solutions and fix the errors

STABILITY

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# Systems Inventory

- Currently building inventory of the College's hardware and software
- Conducting introductory meetings with vendor partners to build strong relationships
- Identifying opportunities for consolidation, cost savings, and efficiencies
- Vendor documentation required for software procurements (new or renewal):
  - Higher Education Community Vendor Assessment Toolkit (HECVAT)
  - Voluntary Product Accessibility Template (VPAT)

STABILITY

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## Data Center Refresh

- We are working with our infrastructure team and vendor partners to identify required upgrades to the BCCC data center environment
- Ensure all hardware and software is under active support contracts
- Retirement of legacy systems and data

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## New ITS Office Space

- ITS will be moving back to main campus
- Designing space to focus on customer service and training

SIMPLICITY

# Classroom Technology

- Evaluation of existing classroom and lab technology
  - Computers
  - Audio/Visual Equipment
  - Specialty labs
- Developing upgrade recommendations and timeline

STABILITY

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# Backup and Recovery / Disaster Recovery

- Building resilience into our technology systems to protect our data and systems against threats
- Cloud-first focus – Software-as-a-Service (SaaS)
- Ensure that there are multiple, redundant copies of BCCC data that can be restored in the event of a disaster
- Ransomware protection

STABILITY

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# Network Redundancy

- Evaluating the BCCC network paths and providers to ensure that we have proper redundancy so there is minimal interruption if one of our providers has an issue

- Wi-Fi assessment to ensure adequate Wi-Fi coverage across campus

STABILITY

# Centralized Copier and Printer Management

- Recently completed inventory of all printers and copiers on all campuses
- Identifying opportunities to:
    - Modernize copier fleet
    - Reduce per-page costs
    - Ensure that faculty and staff can print and release jobs whenever and wherever they need to
- Reduce environmental footprint
- Secure print release

STABILITY

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# Multi-Factor Authentication (MFA)

A security enhancement that allows you to present two pieces of evidence – your credentials – when logging in to an account.

**Multi factor authentication**

Something you have + Something you are + Something you know

- Provides security against identity theft via stolen passwords
- Protects against weak passwords

SIMPLICITY

SECURITY

# Single Sign-On

- Simplify logging in to college resources
- Single username and password for all BCCC sites
- Protect information with MFA

SIMPLICITY

SECURITY

## Security Awareness Training

- Helps prevent breaches and attacks
- Supports building a culture of security
- Supports making technology defenses more robust
- Maryland SB553 requires all state employees to complete the monthly training
- To improve employee wellbeing – security measures apply at work *and* at home

> Over 88% of all data breaches are caused by an employee mistake.[1]

[1] 2022 Stanford University and security firm Tessian, research Study "Psychology of Human Error"

**SECURITY**

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## Remove Personally Identifiable Information (PII)

- Banner will greatly reduce the amount of PII – it will use a unique Banner ID instead of SSN as a personal identifier
- IT is identifying other PII found on the BCCC network and working to remove it
- In the future, IT will alert individuals and departments when PII is found on their network drives or email so it can be removed
- We are working with all of our vendors to review their security and privacy policies to ensure protection of BCCC personal and institutional data

This Photo by Unknown Author is licensed under CC BY-SA-NC

**SECURITY**

Questions

BCCC Public Safety Improvements – Cameras and Access Cards
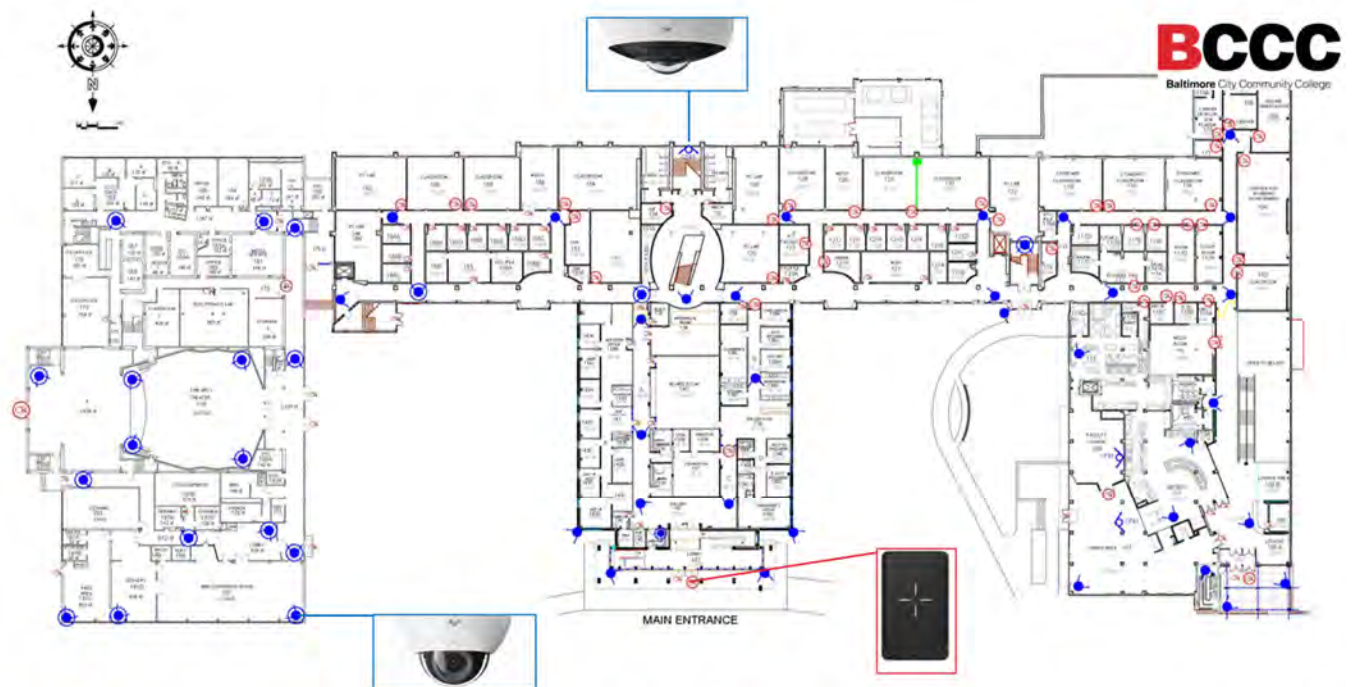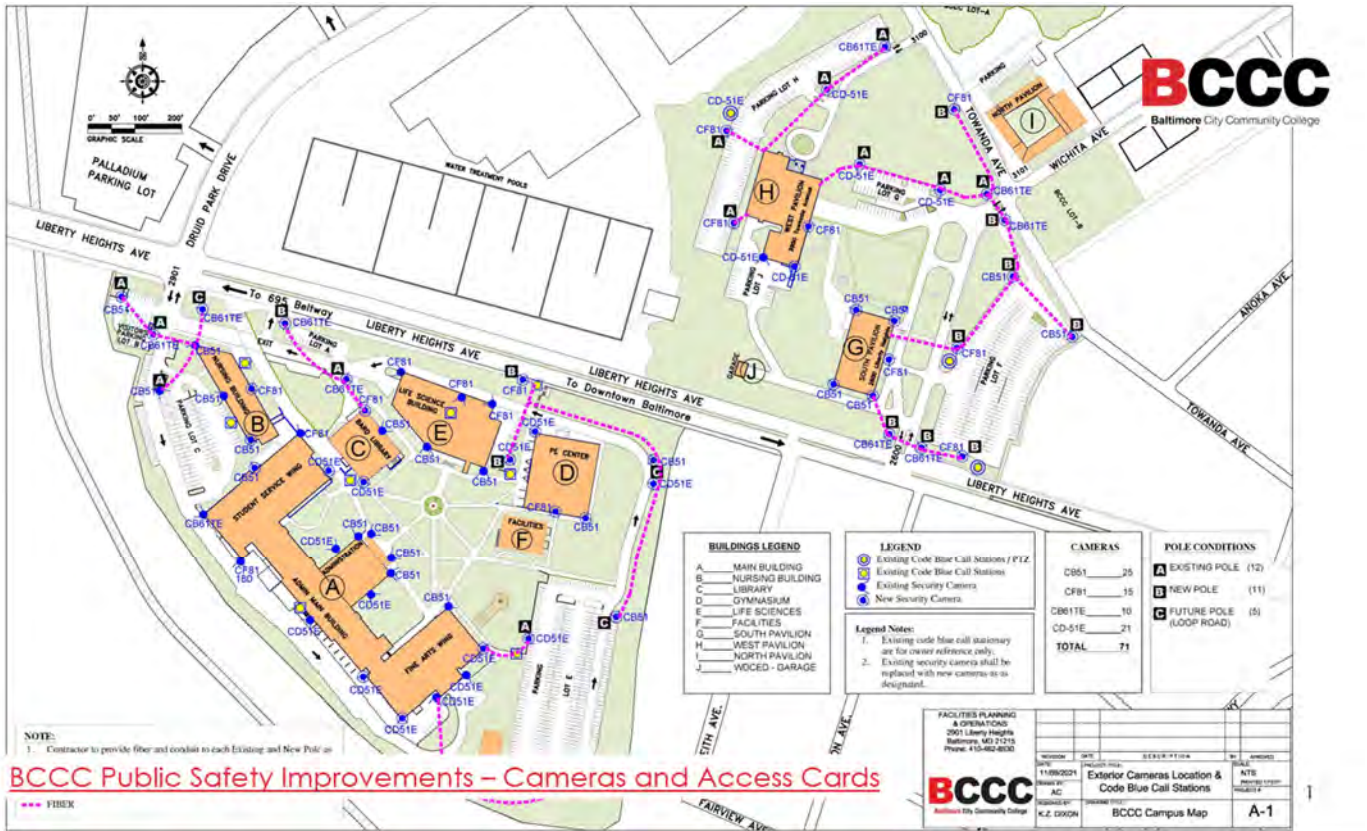


BCCC Public Safety Improvements – Cameras and Access Cards

## BCCC Cameras and Access Control

Campus-wide Camera installation schedule:
- Main Building:  May 9th – 20th
- Nursing Building: May 23rd – May 27th
- Life Science Building: May 30th – June 10th
- Physical Education Center, Bard Library, and Facilities: June 6th – June 10th
- West Pavilion and South Pavilion: June 13th – June 17th
- Reisterstown, Harbor, and Bio Park: June 20th – June 24th



3

# BALTIMORE CITY COMMUNITY COLLEGE
# 2022 PERFORMANCE ACCOUNTABILITY REPORT

## I. MISSION

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

## II. INSTITUTIONAL ASSESSMENT

**State Plan Goal 1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.**

Largely due to the ongoing impact of the COVID-19 pandemic, Baltimore City Community College's (BCCC) annual unduplicated credit headcount decreased by to 6,358 in FY 2021 (Indicator 1b). In fall 2020, 15 of the 16 Maryland community colleges' credit enrollment decreased; this decline continued in fall 2021 with a 10% decrease in fall 2021 enrollment across the 16 community colleges. This continued decline is reflected in the College's fall 2021 headcount (Characteristic A) and market shares of first-time, full-time freshmen (Indicator 2) and recent, college-bound high school graduates (Indicator 4). While total fall credit enrollment declined, the percentage of part-time students increased by 8.4 percentage points (Indicator 3) and the market share of part-time students increased by 1.3 percentage points to 35.0% in fall 2021, representing an increase of 120 students (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 52.2% of credit students are 25 years of age or older and 46.1% are employed at least 20 hours per week (Characteristics F and G). In response to the pandemic, the College introduced more sessions within the fall and spring semesters that have continued; the 16-week, 14-week, 12-week, 10-week, and two eight-week accelerated sessions are now standard. As reflected in the credit student enrollment in distance education, BCCC had a stable proportion of students enrolled in distance education prior to the pandemic (Characteristic I). When the College transitioned to the remote learning environment, thoughtful consideration was given to creating a balance of asynchronous and synchronous sections. The College expanded its course offerings in the winter 2021 and 2022 session which resulted in enrollment increasing from 35 in winter 2020 to 247 in winter 2021 and 289 in winter 2022. With input from the Baltimore City Public Schools System (BCPSS), BCCC introduced its new American Sign Language course with two sections in spring 2022 with a total enrollment of 29 students. The transition to a remote learning environment occurred in spring 2020 and was in place for the entirety of FY 2021, as reflected in the enrollments in credit and continuing education online courses in FY 2021 and in the lack of hybrid section enrollments (Indicator 6).

The number of Baltimore City Public School System (BCPSS) graduates declined from 2018 to 2019, remained stable in 2020, and decreased in by over 300 students in 2021. The College's market share of recent, college-bound high school graduates decreased to 20.7% in fall 2020, but remained well above the fall 2016 and fall 2017 market shares. This market share largely reflects the continuation of the Mayor's Scholars Program (MSP), a partnership between BCCC,

Baltimore City Mayor's Office, and BCPSS that launched in summer 2018 (Indicator 4). Through this last-dollar scholarship program, recent high school graduates who are City residents may complete an Associate Degree, Certificate, or workforce training program in three years with tuition and fees covered. After two virtual summer bridge sessions, summer 2022 saw nearly 200 MSP participants on campus. BCCC has strengthened its relationship with BCPSS and has met monthly throughout the pandemic to collaborate in support of students throughout the pandemic for the Mayor's Scholars Program and the dual enrollment opportunities. The number of dual enrolled high school students continued to increase in fall 2021 reaching 481, despite the decline in overall fall enrollment (Indicator 5). In partnership with BCPSS, the College's Pathways in Technology Early College High School (P-TECH) Program continues at Carver Vocational Technical, Paul Laurence Dunbar High Schools, and New Era Academy. Participants have a choice of nine degree programs in the healthcare, information technology, and transportation distribution pathways. P-TECH students receive one-on-one mentoring, workplace visits, skills instruction, and first-in-line consideration for job openings with P-TECH business partners.

The socio-economic characteristics of most BCCC students make affordability a key issue. Spring 2022 CCSSE respondents reported that 62.2% use their own income/savings as a major or minor source for paying their tuition; 47.5% reported that the lack of finances is likely to be what would cause them to withdraw from class or college; and 42.4% reported that working full-time would likely be the cause. In addition, 68.2% reported that they provide care for dependents living with them. The College's mission reflects BCCC's is commitment to providing quality, affordable, and accessible education to its diverse population. BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions, at 33.7% in FY 2022 (Indicator 7). The elimination of the application fee and the flat rate tuition and fee schedule for students enrolled in 12 to 18 credits remains in place. Easing students' financial burdens is the primary reason BCCC continues to expand its use of OERs. Students received textbooks at no cost in summer 2020, 2021, and 2022 sessions and textbooks were shipped at no charge to the students in fall 2020, spring 2021, and fall 2021, and spring 2022.

BCCC's unduplicated headcount in continuing education decreased to 2,685 in FY 2021 (Indicator 1c.) largely due to the effects of the pandemic, but increased to 3,126 in FY 2022. The Workforce Development and Continuing Education (WDCE) Division remains committed to responding to the needs of the City's citizens and business community. Annual unduplicated headcount and annual course enrollments in continuing education community service and lifelong learning courses decreased sharply in FY 2020 with slight increases in FY 2021 (Indicator 8). In the years prior to the pandemic, community service offerings were primarily focused on senior citizens. With COVID-19 restrictions, engagement with senior centers was quite limited and continued to be a concern in FY 2022. The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2021 to 1,707 and 3,244, respectively (Indicator 9). As in-person classes resumed on campus and in the community in FY 2022, enrollment in these courses has increased substantially to an annual unduplicated headcount of 2,258 and course enrollments of 4, 179.

The proportion of ABE students achieving at least one educational functional level declined increased to 23.4% and stayed relatively stable for ESL students at 24.5%. In FY 2022, 43% of

596 ABE/GED students with 12 or more hours were eligible for post-testing. For the 260 that post-tested, 55.8% received an educational functioning level. This improvement is a result of the change implemented in FY 2022 to increase the number of instructional hours from 40 to 50 in order to sit for the post-test for ABE and ESL. In FY 2023, the directors of ABE and ESL further increased the number of hours required to up to 55 hours depending on the targeted functional level. With the increase in hours, ABE instructors can devote six hours to the specific subjects rather than dividing all of the time among all GED exam subject areas. Hiring criteria for ABE instructors has become more stringent in terms of content-specific expertise. The ABE/GED program offers the GED Ready Exam for Advanced I and II (completion at least 55 hours of instruction) to students based on their attendance, academic performance, and distance learning hours. This exam serves provides an indicator of readiness for the GED exam. ABE and ESL instructors participated in professional development sessions on Effectively Applying Technology in the classroom and College & Career Readiness (CCRs) standards. The grants with the Maryland Office for Refugees and Asylees continued, which are designed to increase enrollment and services for students enrolled in English Language and Citizenship classes. Increasing digital literacy remains a priority for both populations.

BCCC's percentage of minority student enrollment has always exceeded the corresponding percentage in its service area; 94.5% of fall 2021 credit students and 90.0% of FY 2021 continuing education students were minorities compared to 70.5% of the City's population age 15 or over (Indicator 11). In fall 2021, 75.3% of full-time faculty and 73.5% of full-time administrative/professional staff were minorities (Indicators 12 and 13). The Human Resources (HR) Office continues to leverage a variety of methods to attract diverse and highly qualified candidates. Open positions are routinely posted on the BCCC website, InsideHigherEd.com, Indeed.com, HigherEdJobs.com, LinkedIn, AcademicCareers.com, DiversityJobs.com, Higher Education Recruitment Consortium, MarylandDiversity.com, Chronicle Vitae, Glassdoor.com, The Chronicle of Higher Education, and African Americans in Higher Education. Open positions requiring specialized skills may solicit a more focused recruiting approach with niche websites including the Society for Human Resource Management, College & University Professional Association for Human Resources, Dice, Idealist Careers, Chesapeake Human Resources Association, CareerBuilder, American Association of Community Colleges, International Facility Management Association, and National Association of College and University Business Officers. Post pandemic, the HR Office has begun participating in in-person job fairs and will continue to pursue a hybrid approach to attract, source, and identify high quality candidates.

**State Plan Goal 2. Success: Promote and implement practices and policies that will ensure student success.**

BCCC's fall-to-fall retention rate for all first-time students increased to 39.3%. All three sub-cohorts retention rates increased, too, with the Pell grant recipient cohort showing the largest increase to 55.4% (Indicator 14). The four-year developmental completer rate declined slightly for the fall 2017 cohort to 34.9%, but remained 6 percentage points higher than for the fall 2014 cohort (Indicator 15). In FY 2021, BCCC formalized its use of multiple measures (to a greater extent) to assess and place students into developmental or college-level English/reading and math coursework and changed its academic standing policy to add an additional level of "probation" to allow students extra time to return to good academic standing after being placed

on "warning." The College introduced MAT 112, Mathematics for the Liberal Arts, in summer 2022. Math 112 is a general education option and had a summer pass rate of 75.0%.

While the proportion of credit students receiving Pell grants in FY 2021 decreased to 33.3%, the proportion of credit students receiving any financial assistance increased to 57.0% largely due to the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund funding (Characteristic E). The fall-to-fall retention rate for the 2019 cohort of Pell grant recipients increased by 20.4 percentage points (Indicator 14). With 90.0% of CCSSE respondents indicating that financial aid advising is important to them, the Financial Aid Office is committed to supporting students through the process. As part of the new Enterprise Resource Planning (ERP) system, the Banner Financial Aid module facilitates the Financial Aid Office's processes and services and provides students with easier access to current information about their financial awards and disbursements. The streamlined process allows the Financial Aid staff to spend more time serving the students.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Characteristic K). The percentage of expenditures spent for instruction increased slightly. The percentages for academic support and student services decreased in FY 2021 primarily due to reduced costs related to a remote learning environment. The percentage spent on "Other" increased partially due to the implementation of the ERP system. The dollars spent for instruction, academic and student services continue to emphasize the commitment by the College to its students.

The Student Support and Wellness Services Center (SSWSC) provided extra support throughout the remote learning period and offered virtual workshops on meditation, social anxiety, yoga, social media, trauma, sleep management, and boosting your mood along with the annual Mental Health Awareness Month campaign. Classroom presentations in PRE 100 (Preparation for Academic Achievement) focused on connecting positive mental health to academic success. SSWSC supported MSP programming with presentations on test anxiety, tips for your first semester, procrastination, and social media. External groups facilitated presentations on intimate partner violence and maintaining healthy relationships and boundaries along with providing testing for sexually transmitted diseases. SSWSC offers individual and group sessions with its licensed social workers. To provide supplemental food items to students who may be facing food insecurity, the College created the Panther Food Pantry at the Liberty Campus.

BCCC's overall successful-persister rate for all students in the fall 2016 cohort increased slightly to 62.2% and the rate for African American students increased to 62.3. The developmental completers' successful-persister rate fell slightly to 75.1%, but remained far above that of the developmental non-completers (Indicators 16 and 17). Increases in the developmental completion rate impact nearly all other outcome measures. The need for remediation has decreased but increasing the completion of developmental coursework remains a priority. The streamlined levels of developmental courses in math and reading/English have made a positive impact. BCCC continues its work to expand support services, offer creative scheduling options, increase financial aid literacy and access, and increase staff training. Student success remains BCCC's number one strategic goal.

The College's federally funded TRIO Student Support Services (SSS) Program is designed to empower 230 students who are first-generation, low-income, or have a disability to reach their full potential in college and beyond. SSS aims to increase the retention, graduation, and transfer rates of eligible students in need of academic support. The FY 2021 Annual Performance Report reflected that SSS made substantial progress toward enrollment goals and exceeded objectives for persistence (63%), good academic standing (77%), degree attainment (42%), and transfer (23%). Services offered to all participants include academic advising, coaching, transfer assistance, advocacy, monitoring of students' academic progress, workshops, and referrals to College resources. The Understanding Money and Credit workshop provided an overview of personal financial management and building good credit habits. "Ace Your Test Without Worry", a virtual workshop, covered test anxiety and strategies for success, and strategies to reduce stress. Students participated in a live virtual tour of the U.S. Capitol Building including the Crypt, Rotunda, National Statuary Hall, Old Supreme Court Chamber, and Old Senate Chamber that addressed the Capital's history, architecture and relevant events. The monthly Empowerment Hour provided a platform for discussion relevant to experiences inside and outside the classroom. A strength-based approach highlighted success in overcoming challenges. SSS collaborates with BCCC campus partners to provide services to support academic success and completion. SSS received $13,500 for book award scholarships for 42 qualifying applicants and established a Laptop Loan Program to assist a limited number of students. The annual Recognition Day acknowledged the participants' accomplishments with the theme "A Celebration of Success." Academic excellence awards were presented to 51 participants with GPAs of 3.00 or better. The "Overcomer" award was presented to four participants who excelled in adversity and the "Shining Star" award was presented to four participants whose attitude and commitment to academic excellence inspired others. The recipients of Associate degrees, certificates, and participants transferring to four-year institutions were recognized and celebrated.

The total number of degrees and certificates increased in FY 2021 to 581 and the number of graduates increased to 521 (Indicator 20). After a sharp increase in AY 2020-21, the performance of BCCC transfer students at senior institutions decreased slightly in AY 2020-21 as the percentage of students with a cumulative GPA of 2.0 or above after the first year fell from 87.8% to 84.6% (Indicator 21). To support transfer opportunities and success, the Physical Therapy Assistant program is developing an articulation agreement with Frostburg State University's (FSU) Athletic Training program to allow for a seamless transition from the College's Associate of Applied Science to FSU's Bachelor of Science.

**State Plan Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.**

In spring 2020, students in their final semester of Nursing and Health Professions (NHP) programs were not able to complete all of their clinical and lab instruction; this led to declines in the number of graduates eligible to take the respective licensing exams. The ongoing pandemic-related challenges continued to effect the licensure exams in FY 2021, particularly for the Dental Hygiene program, as no students were able to sit for the Board exam. Program faculty and staff remain committed to ensuring students receive the clinical experiences needed to demonstrate competency in the established learning objectives. The team created individualized education plans to ensure students' progression through the curriculum. In AY 2022-23, Visible Body

software, a 3D augmented reality anatomy platform, will be integrated into the curriculum. Licensure examination passing rates remained high for Physical Therapy Assistant graduates at 88.9% (all but one graduate passed) and for Respiratory Care graduates who achieved a 100% for the second consecutive year. The Nursing (RN) pass rate increased by 4.6 percentage points to 81.7% and the Licensed Practical Nursing graduates' rate fell to 73.3% (Indicator 23). In AY 2022-23, the Nursing team will evaluate the current curriculum and best practices to prepare students for the new "Next-Generation" NCLEX licensing examination, expected to launch in spring 2023. In AY 2021-22, SSWSC created a support group specifically for the NHP students.

The proportion of graduates employed within one of year of graduation decreased slightly to 77.7% for the FY 2020 graduates, which was around the peak of the pandemic-related unemployment (Indicator 24). With a focus on creating pathways to employment, 14 Biotechnology students successfully completed two-month research internships in AY 2021-22 at Towson University, University of Maryland, Baltimore, Delaware State University, and Biotech Research Laboratories. The median annualized income of career program graduates three years after graduation declined to $39,536 for the FY 2018 graduates whose employment activity was impacted by the pandemic-related layoffs and reductions in hours. The annual unduplicated headcount in continuing education workforce development courses fell by 102 students, while the course enrollment increased to 2,164 in FY 2021 (Indicator 26). The annual unduplicated headcount in Continuing Professional Education leading to government or industry-required certification or licensure remained stable while the annual course enrollments increased to 1,254, which reflects an increase in the number of students completing the required sequence of courses and attained the licensure or certification (Indicator 27). The unduplicated headcount and annual course enrollments in contract training fell due to the decline in the number of partnerships, primarily due to the pandemic (Indicator 28). In spring 2022, new contract training program cohorts were initiated with the Baltimore Association for Community Health and Goodwill Industries for Patient Care Technician and/or Certified Nursing Assistant.

## Institutional Response

**What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017 – 2021 State Plan for Postsecondary Education?**

In light of the pandemic-driven shift to a remote learning environment and the characteristics of BCCC's service population, the College's greatest focus needed to be on access (Goal 1) and innovation (Goal 3) to ensure students had the necessary technology, information, and support to be successful (Goal 2) as they pursued their educational goals virtually. To support remote instruction, services, and conferencing, laptops were provided to students, faculty, and staff along with microphones, headsets, and web cameras. BCCC collaborated with various providers to offer no- or low-cost Internet access. These technology solutions remain in place as the pandemic's impact continues. The Virtual Help Desk was created as a single resource to access most student services support and the E-Learning Help Desk provides Canvas assistance to students and faculty. The hours of the Information Technology Services Help Desk hours were extended to 7:00 PM on weekdays and 8:00 AM to 5:00 PM on Saturdays. Website resources expanded to include COVID-19 updates and resources, quick start guides, FAQs, and how-to

videos using the new Banner ERP system and other technology resources. The legacy system was limited in access and functions that could be performed off-campus. The new ERP has greater access from off-campus locations and is more mobile device friendly. Students can view their eligibility for financial aid before finalizing their registration, which was not possible before, and have a consolidated view of their profile, registration, grades, and payment portal with account activity. There have been training sessions for faculty and staff to support areas critical to student success including registration, admissions, advising, testing, financial aid, and student accounting.

The remote learning environment included student life activities. In fall 2021, the Office of Student Life and Engagement (OSLE) held 53 virtual events with over 700 virtual "seats" filled. The Omicron virus delayed the in-person return to campus in spring 2022; therefore, activities such as Welcome Week shifted to virtual platforms. With 118 participants, events included bingo, art night, "meet and greets", suicide prevention speakers, LatinX Club activities, and BCCC 101, a virtual new student orientation focused on technology and student support and involvement. For all but one event, 100% of the respondents to a satisfaction survey reported that they would recommend participating in BCCC's student activities to friends or family.

With the reopening of the physical campus, the College remains focused on ensuring the health and safety of students, staff, and visitors. BCCC installed plexiglass at all public transaction counters, MERV 13 air filters in the air handlers, additional HEPA air purifiers in the hallways along with temperature and sanitizer stations at entrances. The new student center is open at the Liberty Campus and plans for a new learning commons area and Wellness Center are underway.

**Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?**

Equitable access to technology, information, and support throughout the remote learning period was a priority. In spring 2021, items regarding access to technology and other resources, and satisfaction with remote learning platforms and Canvas were added to the program review and evaluation surveys. A communications survey was conducted in spring 2022 focused on how students obtain and prefer to receive information about activities, events, registration dates, financial aid, advising and other important announcements. In response to how they obtain information, 61.8% selected the Canvas Landing/Home Page and 60.0% selected their BCCC email. In response to how they prefer to receive information, 70.9% selected their BCCC email, 58.2% selected the Canvas Landing/Home Page, and 43.6% selected their personal email. College units are making greater use of these methods for communications.

More detailed grade distribution data is a focus for better understanding selected student outcomes. Course pass rates by various course section characteristics assist in informing academic planning decisions related to session length and instructional modality, particularly with respect to synchronous and asynchronous options.

# COMMUNITY OUTREACH AND IMPACT

BCCC's Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and improving communities in the greater Baltimore area. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers.

**COVID-19 Community Support**

The COVID-19 pandemic continued to create challenges for the College community to which BCCC served as a partner with many City and State stakeholders to support its neighbors. BCCC's Liberty Campus resides in Baltimore City in zip code 21215. Throughout the pandemic, the City remained one of the top five Maryland jurisdictions in terms of reported cases of COVID-19 and 21215 remained one of the highest zip codes in the State; the City remained among the lowest in terms of vaccinations.

In partnership with CVS, the College served as a host site for community COVID-19 testing for the majority of the pandemic. BCCC expanded the partnership with CVS and the Baltimore City Department of Health to serve as a host site for COVID-19 vaccinations for an extended period with support from the College's Public Safety department. The summer 2022 food program, hosted at the Harbor location, provided 200 meals a day to students and community members; BCCC donated the leftover meals to local churches and shelters.

**Partnerships and Outreach: Baltimore City Public School System and Community Organizations**

BCCC's Upward Bound Math and Science (UBMS) program has continued its five-decades-long partnership with BCPSS. In summer 2022, BCCC was again awarded a five-year grant from the United States Department of Education. In AY 2021-22, UBMS provided supplemental instruction and tutoring to students from various BCPSS high schools; twice monthly Saturday sessions with instruction in math, English, and computer science; and career and college awareness sessions in addition to social emotional learning activities. Online instruction was provided via Canvas, BCCC's learning management system. The UBMS intern from the University of Maryland's School of Social Work initiated a restart of the UBMS parent advisory council.

BCCC's English Language Services (ELS) department, in partnership with the Baltimore City Public School System, continues its Refugee Youth Project (RYP) afterschool programming at Moravia Park Elementary School and Patterson High School. In collaboration with Loyola University, ELS provided holiday gifts for all RYP students at Moravia Park Elementary School before the school's winter break. ABE course offerings will return to correctional institutions in fall 2022 along with the Housing Authority, Clay Posts and the Pride. WDCE is committed to ensuring that social distancing and other COVID-19 protocols are maintained at the off-site locations. In summer 2022, English as a Second Language courses returned to having a strong community presence. In spring 2022, 50 workforce development students completed clinical externships with BCCC's partners including Kennedy Krieger Institute (KKI), Future Care,

Assisted Hands, Johns Hopkins Hospital, and University Maryland Medical Center. Four Community Health Worker students who completed their clinical experiences with KKI received offers for permanent positions due to their performance in their clinical training. WDCE continued is partnership with the Center for Urban Families for the Certified Nursing Assistant and Community Health Worker programs.

In spring 2022, the Career Services Office participated in the 2022 Mayor's Senior Recruitment & Postsecondary Fair. In support of the Mayor's Scholars Program and workforce training options, the Office visited several BCPSS high schools including Patterson High School, Renaissance High School, Career Academy, August Fells Savage High Schools, Benjamin Franklin High School, Excel Academy High School, and Independence High School. In partnership with BCPSS, WDCE offered Venipuncture/Phlebotomy and Certified Nursing Assistant programs at Frederick Douglass High School and Renaissance Academy.

**Participation in Community Events**

The Student Support and Wellness Services Center (SSWSC) staff participated in the legislative advocacy day supporting the National Alliance on Mental Illness; presented at the Healing City Summit on "Using Adventure-Based Techniques to Build Self-Awareness"; and presented mental health and tabling information at the Latina Legacy Conference. Staff from the International Student Services Office participated in the first annual "Maryland International Education Day" virtually hosted by the Maryland Higher Education Commission in spring 2022.

Biotechnology program faculty presented at the 2022 Maryland Collegiate STEM Conference designed to advance and promote the professional development of students, faculty, and staff in STEM related fields. The theme was "STEM Innovations: Building a Stronger Future Together" and BCCC's faculty presentations included "Bridging the Gap – Degree to Job" and "Internship-Gateway to a Successful Transfer and Career". BCCC's student presentation was "The MMS Era of Tracking EMIC Waves in Outer Magnetosphere: When, Where, and Why".

Students and faculty from the Arts & Sciences Theatre program participated in the National Association of Dramatic and Speech Arts hosted by Coppin State University. One of the students won the Excellence Award in the Persuasive Speaking category. A BCCC faculty member served as a judge for the Reader's Theatre competition and was elected to a position on the Association's 2022-23 Executive Board. Members of the LatinX Uni2 Student Club attended online presentations on the Highlandtown Immigration and Food Project that included panelists and presenters from the Neighborhood Programs of Southeast Community Development Corporation, Cocina Luchdoras, Creative Alliance, and UMBC's Baltimore Field School program.

**Community Events Hosted by BCCC**

BCCC's Liberty Campus served as host to 400 youth, volunteers, and presenters for the Mayor's Youth Summit 2022, Getting to the Bag: Pathways to Business, Entrepreneurship and Career Development in Baltimore with interactive breakout sessions, panel discussions, professional development activities, and tables with information provided by College Admissions and WDCE

staff. The College continued to serve as a host site for the League of Women Voters of Baltimore City to provide information about civic engagement and register to vote. Maryland Senator and Baltimore City District 43 Representative conducted a virtual Constitution Day presentation for the BCCC community.

Through the Student Life and Engagement Office (SLEO), the STAR TRACK Mobile Testing Unit provided free Sex Positive Education, Queer Health Education, and STI and HIV Testing at the Liberty Campus. The JACQUES Initiative provided free Sex Positive Health Education and private HIV testing in the Student Life and Engagement Suite. The Student Government Association organized a community service project for students: Perring Loch Covenant Tot Lot Clean Up. Students had the opportunity to participate virtually in the National HIV/AIDS and Aging Awareness initiative.

The College hosted the Virtual Visiting Artist Lecture Series, which brought Baltimore natives' together to share their work and discuss their artistic journeys. The CollegeBound Foundation held their March 2022 Professional Development Day it the Liberty Campus where BCCC presented information on the Mayor's Scholars Program, academic programs, and workforce training opportunities.

SSWSC collaborated with various community groups including the Greater Baltimore Region Integrated Crisis System (GBRICS), Sisters Together and Reaching, and College Town to bring various resources to students and staff. BCCC hosted a roundtable discussion with GBRICS where students could share their mental health crisis experiences, provide feedback, and answer questions to assist GBRICS as they further develop their system and services.

| | | All Students | | College-ready Students | | Developmental Completers | | Developmental Non-completers | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | First-time full- and part-time fall headcount | 666 | | 70 | | 208 | | 388 | |
| 2 | Number attempting fewer than 18 hours over first 2 years | 306 | | 41 | | 27 | | 238 | |
| 3 | Cohort for analysis (Line 1 – Line 2) | 360 | 100.0% | 29 | 100.0% | 181 | 100.0% | 150 | 100.0% |
| 4 | Earned Associate degree from this community college | 61 | 16.9% | 10 | 34.5% | 49 | 27.1% | 2 | 1.3% |
| 5 | Earned certificate, but no degree, from this community college | 12 | 3.3% | 0 | 0.0% | 5 | 2.8% | 7 | 4.7% |
| 6 | Total associate and certificate graduates (Line 4 + Line 5) | 73 | 20.3% | 10 | 34.5% | 54 | 29.8% | 9 | 6.0% |
| 7 | Transferred to Maryland two-year/technical college | 47 | 13.1% | 1 | 3.4% | 22 | 12.2% | 24 | 16.0% |
| 8 | Transferred to Maryland public four-year college | 44 | 12.2% | 5 | 17.2% | 36 | 19.9% | 3 | 2.0% |
| 9 | Transferred to Maryland private four-year college or university | 7 | 1.9% | 0 | 0.0% | 5 | 2.8% | 2 | 1.3% |
| 10 | Transferred to out-of-state two-year/technical college | 7 | 1.9% | 1 | 3.4% | 3 | 1.7% | 3 | 2.0% |
| 11 | Transferred to out-of-state four-year college or university | 17 | 4.7% | 1 | 3.4% | 10 | 5.5% | 6 | 4.0% |
| 12 | Total transfers (sum of Lines 7 - 11) | 122 | 33.9% | 8 | 27.6% | 76 | 42.0% | 38 | 25.3% |
| 13 | Graduated from this college and transferred (Line 6 ∏ Line 12) | 39 | 10.8% | 6 | 20.7% | 31 | 17.1% | 2 | 1.3% |
| 14 | Graduated and/or transferred {(Line 6 + Line 12) – Line 13} | 156 | 43.3% | 12 | 41.4% | 99 | 54.7% | 45 | 30.0% |
| 15 | No award or transfer, but 30 credits with GPA ≥ 2.00 | 52 | 14.4% | 7 | 24.1% | 33 | 18.2% | 12 | 8.0% |
| 16 | Successful transition to higher ed (Line 14 + Line 15) | 208 | 57.8% | 19 | 65.5% | 132 | 72.9% | 57 | 38.0% |
| 17 | Enrolled at this community college last term of study period | 16 | 4.4% | 0 | 0.0% | 4 | 2.2% | 12 | 8.0% |
| 18 | Successful or persisting (Line 16 + Line 17) | 224 | 62.2% | 19 | 65.5% | 136 | 75.1% | 69 | 46.0% |

| | | African American Students | | Asian Students | | Hispanic Students | | White Students (optional data) | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | First-time full- and part-time fall headcount | 555 | | 25 | | 24 | | 27 | |
| 2 | Number attempting fewer than 18 hours over first 2 years | 245 | | 11 | | 14 | | 13 | |
| 3 | Cohort for analysis (Line 1 – Line 2) | 310 | 100.0% | 14 | 100.0% | 10 | 100.0% | 14 | 100.0% |
| 4 | Earned Associate degree from this community college | 50 | 16.1% | 1 | 7.1% | 3 | 30.0% | 3 | 21.4% |
| 5 | Earned certificate, but no degree, from this community college | 11 | 3.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 6 | Total associate and certificate graduates (Line 4 + Line 5) | 61 | 19.7% | 1 | 7.1% | 3 | 30.0% | 3 | 21.4% |
| 7 | Transferred to Maryland two-year/technical college | 47 | 15.2% | 2 | 14.3% | 1 | 10.0% | 1 | 7.1% |
| 8 | Transferred to Maryland public four-year college | 37 | 11.9% | 2 | 14.3% | 2 | 20.0% | 3 | 21.4% |
| 9 | Transferred to Maryland private four-year college or university | 5 | 1.6% | 1 | 7.1% | 1 | 10.0% | 2 | 14.3% |
| 10 | Transferred to out-of-state two-year/technical college | 6 | 1.9% | 0 | 0.0% | 0 | 0.0% | 1 | 7.1% |
| 11 | Transferred to out-of-state four-year college or university | 11 | 3.5% | 1 | 7.1% | 1 | 10.0% | 2 | 14.3% |
| 12 | Total transfers (sum of Lines 7 - 11) | 106 | 34.2% | 6 | 42.9% | 5 | 50.0% | 9 | 64.3% |
| 13 | Graduated from this college and transferred (Line 6 ∏ Line 12) | 32 | 10.3% | 4 | 28.6% | 1 | 10.0% | 3 | 21.4% |
| 14 | Graduated and/or transferred {(Line 6 + Line 12) – Line 13} | 135 | 43.5% | 3 | 21.4% | 7 | 70.0% | 9 | 64.3% |
| 15 | No award or transfer, but 30 credits with GPA ≥ 2.00 | 45 | 14.5% | 3 | 21.4% | 0 | 0.0% | 2 | 14.3% |
| 16 | Successful transition to higher ed (Line 14 + Line 15) | 180 | 58.1% | 6 | 42.9% | 7 | 70.0% | 11 | 78.6% |
| 17 | Enrolled at this community college last term of study period | 13 | 4.2% | 1 | 7.1% | 1 | 10.0% | 1 | 7.1% |
| 18 | Successful or persisting (Line 16 + Line 17) | 193 | 62.3% | 7 | 50.0% | 8 | 80.0% | 12 | 85.7% |

# BALTIMORE CITY COMMUNITY COLLEGE
# 2022 ACCOUNTABILITY REPORT

*These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.*

| | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|
| A Fall credit enrollment | | | | |
| a. Unduplicated headcount | 4,523 | 4,909 | 4,181 | 3,864 |
| b. Percent of students enrolled part time | 65.8% | 67.8% | 71.8% | 79.2% |

| | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|
| B First-time credit students with developmental education needs | 90.7% | 90.2% | 47.0% | 55.2% |

| | FY 2018 | FY 2019 | FY 2020 | FY 2022* |
|---|---|---|---|---|
| C Credit students who are first-generation college students (neither parent attended college) * CCSSE is administered every two years. | 48.4% | CCSSE Not Admin | 35.9% | 59.7% |

| | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|---|---|---|---|
| D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses | 3,129 | 2,543 | 1,547 | 872 |

| | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|---|---|---|---|
| E Credit students receiving financial aid | | | | |
| a. Receiving any financial aid | 47.4% | 47.8% | 49.7% | 57.0% |
| b. Receiving Pell grants | 38.3% | 38.5% | 37.2% | 33.3% |

| | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|
| F Students 25 years old or older | | | | |
| a. Credit students | 52.3% | 50.6% | 52.5% | 52.2% |

| | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|---|---|---|---|
| b. Continuing education students | 76.7% | 78.9% | 75.8% | 72.6% |

| | FY 2018 | FY 2019 | FY 2020 | FY 2022* |
|---|---|---|---|---|
| G Credit students employed more than 20 hours per week * CCSSE is administered every two years. | 44.1% | CCSSE Not Admin | 44.4% | 46.1% |

| | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|
| H Credit student racial/ethnic distribution | | | | |
| a. Hispanic/Latino | 2.4% | 3.4% | 3.7% | 2.8% |
| b. Black/African American only | 69.1% | 75.8% | 76.5% | 76.0% |
| c. American Indian or Alaskan native only | 0.2% | 0.1% | 0.05% | 0.26% |
| d. Native Hawaiian or other Pacific Islander only | 0.0% | 0.1% | 0.02% | 0.05% |
| e. Asian only | 1.1% | 1.6% | 2.0% | 1.5% |
| f. White only | 4.9% | 5.9% | 6.6% | 5.4% |
| g. Multiple races | 1.7% | 2.0% | 2.1% | 2.8% |
| h. Foreign/Non-resident alien | 18.7% | 9.3% | 7.4% | 8.1% |
| i. Unknown/Unreported | 1.9% | 1.8% | 1.6% | 3.2% |

| | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|
| I Credit student distance education enrollment | | | | |
| a. Enrolled exclusively in distance education | 10.3% | 10.5% | 100.0% | 99.2% |
| b. Enrolled in some, but not all, distance education | 28.7% | 29.3% | 0.0% | 0.7% |
| c. Not enrolled in any distance education | 61.0% | 60.2% | 0.0% | 0.1% |

# BALTIMORE CITY COMMUNITY COLLEGE
## 2022 ACCOUNTABILITY REPORT

| | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | |
|---|---|---|---|---|---|---|
| J | Unrestricted revenue by source | | | | | |
| | a. Tuition and fees | 21.4% | 22.4% | 23.1% | 23.2% | |
| | b. State funding | 71.9% | 71.3% | 71.3% | 71.1% | |
| | c. Local funding | 1.1% | 0.7% | 1.0% | 1.1% | |
| | d. Other | 5.6% | 5.6% | 4.6% | 4.5% | |

| | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | |
|---|---|---|---|---|---|---|
| K | Expenditures by function | | | | | |
| | a. Instruction | 37.5% | 35.8% | 41.6% | 41.9% | |
| | b. Academic support | 12.7% | 12.3% | 13.4% | 10.5% | |
| | c. Student services | 10.8% | 9.7% | 10.0% | 9.9% | |
| | d. Other | 39.0% | 42.2% | 35.0% | 37.6% | |

## Goal 1: Access

| | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 1 | Annual unduplicated headcount | | | | | |
| | a. Total | 13,974 | 13,177 | 11,119 | 8,940 | **14,300** |
| | b. Credit students | 6,054 | 6,694 | 7,025 | 6,358 | **7,473** |
| | c. Continuing education students | 8,015 | 6,611 | 4,193 | 2,659 | **7,152** |

| | | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 2 | Market share of first-time, full-time freshmen | 25.1% | 27.5% | 18.4% | 13.2% | **23.4%** |
| | Note: Methodology changed starting in Fall 2019. | | | | | |

| | | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 3 | Market share of part-time undergraduates | 23.1% | 35.4% | 33.7% | 35.0% | **38.7%** |
| | Note: Methodology changed starting in Fall 2019. | | | | | |

| | | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Benchmark Fall 2024 |
|---|---|---|---|---|---|---|
| 4 | Market share of recent, college-bound high school graduates | 9.4% | 38.2% | 36.6% | 20.7% | **37.0%** |

| | | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 5 | High school student enrollment | 230 | 245 | 442 | 481 | **640** |
| | (Note: Fall 2018 includes those who enrolled after EIS) | | | | | |

| | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 6 | Annual enrollment in online/hybrid courses | | | | | |
| | a. Credit, online | 6,921 | 7,200 | 9,152 | 27,238 | **7,639** |
| | b. Continuing education, online | 914 | 1,121 | 135 | 5,330 | **176** |
| | c. Credit, hybrid | 856 | 1,217 | 1,211 | 0 | **740** |
| | d. Continuing education, hybrid | 0 | 0 | 0 | 0 | **0** |

| | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2026 |
|---|---|---|---|---|---|---|
| 7 | Tuition and mandatory fees | | | | | |
| | a. Annual tuition and fees for full-time students | 3196 | 3364 | 3314 | 3314 | **NA** |
| | b. Percent of tuition/fees at Md public four-year institutions | 33.8% | 34.7% | 36.8% | 33.7% | **36.8%** |
| | Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level. | | | | | |

# BALTIMORE CITY COMMUNITY COLLEGE
## 2022 ACCOUNTABILITY REPORT

| | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 8 | Enrollment in continuing education community service and lifelong learning courses | | | | | |
| | a. Unduplicated annual headcount | 415 | 105 | 39 | 43 | **78** |
| | b. Annual course enrollments | 546 | 124 | 47 | 49 | **95** |

| | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 9 | Enrollment in continuing education basic skills and literacy courses | 4,965 | 4.353 | 2,981 | 1,707 | **3802** |
| | a. Unduplicated annual headcount | 10,073 | 8,395 | 5,572 | 3,244 | **7,604** |
| | b. Annual course enrollments | | | | | |

| | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 10 | Adult education student achievement of: | | | | | |
| | a. At least one ABE educational functioning level | 34.2% | 27.2% | 21.5% | 23.4% | **36.2%** |
| | b. At least one ESL educational functioning level | 40.1% | 32.5% | 24.8% | 24.5% | **43.3%** |
| | Note: Not reported if < 50 students in the cohort | | | | | |

| | | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 11 | Minority student enrollment compared to service area population | | | | | |
| | a. Percent nonwhite credit enrollment | 93.8% | 93.4% | 92.7% | 94.5% | **93.0%** |

| | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| | b. Percent nonwhite continuing education enrollment | 89.4% | 97.5% | 97.4% | 90.0% | **92.0%** |

| | | July 2018 | July 2019 | July 2020 | 44378 | Benchmark Not |
|---|---|---|---|---|---|---|
| | c. Percent nonwhite service area population, 15 or older | 70.2% | 70.3% | 70.5% | 70.5% | **NA** |

| | | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 12 | Percent minorities (nonwhite) of full-time faculty | 72.9% | 78.3% | 77.1% | 75.3% | **BCCC does not benchmark.** |

| | | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 13 | Percent minorities (nonwhite) of full-time administrative and professional staff | 75.0% | 77.1% | 75.3% | 73.5% | **BCCC does not benchmark.** |

## Goal 2: Success

| | | Fall 2017 Cohort | Fall 2018 Cohort | Fall 2019 Cohort | Fall 2020 Cohort | Benchmark Fall 2024 Cohort |
|---|---|---|---|---|---|---|
| 14 | Fall-to-fall retention | | | | | |
| | a. All students | 38.3% | 35.2% | 31.2% | 39.3% | **36.0%** |
| | b. Pell grant recipients | 37.1% | 34.8% | 35.0% | 55.4% | **40.0%** |
| | c. Developmental students | 37.1% | 36.2% | 31.3% | 40.2% | **36.0%** |
| | d. College-ready students | 46.7% | 25.0% | 29.3% | 38.5% | **34.0%** |

| | Fall 2014 Cohort | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Benchmark Fall 2021 Cohort |
|---|---|---|---|---|---|
| 15  Developmental completers after four years | 28.9% | 33.1% | 36.4% | 34.9% | **46.0%** |

| | Fall 2014 Cohort | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Benchmark Fall 2021 Cohort |
|---|---|---|---|---|---|
| 16  Successful-persister rate after four years | | | | | |
| a. College-ready students | na (n=34) | 64.3% | na (n=21) | na (n=29) | **69.3%** |
| b. Developmental completers | 74.3% | 76.7% | 77.6% | 75.1% | **82.6%** |
| c. Developmental non-completers | 26.8% | 28.9% | 27.0% | 46.0% | **NA** |
| d. All students in cohort | 51.1% | 57.1% | 57.7% | 62.2% | **62.7%** |

| | Fall 2014 Cohort | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Benchmark Not Required |
|---|---|---|---|---|---|
| 17  Successful-persister rate after four years | | | | | |
| a. White only | 27.7% | na (n=18) | na (n=23) | na (n=14) | **NA** |
| b. Black/African American only | 48.4% | 54.5% | 54.3% | 62.3% | **NA** |
| c. Asian only | na (n=20) | na (n=29) | na (n=17) | na (n=14) | **NA** |
| d. Hispanic/Latino | na (n=23) | na (n=9) | na (n=19) | na (n=10) | **NA** |
| Note: Not reported if < 50 students in the cohort for analysis | | | | | |

| | Fall 2014 Cohort | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Benchmark Fall 2021 Cohort |
|---|---|---|---|---|---|
| 18  Graduation-transfer rate after four years | | | | | |
| a. College-ready students | na (n=34) | 54.3% | na (n=21) | na (n=29) | **58.3%** |
| b. Developmental completers | 48.9% | 51.7% | 43.7% | 54.7% | **71.1%** |
| c. Developmental non-completers | 22.6% | 23.3% | 23.6% | 30.0% | **NA** |
| d. All students in cohort | 37.1% | 41.5% | 36.7% | 43.3% | **51.5%** |

| | Fall 2014 Cohort | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Benchmark Not Required |
|---|---|---|---|---|---|
| 19  Graduation-transfer rate after four years | | | | | |
| a. White only | 23.0% | na (n=18) | na (n=23) | na (n=14) | **NA** |
| b. Black/African American only | 34.5% | 39.3% | 35.3% | 43.5% | **NA** |
| c. Asian only | na (n=20) | na (n=29) | na (n=17) | na (n=14) | **NA** |
| d. Hispanic/Latino | na (n=23) | na (n=9) | na (n=19) | na (n=10) | **NA** |
| Note: Not reported if < 50 students in the cohort for analysis | | | | | |

| | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 20  Associate degrees and credit certificates awarded | | | | | |
| a. Total awards | 656 | 629 | 544 | 581 | **706** |
| b. Career degrees | 234 | 279 | 250 | 272 | **NA** |
| c. Transfer degrees | 217 | 152 | 134 | 154 | **NA** |
| d. Certificates | 205 | 198 | 160 | 155 | **NA** |
| e. Unduplicated graduates | 586 | 553 | 484 | 521 | **NA** |

| | AY 17-18 | AY 18-19 | AY 19-20 | AY 20-21 | Benchmark AY 2024-25 |
|---|---|---|---|---|---|
| 21 First-year GPA of 2.0 or above at transfer institution | 80.0% | 81.6% | 87.8% | 84.6% | **90.3%** |

| | FY 2017 Graduates | FY 2018 Graduates | FY 2019 Graduates | FY 2020 Graduates | Benchmark FY 2024 Graduates |
|---|---|---|---|---|---|
| 22 Graduate transfers within one year* | 65.1% | 43.8% | 70.1% | 48.5% | **48.0%** |

\* FY 2019 Updated

## Goal 3: Innovation

| | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 23 Credit program pass rates in licensure/certification examinations required for employment | | | | | |
| a. Nursing - National Council | 85.4% | 80.8% | 77.1% | 81.7% | **90.0%** |
| Number of Candidates | 48 | 52 | 48 | 71 | |
| b. Licensed Practical Nurse - National Council | 90.0% | 93.8% | 80.0% | 73.3% | **90.0%** |
| Number of Candidates | 10 | 16 | 10 | 15 | |
| c. Physical Therapy - Assessment Systems | 72.7% | 83.3% | 100.0% | 88.9% | **90.0%** |
| Number of Candidates | 11 | 12 | 11 | 9 | |
| d. Dental Hygiene - National (Written) Board | 100.0% | 84.6% | 100.0% | Not Applicable* | **90.0%** |
| Number of Candidates | 15 | 13 | 13 | 0 | |
| e. Respiratory Care - MD Entry Level Exam | 73.3% | 84.6% | 100.0% | 100.0% | **95.0%** |
| Number of Candidates | 15 | 13 | 8 | 8 | |

Note: Not reported if <5 candidates in a year
*Due to COVID-19 related delays.

| | FY 2017 Graduates | FY 2018 Graduates | FY 2019 Graduates | FY 2020 Graduates | Benchmark Not Required |
|---|---|---|---|---|---|
| 24 Graduates employed within one year | 84.2% | 79.8% | 80.8% | 77.7% | **NA** |

| | FY 2015 Graduates | FY 2016 Graduates | FY 2017 Graduates | FY 2018 Graduates | Benchmark Not Required |
|---|---|---|---|---|---|
| 25 Income growth of career program graduates | | | | | |
| a. Median annualized income one year prior to graduation | $22,388 | $22,920 | $23,440 | $20,040 | **NA** |
| b. Median annualized income three years after graduation | $40,288 | $46,804 | $45,140 | $39,536 | **NA** |

| | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 26 Enrollment in continuing education workforce development courses | | | | | |
| a. Unduplicated annual headcount | 2,020 | 1,630 | 1,439 | 1,337 | **2,472** |
| b. Annual course enrollments | 3,100 | 2,132 | 1,831 | 2,164 | **3,296** |

# BALTIMORE CITY COMMUNITY COLLEGE
## 2022 ACCOUNTABILITY REPORT

| | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 27 | Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure | | | | | |
| | a. Unduplicated annual headcount | 1,158 | 1,089 | 739 | 744 | **2,472** |
| | b. Annual course enrollments | 2,273 | 2,460 | 1,023 | 1,254 | **3,296** |

| | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 28 | Enrollment in contract training courses | 1,143 | 1,740 | 726 | 506 | **2025** |
| | a. Unduplicated annual headcount | 2,472 | 2,837 | 1,057 | 1,035 | **2,700** |
| | b. Annual course enrollments | | | | | |

|  | Div | PIN # | Position | Date posted | Status 1/20/2023 |
|---|---|---|---|---|---|
| 1 | AA | 81697 | Assistant Professor of Nursing-Adult Medical/Surgical | 3/12/2021 | Resumes forwarded for Review |
| 2 | AA | 67006 | Director of the Academic Success Center | 12/8/2021 | Resumes forwarded to Vice President |
| 3 | AA | 66902 | Dean of Natural and Physical Sciences, Business, Technology, Engineering & Math | 5/16/2022 | Resumes forwarded to Vice President |
| 4 | AA | 66760 | Director of Library & Learning Commons | 8/8/2022 | Resumes forwarded to Vice President |
| 5 | AA | 66821 | Assistant Professor of Cyber Security | 8/10/2022 | Resumes forwarded to Vice President |
| 6 | AA | 66777 | Assistant Professor of Fashion Design | 8/10/2022 | Resumes forwarded to Vice President |
| 7 | AA | TBD | Administrative Assistant to the VP of Academic Affairs | 10/27/2022 | Resumes forwarded to Vice President |
| 9 | AA | TBD | Assistant Vice President Curriculum & Instruction | 12/19/2022 | Resumes forwarded to Vice President |
| 10 | SA | 66689 | Coordinator of Veteran Services | 11/1/2021 | Resumes forwarded to Vice President |
| 11 | SA | 74211 | Academic Coordinator, TRIO Student Support Services Program | 1/19/2022 | Resumes forwarded to Vice President |
| 12 | SA | 66831 | Financial Aid Coordinator | 9/14/2022 | Resumes forwarded to Vice President |
| 13 | SA | 66844 | Federal Work Study Specialist | 8/11/2022 | Resumes forwarded to Vice President |
| 14 | SA | TBD | Director of Dual Enrollment | 8/26/2022 | Resumes forwarded to Vice President |
| 15 | SA | TBD | Director of Enrollment Management | 9/7/2022 | Resumes forwarded to Vice President |

| 16 | SA | 66925 | Assistant Director of Financial Aid | 9/7/2022 | Resumes forwarded to Vice President |
|----|------|--------|--------------------------------------|------------|--------------------------------------|
| 17 | SA | 66828 | Director of Student Life & Engagement | 9/15/2022 | Resumes forwarded to Vice President |
| 18 | SA | 76573 | Student Support & Wellness Coordinator/Counselor | 9/30/2022 | Resumes forwarded to Vice President |
| 19 | SA | 78502 | Admissions & Recruiter Advisor | 10/17/2022 | Resumes forwarded to Vice President |
| 20 | SA | TBD | Office Specialist- Student Life & Engagement | 11/9/2022 | Resumes forwarded to Vice President |
| 21 | ASP | 76586 | Content Manager | 2/4/2022 | Resumes forwarded to Oversight |
| 22 | WDCE | 66861 | Maintenance Supervisor | 4/21/2021 | Resumes forwarded to Vice President |
| 23 | WDCE | 66769 | Police Officer II | 7/28/2020 | Resumes forwarded to Vice President |
| 24 | WDCE | 76566 | Director of Division Operations & Services | 1/26/2022 | Resumes forwarded to Vice President |
| 25 | WDCE | 66967 | Assistant Director of Capital Projects | 3/7/2022 | Resumes forwarded to Vice President |
| 26 | WDCE | 86278 | Police Officer III | 8/24/2022 | Resumes forwarded to Vice President |
| 27 | WDCE | 66853 | Property Control Specialist | 9/15/2022 | Resumes forwarded to Vice President |
| 28 | WDCE | 66968 | Career Development Specialist | 9/26/2022 | Resumes forwarded to Vice President |
| 29 | WDCE | 66672 | Administrative Assistant | 9/29/2022 | Resumes forwarded to Vice President |

| 30 | WDCE | TBD | Police Supervisor | 12/9/2022 | Resumes forwarded to Vice President |
|----|------|-----|-------------------|-----------|-------------------------------------|
| 31 | A&F | TBD | Assistant Vice President of Finance & Administration | 12/5/2022 | Resumes forwarded to President |
| 32 | A&F | TBD | Vice President for Finance & Administration | 12/20/2022 | Resumes forwarded to President |
| 33 | IERP | 66640 | Director of Grants | 2/1/2022 | Resumes forwarded to Vice President |
| 34 | IERP | 88494 | Research Associate | 7/6/2022 | Resumes forwarded to Vice President |
| 35 | OP | 66855 | Director of Government Relations/Special Assistant to the President | 1/18/2022 | Resumes forwarded to President |
| 36 | OP | 66987 | Programmer/Analyst | 5/10/2021 | Resumes forwarded to CIO |
| | | | | | |

# Tuesday, January 4, 2022

## Civilian Response to Active Shooter Events (CRASE)

*1:00pm – 1:50pm*

*The program is designed to provide all civilians with knowledge that will empower and instill confidence to survive an active shooter attack whether at work, church, movie theater or anywhere else. Avoid | Deny | Defend™ is designed as an awareness tool that will empower and instill confidence to civilians of all ages and abilities, helping them understand that "What You Do Matters™" in an active shooter event.*

Attendees: Faculty and Staff
Presenter: *Baltimore Police Department, Detective Robinson*
Zoom Link: https://bccc-edu.zoom.us/j/94753936481

## In-Person Classroom Management in the Time of COVID

*2:30pm – 3:20pm*

*As the College returns to in person instruction, the session will cover how to manage your classroom with the mask mandate and other requirements. The presentation will be a panel discussion.*

Attendees: Faculty
Presenters: *Dr. Liesl B. Jones, VP of Academic Affairs*
*Dr. James M. Dyett, Professor & Program Coordinator, Physical Therapy Assistant Program*
*Mr. Michael Thomas, VP of Workforce Development & Continuing Education*
Zoom Link*:* https://bccc-edu.zoom.us/j/94753936481

## MD Time System for Faculty

*3:30pm – 4:20pm*

*Human resources will explain how faculty will use MD Time to enter sick time and personal time.*

Attendees: Faculty
Presenters: *Dr. Liesl B. Jones, VP of Academic Affairs*
*Ms. Danielle Porter, Director of Human Resources*
Zoom Link*:* https://bccc-edu.zoom.us/j/94753936481

# Wednesday, January 5, 2022

## The **President's Forum**
*9:00am – 10:00am*
Dr. Debra L. McCurdy, President
<u>Attendees</u>: Faculty and Staff
Zoom Link: https://bccc-edu.zoom.us/j/94753936481

## Leveraging Technology in the Classroom
*2:30pm – 3:20pm*
*As the College returns to in person instruction the session will cover best practices for leveraging existing technology in the classrooms (i.e. smart boards, document cameras, etc.) and how to keep it interactive, and avoid the "Sage on the stage" perception.*

<u>Attendees</u>: Faculty
<u>Presenter</u>: *Mr. Brian Terrill, Director of E-Learning*
        *Ms. Jamie Gillis, Coordinator of E-Learning*
Zoom Link: https://bccc-edu.zoom.us/j/96918103111?pwd=ZjBjbzM2WUJqRFVBSC8rMjhQU3pCdz09

## Curriculum 2.0
*3:30pm – 4:20pm*
*This is the second instalment of developing programs and program review. The Deans will share the new programs coming forward in the spring semester. This is an overview and during the School meetings the programs will be discussed in greater detail.*

<u>Attendees</u>: Faculty
<u>Presenters</u>: *Dr. Liesl B Jones, VP of Academic Affairs*
        *Dr. Mark Conard, Dean of Arts & Social Sciences*
        *Dr. John Schaumloffel, Dean of Business, Science, Technology, Engineering & Mathematics*
Zoom Link: https://bccc-edu.zoom.us/j/96918103111?pwd=ZjBjbzM2WUJqRFVBSC8rMjhQU3pCdz09

# Thursday, January 6, 2022

## Creating A Culture of Compliance

*8:30am – 9:20am*

*Examine the findings and recommendations from the Office of Legislative Audits. Take a deep dive into the impact to the College, students, faculty, and staff. Review the historical implications of audit findings, repeat findings, and recommendations. Explore strategies to mitigate or eliminate findings.*

Attendees: Faculty & staff

Presenter: *Ms. Lyllis M. Green, Chief Internal Auditor*

Zoom Link*:* https://bccc-edu.zoom.us/j/94753936481

## FERPA: Family Education Rights and Privacy Act

*9:30am – 10:20am*

*If you are thinking: "That spreadsheet on my desktop with all the student's personal identifiable information—grades, names, social security numbers… it's okay to email that to a fellow colleague." Then this session is a must for you!! FERPA protects the privacy of all student education records. Therefore, there are certain actions that you should be taking to safeguard those records.*

Attendees: Faculty & Staff

Presenters: *Dr. Daniel Velez, VP of Student Affairs*

       *Ms. Sharon Stoddard, Registrar*

Zoom Link*:* https://bccc-edu.zoom.us/j/94753936481

## And the Survey **Says…**What Students Say About BCCC

*10:30am – 11:20am*

*The Community College Survey of Student Engagement (CCSSE) is a well-established tool that helps BCCC focus on good educational practice and identify areas in which we can improve our programs and services for students. The College will administer the CCSSE spring 2022 to faculty and credit students to learn more about the operations and continuous improvement. Also, learn how the College will revitalize the Institutional Review Board (IRB) to support internal and external research.*

Attendees: Faculty & Staff

Presenters: *Ms. Becky Burrell, VP of Institutional Effectiveness, Research & Planning*

      *Ms. Eileen Hawkins, Director of Institutional Research*

Zoom Link*:* https://bccc-edu.zoom.us/j/94753936481

# Thursday, January 6, 2022

Canvas 1-2-3

*11:30am – 12:20pm*

*Three sessions, each targeting a different level of user experience with Canvas. Level 1 would be Basic, new to the platform, get up and running quickly; Level 2 would be intermediate and focused on assignments, quizzes, and the gradebook; Level 3 would be advanced and cover how to make use of the Rich Content Editor for a more visually appealing course. Break out rooms will be used for faculty to attend the level they feel they need as we enter the spring semester.*

Attendees: Faculty

Presenters: *Mr. Brian Terrill, Director of E-Learning*

 *Ms. Jamie Gillis, Coordinator of E-Learning*

Zoom Link: https://bccc-edu.zoom.us/j/96918103111?pwd=ZjBjbzM2WUJqRFVBSC8rMjhQU3pCdz09

Accessing Success: Understanding Student Disability Services

*1:30pm – 2:20pm*

*Students with documented disabilities come to college and may or may not disclose such disabilities. What should faculty do if they suspect a student needs to receive support by the Office of Disability Student Services (DSS)? What are the accommodative services provided by the DSS office? This session will provide faculty and other employees with an overview and include information on how students can access the services.*

Attendees: Faculty & Staff

Presenters: *Dr. Daniel Velez, VP of Student Affairs*

 *Dr. Bryan Miller, Director of Disability Student Services*

Zoom Link*:* https://bccc-edu.zoom.us/j/94753936481

Recognizing and Working with Students Who Are a Threat to Themselves

*2:30pm – 3:20pm*

*Recognizing suicidal expressions may make a life-or-death difference for a student at BCCC. There may be times when students' expression in words, actions, or imagery should be questioned, and the student referred to the appropriate care professional. What would you ask? How would you ask it, and in what forum/mode?*

Attendees: Faculty & Staff

Presenters: *Dr. Daniel Velez, VP of Student Affairs*

 *Ms. Angela Donn, Coordinator of the Wellness Center*

 *Ms. Julie Hawk, Assistant Professor, Psychology*

Zoom Link*:* https://bccc-edu.zoom.us/j/94753936481

# Thursday, January 6, 2022

## Teaching, Technology & Dual Enrollment/P-Tech

*3:30pm – 4:20pm*
*The College is growing Dual Enrollment and P-Tech. The session will cover best practices for teaching dual enrollment and P-Tech students; how to keep it interactive and engaging. Three of the topics to be covered are:*

1) *Internal BCCC Management for DE and P-TECH/ Mandatory reporting for DE and P-TECH*
2) *Challenges and limitations of the HS IT Infrastructure*
3) *Imparting a Growth Mindset in the High School Student*

Attendees: Faculty
Presenters: *Ms. Jayda Williams, P-TECH Liaison*
　　　　　*Mr. Brian Terrill, Director of E-Learning*
　　　　　*Ms. Jamie Gillis, Coordinator of E-Learning.*
Zoom Link: https://bccc-edu.zoom.us/j/96918103111?pwd=ZjBjbzM2WUJqRFVBSC8rMjhQU3pCdz09

# Friday, January 7, 2022

## Banner ERP Update

*8:30am – 9:20am*
*Faculty and staff will have an opportunity to understand the current "Green" status of the new Enterprise Resource Planning (ERP) system. The Ellucian/Banner implementation of the Finance, Human Resources, Financial Aid and Student modules are making progress. Learn what has occurred since the January 2021 Kick-off and what's ahead.*

Attendees: Faculty & Staff
Presenters: *Mr. John Schiesler, Director of Enterprise Applications*
　　　　　*Ellucian Representatives*
Zoom Link*:* https://bccc-edu.zoom.us/j/94753936481

## Current State of Title IX

*9:30am – 10:20am*
*This presentation will provide an overview of current law and guidance, and how Title IX has changed under the Trump Administration. She will also inform participants of how to respond to students who are disclosing incidents related to Title IX.*

Attendees: Faculty & Staff
Presenters: *Dr. Daniel Velez, VP of Student Affairs*
　　　　　*Ms. Amy Zieziula, Deputy Title IX Coordinator, Binghamton University*
Zoom Link*:* https://bccc-edu.zoom.us/j/94753936481

# Friday, January 7, 2022

## Argos Demonstration

*10:30am – 11:20 am*

*The implementation of the new Enterprise Resource Planning (ERP) system, Banner, is a huge step forward for the College. Are you wondering how your department will be able to access the information it needs from Banner? Enter Evisions Argos! Argos is a reporting tool designed to help colleges and universities work better through flexible, powerful, easy-to-use reporting tools developed by higher education experts. An Evisions representative will provide an overview of Argos and a peek into the types of reports that can be created.*

Attendees: Faculty & Staff

Presenters: *Ms. Becky Burrell, VP of Institutional Effectiveness, Research & Planning*
       *Ms. Eileen Hawkins, Director of Institutional Research*
       *Mr. Peter Wilbur, Evisions Strategic Solutions Manager*

Zoom Link*:* https://bccc-edu.zoom.us/j/94753936481

## The Faculty Senate

*1:00pm*

*Faculty Academy Meeting & Sessions*

Attendees: Faculty

Facilitator: *Dr. Katana L. Hall, Faculty Senate President*

# Monday, May 16, 2022

## Assessment & Program Review: Past and Present
**9:00 AM – 9:50 AM**
*The College needs your input about the last five years with assessment and program review. This session is an opportunity to support the upcoming self-study for the Middle States Commission on Higher Education by sharing the accomplishments and challenges in assessment. Program Coordinators/Course Facilitators will have the opportunity to sign up for one-on-one assessment sessions with the Director of Assessment. Program Review and Evaluation Cycle 2 (2017 – 2022) participants will have the opportunity to provide feedback on the process.*

Attendees: Faculty, Deans, Associate Deans, Program Coordinators/Course Facilitators
Presenters:
Dr. Liesl Jones, Vice President for Academic Affairs; Dr. Katana Hall, Professor and Chair, Program Review and Evaluation Committee; Ms. Becky Burrell, Vice President for Institutional Effectiveness, Research, and Planning; Dr. Nicole Deutsch, Director of Assessment; Ms. Eileen Hawkins, Director of Institutional Research
Zoom Link: https://bccc-edu.zoom.us/j/2548551874

## Joint Program Coordinators Meeting
**10:00 AM – 10:50 AM**
*Program Coordinators will wrap up the academic year at the final meeting. Topics will include the scheduling of courses, faculty scheduling, and curriculum and program review.*

Attendees: Program Coordinators
Facilitators:
Dr. Liesl Jones, Vice President of Academic Affairs
Dr. Harvey Dorrah, Associate Vice President of Academic Affairs
Zoom Link: https://bccc-edu.zoom.us/j/2548551874

## One-on-one Assessment Data & TracDat Support Sessions
**By Appointment Only - May 16 & 17, 2022**
*These one-on-one sessions with the Director of Assessment will facilitate assessment data collection, aggregate data calculations, and TracDat results entry.*

Attendees: Program Coordinators/Course Facilitators
Presenters: Dr. Nicole Deutsch, Director of Assessment
Email: assessmentoffice@bccc.edu

# Tuesday, May 17, 2022

An Overview of Banner Self-Service for Faculty
**9:00 AM – 10:50 AM (repeats at 1:00pm)**
*Join this introductory session on Banner Self-Service for Faculty. The College will be transitioning to Ellucian Banner for the Fall 2022 semester. As part of this transition, faculty will be using Self-Service for managing student information, their academic schedule, student registration, and grading.*

*This session will provide participants with:*
- *An overview of the Banner system*
- *An overview of Faculty areas in Banner Self-Service*
- *An overview of Advisor role and view in Self Service.*

Attendees: Faculty
Presenters: Mr. Michael Rading, Chief Information Officer, Linda Bloom, Ellucian
Zoom Link: https://ellucian.zoom.us/j/93559652628?from=addon

An Overview of Banner Self-Service for Faculty
**1:00 PM – 2:50 PM**
*Introductory session on Banner Self-Service for Faculty. The College will be transitioning to Ellucian Banner for the Fall 2022 semester. As part of this transition, faculty will be using Self-Service for managing student information, their academic schedule, student registration, and grading.*

*This session will provide participants with:*
- *An overview of the Banner system*
- *An overview of Faculty areas in Banner Self-Service*
- *An overview of Advisor role and view in Self Service.*

Attendees: Faculty
Presenter: Mr. Michael Rading, Chief Information Officer, Linda Bloom, Ellucian
Zoom Meeting: https://ellucian.zoom.us/j/99409812994?from=addon

One-on-one Assessment Data & TracDat Support Sessions
**By Appointment Only - May 16 & 17, 2022** (email: assessmentoffice@bccc.edu)
*These one-on-one sessions with the Director of Assessment will facilitate assessment data collection, aggregate data calculations, and TracDat results entry.*

Attendees: Program Coordinators/Course Facilitators
Presenters: Dr. Nicole Deutsch, Director of Assessment
Email: assessmentoffice@bccc.edu

# Wednesday, May 18, 2022

## Information Technology Updates

**9:00 AM – 9:50 AM**

*Introduction of the new BCCC IT Leadership Team – Michael Rading, Chief Information Officer, and Peter Farrell, Deputy CIO. Mr. Rading and Mr. Farrell will provide an update on the ERP project and other IT initiatives that are underway or being planned.*

Attendees: Faculty & Staff
Presenters:
Mr. Michael Rading, Chief Information Officer
Mr. Peter Farrell, Deputy Chief Information Officer
Zoom Link: https://bccc-edu.zoom.us/j/93156434606

## Program Review & Evaluation Committee (PREC) Meeting

**10:00 AM – 12:00 PM**

*The PREC membership will meet to conclude committee business for the academic year.*

Attendees: Program Review & Evaluation Committee Membership
Facilitator: Dr. Katana Hall, Chair, Program Review & Evaluation Committee

## Program Review & Evaluation Planning Group Meeting

**2:00 PM – 3:00 PM**

*The planning group will meet to review outcomes from the "Assessment & Program Review: Past & Present" session and conclude business for the academic year.*

Attendees: Program Review & Evaluation Group Membership
Facilitator: Dr. Katana Hall, Chair, Program Review & Evaluation Committee

## Board of Trustees Meeting

**4:00 PM**

*The May 2022 Open Session Board of Trustees meeting - - an update regarding enrollment, the ERP, finance, and academic/workforce programs.*
Zoom Link: https://bccc-edu.zoom.us/j/96062457782

# Thursday, May 19, 2022

## Human Resources Updates

**9:00 AM – 9:50 AM**

*Meet the new members of the BCCC Human Resources – Mr. Charles Hall, Assistant Vice President of Human Resources, and Ms. Nina Mason, Assistant Director of Human Resources and Payroll. Learn about operational changes and upcoming initiatives.*

Attendees: Faculty & Staff
Presenters:
Mr. Charles Hall, Assistant Vice President for Human Resources
Nina Mason, Assistant Director of Human Resources and Payroll
Zoom Link: https://bccc-edu.zoom.us/j/93156434606

## Facility Updates

**10:00 AM – 10:50 AM**

*Major capital projects are developing at BCCC. The College community will learn about the current, ongoing, and future construction projects and deferred maintenance on campus.*

Attendees: Faculty & Staff
Presenters:
Mr. Michael Thomas, Vice President for Workforce Development & Continuing Education
Ms. Katherine Zurlage, Assistant Vice President for Facilities
Zoom Link: https://bccc-edu.zoom.us/j/93156434606

## The **President's Forum**

**2:00 PM – 3:30 PM**
Dr. Debra L. McCurdy, President
Attendees: Faculty & Staff
Zoom Link: https://bccc-edu.zoom.us/j/93156434606

# Friday, May 20, 2022

Ready to Launch: Program Review & Evaluation Cycle 3, Year 1
**9:00 AM – 9:50 AM (By invitation)**
*The Program Review and Evaluation Committee (PREC) is ready to launch Cycle 3, Year 1. Participants will be guided through the process and interact with the Canvas PREC course.*

Attendees:
Program Review and Evaluation Committee members & Cycle 3, Year 1 Programs Deans, Associate Deans, Program Coordinators/Course Facilitators
Presenters:
Dr. Liesl Jones, Vice President for Academic Affairs; Dr. Katana Hall, Professor and Chair, Program Review and Evaluation Committee; Ms. Becky Burrell, Vice President for Institutional Effectiveness, Research, and Planning; Ms. Eileen Hawkins, Director of Institutional Research
Zoom Link: https://bccc-edu.zoom.us/j/2548551874

Ungrading: Examining Grading Practices to Increase Student Success
**10:00 AM – 10:50 AM**
*Equity in education is a term often used to make sure every student has the resources and support they need to be successful, but what does equity mean when you create your grading policies for the semester? What are equitable grading practices, and what do they look like in your class?*

*You are invited to attend this collaborative professional learning opportunity to engage in discussion with your colleagues around techniques to enhance equitable grading practices in order to provide each learner with multiple ways to succeed at Baltimore City Community College. Specifically, the topic of ungrading will be discussed. In the session, participants will:*

- *Discuss strengths and weaknesses of traditional grading practices*
- *Share an overview of ungrading, including beliefs, benefits and possible ungrading models*
- *Explore ways to create more equitable grading practices in your courses*
- *Connect and learn from your fellow colleagues*

Attendees: Faculty
Presenters:
Dr. Liesl Jones, Vice President of Academic Affairs
Mr. Brandon Myers, Assistant Professor of Mathematics
Zoom Link: https://bccc-edu.zoom.us/j/97131372190?pwd=QjlCdW5IVHNHckJ3ZmpHdVo1Njcwdz09

# Friday, May 20, 2022

## Faculty Senate Meeting
**1:00 PM – 3:00 PM**
*President McCurdy will meet with the members of the Faculty to address institutional priorities.*

Attendees: Faculty
Facilitator: Dr. Katana Hall, President, Faculty Senate

## Student Affairs Update Meeting
**3:00 PM – 4:30 PM**
*The Student Affairs leadership will provide an operational update of departmental activities to the staff.*

Attendees: Student Affairs Staff
Facilitator: Ms. Becky Burrell, Vice President of Institutional Effectiveness, Research & Planning
Zoom Link: https://bccc-edu.zoom.us/j/2548551874

# Thursday, August 4, 2022

Banner Self Service for Academic Leadership – Introduction and Training
**8:30AM-Noon & 1:00-4:00pm (Completed)**
*Get hands-on training with Banner Self Service for academic leadership to interface with the new Banner ERP. It provides access to the faculty member's schedule, class rosters, curriculum information about their students and advisees, and the ability to track attendance. Attendees will be prepared to lead future sessions.*

Attendees: Dr. Harvey Dorrah, Associate Vice President of Academic Affairs; Dr. Mark Conard, Dean of Arts & Social Sciences; Dr. Courtney Ross, Dean of Nursing & Health Professions; Mr. Quintin Davis, Associate Dean, Business & Technology; Dr. Anil Malaki, Associate Dean, Natural & Physical Sciences; Mr. Scott Saunders, Associate Dean, Mathematics & Engineering; Dr. Tony McEachern, Associate Dean, Arts & Social Sciences; Mr. Brian Terrell, Director, E-Learning; Ms. Jamie Gillis, E-Learning Coordinator
Presenters: *Ms. Missie Cullum, Ellucian*
*Mr. Peter Farrell, Deputy CIO*

# Friday, August 5, 2022

Banner Self Service for Academic Leadership – Introduction and Training
**8:30AM – Noon (Completed)**
*Get hands-on training with Banner Self Service for academic leadership to interface with the new Banner ERP. It provides access to the faculty member's schedule, class rosters, curriculum information about their students and advisees, and the ability to track attendance. Attendees will be prepared to lead future sessions.*

Attendees: Dr. Harvey Dorrah, Associate Vice President of Academic Affairs; Dr. Mark Conard, Dean of Arts & Social Sciences; Dr. Courtney Ross, Dean of Nursing & Health Professions; Mr. Quintin Davis, Associate Dean, Business & Technology; Dr. Anil Malaki, Associate Dean, Natural & Physical Sciences; Mr. Scott Saunders, Associate Dean, Mathematics & Engineering; Dr. Tony McEachern, Associate Dean, Arts & Social Sciences; Mr. Brian Terrell, Director, E-Learning; Ms. Jamie Gillis, E-Learning Coordinator
Presenters: *Ms. Missie Collum, Ellucian*
*Mr. Peter Farrell, Deputy CIO*

# Thursday, August 11, 2022

## School of Business, Science, Technology, Engineering & Mathematics (BSTEM)
**8:30AM-Noon**
*The BSTEM faculty and staff will join Dr. Harvey Dorrah and the Associate Deans, Mr. Quintin Davis, Dr. Anil Malaki, Mr. Scott Saunders, to discuss School priorities for the academic year. Program meetings will occur at 10:00AM. Links to be sent.*

Attendees: Faculty, Dean, Associate Deans, Program Coordinators/Course Facilitators, Academic Staff
Presenters: Dr. Harvey Dorrah, Associate Vice President of Academic Affairs
BSTEM Zoom Link: https://bccc-edu.zoom.us/j/87974944520?pwd=UVlNa0ZSMGlqdWVrREltNEhZeGhaUT09

## School of Arts & Social Sciences (SASS)
**8:30AM-Noon**
*The SASS faculty and staff will join Dr. Mark Conard and the new Associate Dean, Dr. Anthony McEachern, to discuss School priorities for the academic year. Program meetings will occur at 10:00AM. Links to be sent.*

Attendees: Faculty, Dean, Associate Dean, Program Coordinators/Course Facilitators, Academic Staff
Facilitator: Dr. Mark Conard, Dean of SASS
SASS Zoom Link: https://bccc-edu.zoom.us/j/9553141324?pwd=WjVWaWtNQ3F4VkprNnVCeHNvb3Fqdz09

*Note: The School of Nursing & Health Professions will conduct block registration 9:30AM-12:30PM.*

{"TASTER" FOOD VENDOR IN CAFETERIA 11:30AM-1:00PM}

## School of Nursing & Health Professions (SNHP)
**1:00PM-4:30PM**
*The SNHP faculty and staff will join Dr. Courtney Ross and Ms. Dorothy Holley, Associate Dean, to discuss the School priorities for the academic year. Program meetings will occur at 2:30PM. Links to be sent.*

Attendees: Faculty, Dean, Associate Dean, Program Coordinators/Course Facilitators, Academic Staff
Facilitator: Dr. Courtney Ross, Dean of SNHP
SNHP Zoom Link: https://bccc-edu.zoom.us/j/3791196480?pwd=VjV3WW9yRTk3V05GWkJOeHluRjl0QT09

## Banner Self Service Training for BSTEM Faculty & Academic Staff
**1:00PM-5:00PM for BSTEM**
*Get hands-on training with Banner Self Service for attendees to interface with the new Banner ERP. Banner provides access to the faculty member's schedule, class rosters, curriculum information about their students and advisees, and the ability to track attendance.*

Attendees: Faculty, Program Coordinators/Course Facilitators, Academic Vice President, Dean, Associate Deans, Academic Staff
Presenters: *Ms. Missie Cullum, Ellucian*
　　　　　*Mr. Peter Farrell, Deputy CIO*
　　　　　*Mr. Brian Terrill, Director, E-Learning*
Location: Mini-Conference Center (Bring Laptop)
Zoom Link: https://ellucian.zoom.us/j/91793113124

*Note: The School of Arts & Social Sciences (SASS) faculty will prepare for classes 1:00PM to 4:30PM.*

# Friday, August 12, 2022

Banner Self Service Training for SASS Faculty & Academic Staff
*8:30AM – 12:30PM for SASS*
*Get hands-on training with Banner Self Service for attendees to interface with the new Banner ERP. Banner provides access to the faculty member's schedule, class rosters, curriculum information about their students and advisees, and the ability to track attendance.*

Attendees: Faculty, Program Coordinators/Course Facilitators, Academic Vice President, Dean, Associate Dean, Academic Staff
Presenters: *Ms. Chantal Harris, Ellucian*
       *Mr. Michael Rading, Chief Information Officer*
       *Ms. Kemberly Henderson, Project Manager*
       *Mr. Brian Terrill, Director, E-Learning*
Location: Mini-Conference Center (Bring Laptop)
Zoom Link: https://ellucian.zoom.us/j/91793113124

Banner Self Service Training for SNHP Faculty & Academic Staff
*1:00PM – 5:00PM for SNHP*
*Get hands-on training with Banner Self Service for attendees to interface with the new Banner ERP. Banner provides access to the faculty member's schedule, class rosters, curriculum information about their students and advisees, and the ability to track attendance.*

Attendees: Faculty, Program Coordinators/Course Facilitators, Academic Vice President, Dean, Associate Dean, Academic Staff
Presenters: *Ms. Chantal Harris, Ellucian*
       *Mr. Michael Rading, Chief Information Officer*
       *Ms. Kemberly Henderson, Project Manager*
       *Mr. Brian Terrill, Director, E-Learning*
Location: Mini-Conference Center (Bring Laptop)
Zoom Link: https://ellucian.zoom.us/j/91793113124

*Note: The School of Business, Science, Technology, Engineering & Mathematics (BSTEM) and School of Nursing & Health Professions (SNHP) faculty will have the morning to prepare for classes. The School of Business, Science, Technology, Engineering & Mathematics (BSTEM) and School of Arts & Social Sciences (SASS) faculty will have the afternoon to prepare for classes.*

# Monday, August 15, 2022

## PRESIDENT'S FORUM
**9:30AM-11:00AM**
*Join Dr. Debra L. McCurdy, President of Baltimore City Community College, as she opens the 2022-2023 academic year and addresses the College's intuitional operations and priorities.*

Attendees: Faculty & Staff
Zoom Link: https://bccc-edu.zoom.us/j/92138076767

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**{BCCC EMPLOYEE BOX LUNCH 11:30AM-12:45PM ~ Cafeteria}**
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## Banner Project Update
**1:00PM-1:50PM**
*Attendees will receive an overview of the ERP Implementation that includes key components that impact students, faculty and staff. Participants will also be provided with information on other key IT initiatives.*

Attendees: Faculty & Staff
Presenters:
Mr. Michael Rading, Chief Information Officer, Mr. Peter Farrell, Deputy Chief Information Officer
Zoom Link: https://bccc-edu.zoom.us/j/92138076767

## Middle States Commission on Higher Education ~ Self-Study Evaluation
**2:00PM-2:50PM**
*The College is scheduled for the Middle States Commission on Higher Education (MSCHE) Self-Study Evaluation 2023-2024. The Self-Study process enables BCCC to demonstrate how the College meets the MSCHE's expectations through a Self-Study Report and On-Site Evaluation Visit. Learn about the new Standards for Accreditation, the Self-Study process and On-Site Evaluation Visit conducted by peer evaluators as part of the MSCHE eight-year cycle of review of accredited institutions.*

Attendees: Faculty & Staff
Presenters:
Ms. Becky Burrell, Vice President for Institutional Effectiveness, Research, and Planning; Mark Conard, Dean, Arts & Social Sciences; Dr. Nicole Deutsch, Director, Assessment; Dr. Harvey Dorrah, Associate Vice President, Academic Affairs; Ms. Eileen Hawkins, Director, Institutional Research; Dr. Courtney Ross, Dean, Nursing & Health Professions; Mr. Brian Terrill, Director, E-Learning
Zoom Link: https://bccc-edu.zoom.us/j/92138076767

# Monday, August 15, 2022

Middle States Commission on Higher Education ~ Self-Study Design
**3:00PM-3:50PM**
*The Self-Study Design serves as a roadmap for the Self-Study process. It communicates to College constituencies and the Middle States Commission On Higher Education (MSCHE) the intended outcomes of the Self-Study; the College's mission-centric plan for addressing the Standards for Accreditation, Requirements of Affiliation, and federal compliance requirements; the organizational structure of the Steering Committee; define Work Groups; and the timetable for major reporting deadlines and events. The Self-Study Design is due to MSCHE by October 14, 2022 and will provide guidance to the Steering Committee and Work Groups and help to assess their progress throughout the Self-Study process. The College's MSCHE liaison will visit BCCC October 24, 2022 to meet with various representative groups.*

Attendees: Faculty & Staff
Facilitators:
Ms. Becky Burrell, Vice President for Institutional Effectiveness, Research, and Planning; Mark Conard, Dean, Arts & Social Sciences; Dr. Nicole Deutsch, Director, Assessment; Dr. Harvey Dorrah, Associate Vice President, Academic Affairs; Ms. Eileen Hawkins, Director, Institutional Research; Dr. Courtney Ross, Dean, Nursing & Health Professions; Mr. Brian Terrill, Director, E-Learning
Zoom Link: https://bccc-edu.zoom.us/j/92138076767

CANVAS Training
**4:00PM-4:50PM**
*This session will provide faculty with an overview of the grading functionality that comes with the integration of Banner to Canvas. Faculty will see a walkthrough of the screens, the steps, and the limitations of the tool located right inside Canvas. A brief demo will be provided from inside the Test environment of Canvas. Faculty will also receive a job aid to assist with the new process prior to the start of the semester.*

Attendees: Faculty
Facilitators:
Mr. Brian Terrill, Director, E-Learning
Ms. Jamie Gillis, Coordinator, E-Learning
Zoom Link: https://bccc-edu.zoom.us/j/96918103111?pwd=ZjBjbzM2WUJqRFVBSC8rMjhQU3pCdz09
Meeting ID: 969 1810 3111
Passcode: 205166

# Tuesday, August 16, 2022

Faculty Academy Sessions
**9:00am-4:00pm**

*BCCC Faculty: Committed to Advancing and Supporting Student Success*
Attendees: Faculty, Presenters, and Guests

➢ **Greetings and Updates**
**9:00am to 10:55am**

 Welcome (9:00-9:05 am)
 *Dr. Katana L. Hall, Faculty Senate President*

 Greetings and Updates (9:05-10:55 am)
- o *Dr. Debra L. McCurdy, President*
- o *Dr. Harvey Dorrah, Associate Vice President of Academic Affairs*
  - ▪ **Tutoring Services: Operational Hours, Modalities, and Processes**
  - ▪ **Library Services: Operational Hours and Offerings**

- o *Dr. Mark Conard - Dean of the School of Humanities, Arts, and Social Sciences*

- o *Dr. Courtney Ross -Dean of the School of Nursing, and Health Professions*

- o *{5-minute break}*

➢ **Morning Keynote Address and Workshop**
**11:00am to 11:55am**
- o *Topic: Advancing and Supporting Student Success: Beyond Developmental Coursework*
- o *Dr. Naesea Price, Professor-Department of English, Humanities, Visual, and Performing Arts*

 *This presentation focuses on approaches that both encourage and illustrate multiple learning opportunities for increasing academic success for students transitioning from developmental to credit level courses.*

 *Learning Outcome: At the end of the session participants will be able to employ some of the examples and techniques into classroom activities and assignments to improve student success.*

➢ **Lunch (On Your Own)**
**12:00p.m. – 12:55p.m.**

➢ **Afternoon Keynote Address and Workshop**
**1:00pm to 1:45pm**
- o *Topic: Advancing and Supporting Student Success: What's in a Name?*
- o *Professor Tonya M. Brown -Department of Social and Behavioral Sciences*

 *This presentation focuses on what faculty need to know about gender identification in student populations, pronoun preferences and why recognizing students properly advances and supports student success in the classroom.*

 *Learning Outcome: At the end of the session participants will be able to apply their vocabulary and awareness of the importance of respecting gender identity, orientation, and student pronoun preferences and the impact it has on student success in the interactions with students in the learning environment.*

# Tuesday, August 16, 2022

## Faculty Academy Sessions Con't
**9:00am-4:00pm**

➢ **Panel Discussion with the Student Learning Outcomes Committee**
   **1:45pm to 2:30pm**
   - *Topic: Advancing and Supporting Student Success: Making Meaning Out of Outcomes Assessment*
   - *SLOA Chair: Dr. Carole Quine*
   - *Members: Dr. Petal Sumner, Dr. Debra Parson, Professor John Pickett, III, Dr. Malathi Radhakrishnan, and Professor Wendweson Fikire*

     *This panel discussion focuses on key outcomes assessment issues confronting faculty and explores ways of addressing these issues.*

     *Learning Outcome: At the end of the panel discussion, participants will have greater awareness of the following: (1) ways to identify and resolve issues in goal setting, outcome statement creation, and/or data collection and (2) ways to use outcomes data to transform teaching and enhance student learning.*

     *{5-minute break}*

➢ **Student Affairs Updates for Faculty**
   **2:35pm to 3:55pm**
   *Topic: Advancing and Supporting Student Success: Know Your Available Resources*
   *Dr. Jade Borne, Vice President for Student Affairs*

   - *Part One: Registration Process*

   - *Part Two: Student Success Center*

   - *Part Three: Disability Support Services/Reasonable Accommodations*

   - *Part Four: Judicial Affairs*

   - *Part Five: International Students*

   - *Part Six: Veterans and Seniors*

   **Questions and Answers**

   *These sessions provide faculty with current information so that they may guide students effectively and accurately during the semester to enhance student success.*

   *Learning Outcome: At the end of these sessions, participants will be able to explain 3 key facts for each area during student interactions and advising.*

*Note: Faculty in the School of Business, Science, Technology, Engineering & Mathematics (BSTEM), School of Nursing & Health Professions (SNHP), and School of Arts & Social Sciences (SASS) will have Wednesday, Thursday, and Friday to prepare for classes.*

# Wednesday, August 17, 2022

## Banner "Pop-Up!" Sessions

"Pop-Up" sessions will be developed based upon survey feedback from the academic School meetings held on August 11 and August 12 for academic staff and faculty. The following dates and times are set aside for Academic Affairs to attend thematic sessions. Additional information will be communicated.

> ➢ *9:00AM ~ School of Business, Science, Technology, Engineering & Mathematics (BSTEM)*
> ➢ *10:00AM ~ School of Arts & Social Sciences (SASS)*
> ➢ *11:00AM ~ School of Nursing and Health Professions (SNHP)*

# Thursday, August 18, 2022

## Banner "Pop-Up!" Sessions

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> ➢ *10:00AM ~ School of Arts & Social Sciences (SASS)*
> ➢ *11:00AM ~ School of Nursing and Health Professions (SNHP)*

# Friday, August 19, 2022

## Banner "Pop-Up!" Sessions

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> ➢ *9:00AM ~ School of Business, Science, Technology, Engineering & Mathematics (BSTEM)*
> ➢ *10:00AM ~ School of Arts & Social Sciences (SASS)*
> ➢ *11:00AM ~ School of Nursing and Health Professions (SNHP)*

## Additional Banner "Pop-Up!" Sessions

Future "Pop-Up" sessions are being scheduled for academic staff and faculty to meet the evolving operational needs for Banner. Additional information will be communicated.

> ➢ **Friday, September 9, 2022**
>    o *9:00AM ~ Business, Science, Technology, Engineering & Mathematics (BSTEM)*
>    o *10:00AM ~ School of Arts & Social Sciences (SASS)*
>    o *11:00AM ~ School of Nursing and Health Professions (SNHP)*
> ➢ **Friday, September 16, 2022**
>    o *9:00AM ~ Business, Science, Technology, Engineering & Mathematics (BSTEM)*
>    o *10:00AM ~ School of Arts & Social Sciences (SASS)*
>    o *11:00AM ~ School of Nursing and Health Professions (SNHP)*
> ➢ **Friday, September 23, 2022**
>    o *9:00AM ~ Business, Science, Technology, Engineering & Mathematics (BSTEM)*
>    o *10:00AM ~ School of Arts & Social Sciences (SASS)*
>    o *11:00AM ~ School of Nursing and Health Professions (SNHP)*

## Additional Banner "Pop-Up!" Sessions Con't

Future "Pop-Up" sessions are being scheduled for academic staff and faculty to meet the evolving operational needs for Banner. Additional information will be communicated.

➢ **Friday, September 30, 2022**
   o *9:00AM ~ Business, Science, Technology, Engineering & Mathematics (BSTEM)*
   o *10:00AM ~ School of Arts & Social Sciences (SASS)*
   o *11:00AM ~ School of Nursing and Health Professions (SNHP)*

**Note: Future "Pop-Up" sessions are being scheduled for _Student Affairs, Finance & Administration, Institutional Effectiveness, and Workforce staff_ to meet the evolving operational needs for Banner. Additional information will be communicated by the respective Cabinet.**

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## Cabinet Area Meetings August 17-24, 2022
*Zoom links to be sent by the respective Cabinet members.*

## Institutional Effectiveness, Research & Planning Staff Meeting
**11:00AM-1:00PM, August 17, 2022**
*The Institutional Effectiveness, Research & Planning leadership will provide an operational update of departmental activities to the staff.*
Attendees: Institutional Effectiveness, Research, & Planning Staff
Facilitator: Ms. Becky Burrell, Vice President, Institutional Effectiveness, Research & Planning

## Student Affairs Staff Meeting
**2:00PM-4:00PM August 17, 2022**
*The Student Affairs leadership will provide an operational update of departmental activities to the staff.*
Attendees: Student Affairs Staff
Facilitator: Dr. Jade Borne, Vice President, Student Affairs.

## Information Technology Services Staff Meeting
**11:00AM-12:00PM, August 18, 2022**
*The Information Technology leadership will provide an operational update of departmental activities to the staff.*
Attendees: Information Technology Services Staff
Facilitator: Mr. Michael Rading, Chief Information Officer

## Workforce Development & Continuing Education Staff Meeting
**11:00AM – 1:00PM, August 18, 2022**
*The Workforce Development & Continuing Education leadership will provide an operational update of departmental activities to the staff.*
Attendees: Workforce Development & Continuing Education Staff
Facilitator: Mr. Michael Thomas, Vice President, Workforce Development & Continuing Education

## Finance & Administration Staff Meeting
**3:00PM-5:00PM, August 24, 2022**
*The Finance & Administration leadership will provide an operational update of departmental activities to the staff.*
Attendees: Finance & Administration Staff
Facilitator: Mr. Stephen Hardy, Vice President, Finance & Administration

Program Review & Evaluation Cycle 3, Year 1
**Save the Date! August 31, 2022**
*The Program Review and Evaluation Committee (PREC) is launching Cycle 3, Year 1. The Deans and Associate Deans will be guided through the process and interact with the Canvas PREC course.*

Attendees:
Associate Vice President of Academic Affairs, Deans, Associate Deans, Program Coordinators
Presenters:
Dr. Katana Hall, Professor and Chair, Program Review and Evaluation Committee; Ms. Becky Burrell, Vice President, Institutional Effectiveness, Research, and Planning; Ms. Eileen Hawkins, Director, Institutional Research

Middle States Steering Committee & Working Groups Meeting
*The Self-Study demonstrates an institution's commitment to continuous improvement and is used to strengthen and sustain the College. President McCurdy will charge the Steering Committee and Working Groups to lead the 2023-2024 Self-Study Evaluation. The Steering Committee and Working Groups will conduct a careful analysis of institutional priorities and identifying mission-related areas of improvement, responding effectively to challenges, and identifying and adopting innovative practices to demonstrate how BCCC achieves our institutional mission, adapts to changes in the higher education, and to best serves The College's students and community.*

- ➢ **Friday, September 9, 2022**
- ➢ **Friday, September 16, 2022**
- ➢ **Friday, September 23, 2022**
- ➢ **Friday, September 30, 2022**

Attendees: By Invitation
Facilitators:
Ms. Becky Burrell, Vice President, Institutional Effectiveness, Research, and Planning; Mark Conard, Dean, Arts & Social Sciences; Dr. Nicole Deutsch, Director, Assessment; Dr. Harvey Dorrah, Associate Vice President, Academic Affairs; Ms. Eileen Hawkins, Director, Institutional Research; Dr. Courtney Ross, Dean, Nursing & Health Professions; Mr. Brian Terrill, Director, E-Learning

**Keeling** & **Associates**
Change for Learning

Draft Goals, Objectives, and Action Steps

Strategic Planning

**Goal 1: BCCC will reimagine its degree and certificate-granting programs to better respond to the interests, motivations, and intentions of students, the needs of the workforce, and the challenges and opportunities of the city of Baltimore.**

Objectives:

1. Expand academic programs in areas of emerging or rising demand and importance to students, employers, and the City of Baltimore.

   Action Steps:

   - Through a consistent process of program review and prioritization, create, expand, or terminate programs in response to current and reliably predicted trends, shifts, or or disruptions in the local and regional workforce.

   - Augment and claim expertise in key emerging areas (e.g., cybersecurity, medicinal chemistry, environment and climate change, gaming, and pandemic preparedness).

   - Enhance existing and develop new paraprofessional programs that respond to increasing demand and social trends in the community (e.g., education, nursing, social work).

   - Expand dual degree programs.

   - Invest in online programs that blend high quality, high touch, and responsiveness to emerging needs.

2. Better articulate, connect, and integrate degree and certificate granting programs to support student success, enable students to pursue new pathways, and make BCCC the community college of choice in the region.

   Action Steps:

   - Expand programs that create clear pathways toward a degree (e.g., Baltimore Police Academy and criminal justice, early childhood education).

   - Create certifications, concentrations, or "badges" that document additional hands-on learning and provide beneficial and practical credentials for students.

   - Develop interdisciplinary teams among workforce and continuing education staff to implement new collaborations that benefit both students and employers.

- Broaden workforce advisory boards to better represent the College as a whole and leverage the skills, knowledge, and expertise available within the BCCC workforce.

- Use visual and video technologies, including the voices of peers and alumni, to introduce students to program pathways and show them what skills they will need and what success would look like in their fields of interest.

3. Meet students "where they are" (accept different starting points) and prepare them with the skills and resources necessary to build a successful foundation for their future.

   Action Steps:

   - Establish sustainable pipelines with local school districts.

   - Offer dual education in basic skills to provide extra support to students while completing a training program.

   - Build remediation into the curriculum (e.g., a writing assignment across all courses, tailored to the discipline).

   - Revamp the Pre-100 orientation class to include shared competencies, skills, and learning outcomes.

   - Improve access to basic learning materials and requirements, such as laptops, textbooks, and e-resources.

   - Implement Spanish-speaking services across departments and expanded translation services online to better serve an increasingly diverse community.

   - Implement consistent training about DEI issues and difficult dialogues about difference, both in and out of the classroom.

4. Modernize teaching and learning through expanded professional development, training, and resources for all instructors.

   Action Steps:

   - Encourage and support faculty development (e.g., inclusive pedagogy, interactive and experiential learning) to ensure that students are well-served, well-prepared, and competitive in their workforce and educational pursuits.

   - Tailor faculty development to the needs of each faculty member and department.

   - Expand support for e-learning and clinical simulations.

   - Provide, utilize and record virtual training and professional development sessions to increase all instructors' access to trainings and resources.

**Goal 2: BCCC will become a more student-centered institution that provides increasingly responsive programs and services, a seamless student experience, and consistent support for students from enrollment to completion and career.**

Objectives:

1. Comprehensively support student persistence and completion by collaborating across departments and collectively identifying and removing barriers to student success.

   Action Steps:

   - Implement changes as necessary in all student-facing programs to eliminate schedule or policy conflicts, clarify roles and responsibilities, and create collaborative solutions that improve the student experience.

   - Hold departments accountable for effective communication and collaboration to ensure student support services are well integrated and effectively delivered.

   - Implement a collective, collaborative calendar and workflow so offices can provide students the programs and support they need throughout the academic year.

   - Extend time to completion for selected intensive programs.

   - Partner with community daycare to improve access and flexibility for BCCC students.

   - Improve coordination of the Mayor's Scholar Program (MSP).

2. Revise orientation, advising, and mentoring programs to increase students' opportunities to connect with programs of potential interest and receive high-touch guidance and support.

   Action Steps:

   - Implement a comprehensive student orientation experience that exposes students to program(s) of interest and introduces essential student resources.

   - Expand access to virtual, electronic, or recorded content that helps highlight resources available and provides greater access and flexibility to all students.

   - Reinstate a "passport" mentoring program that connects every student to a faculty (or staff or peer) mentor.

   - Bolster academic and personal advising to support students who choose to transition to a four-year institution.

- Form a cadre of volunteers from local organizations who might serve as external mentors to students and introduce them to new opportunities and career fields.

3. **Improve students' ability to navigate the programs and services provided by the College.**

   Action Steps:

   - Establish a centralized resource, "welcome center," or point of contact for students to access information about essential services such as registration and financial aid.

   - Improve communications and signage (virtual and in person) to help students locate and navigate appropriate and available resources.

   - Improve the use of technology in serving students, as adopted during the pandemic.

   - Create a checklist for entering students to connect them to the appropriate resources during the first few weeks of their enrollment.

4. **Expand resources, spaces, and experiences that help connect students to one another and to the College and support their sense of belonging, affinity, and community.**

   Action Steps:

   - Create more groups and other opportunities for students to help shape their experience; activate "expired" clubs and organizations, including a campus activities board.

   - Use incentives to encourage students' participation in programming and engagement with one another and the BCCC community (e.g., extra credit, learning outcomes); connect student activities to courses.

   - Involve students in planning of the future of the College (e.g., a student advisory board, topical focus groups, and/or surveys), including more functions/events where students, faculty, and staff can meet one another outside the classroom or office.

   - Embed opportunities for building affinity and connection within the admissions process (e.g., involve student groups in recruitment to introduce prospective students to sources of community); enable students to indicate areas of extracurricular interest on their applications, and connect those students with relevant opportunities and resources prior to matriculation.

- Increase students' access to facilities (e.g., recreation) and create more spaces for socialization, gathering, and meditation, prayer, or reflection.

- Develop an extra-curricular transcript through which students can document participation in clubs and organizations.

5. Improve the student employee experience to enhance career readiness.

Action Steps:

- Establish essential learning outcomes and career-ready skills for student workers.

- Train supervisors to create and oversee a professional work experience that benefits students at BCCC and in the workforce.

- Expedite the placement of work-study students into work positions.

- Provide bridge funding so that students can continue to work between semesters.

- Create pathways for student workers to apply and earn professional positions at the College.

**Goal 3: BCCC will become an employer of choice in the City of Baltimore, transforming institutional culture and rewarding and celebrating areas of excellence.**

Objectives:

1. Improve employee retention, satisfaction, and development to achieve a stronger and more stable workforce.

Action Steps:

- Establish a comprehensive and better integrated onboarding process that provides essential information to new employees up front, with gradual sharing of additional information over time.

- Implement a departmental onboarding process that includes orientation about primary relationships, partnerships, and collaboration with other departments at the College.

- Implement formal and informal opportunities for professional development that build upon employees' areas of strength.

- Formulate and implement stronger professional development tracks, including continuing education credits, for non-faculty positions.

- Implement an out-boarding process to learn why employees are leaving and identify potential steps the College might take to improve employee retention.

2. Develop a workplace culture of respect, trust, and accountability through comprehensive performance and change management.

   Action Steps:

   - Implement a system for identifying potential system failures and developing corrective actions across units and/or departments.

   - Establish training on basic administrative and technological skills.

   - Train managers to develop stronger relationships with employees.

   - Improve the accountability of all employees, including managers, through more continuous communication and 360 degree feedback.

   - Acknowledge good performance and identify opportunities for improvement and growth for all employees; publicly celebrate high-performing employees.

   - Encourage innovation, creativity, and experimentation that improves organizational effectiveness across the institution in all facets of its work.

3. Increase the College's capacity to respond nimbly to opportunities and challenges through more deliberate planning and preparation.

   Action Steps:

   - Coordinate more forward-planning discussions across departments to regularize preparation and respond to anticipated needs (e.g., annual contracts).

   - Institute collaborative teams between admissions and finance to work together on forecasting, goal setting, and identifying and monitoring metrics.

   - Cross-train employees within departments to ensure continuity and coverage and ensure consistently helpful responses to students.

   - Ensure consistency in service hours provided by student-facing departments so students can count on most or all services being available at more or less the same times.

   - Standardize communication—to students, and between offices and programs—to ensure consistency and transparency.

   - Improve grants administration to better identify and respond to innovative ideas.

   - Prepare more faculty and staff in grant writing and management.

**Goal 4: BCCC will establish and strengthen relationships with a diversity of community partners.**

Objectives:

1. Assume a leadership role in convening community partners and providing services that address social issues affecting the community.

   Action Steps:

   - Resume delivery of selected health-related services in BCCC's areas of expertise to the community (e.g., dentistry, physical therapy).

   - Host regular health fairs that connect members of the community to the College's health programs and resources (e.g., CNA program information sessions).

   - Convene representatives from programs and services that address key issues affecting the community, including poverty and trauma care.

   - Host "Institutional Community Days" to foster or strengthen relationships with community services and broadcast the work of the College.

   - Become a location for innovation, experimentation, and educational entrepreneurship initiatives (e.g., food trucks).

2. Rebrand the College by more comprehensively communicating its strengths and successes.

   Action Steps:

   - Improve public-facing features on the website.

   - Outreach to vendors and businesses that may work with the College.

   - Create more incentives and platforms to showcase alumni journeys and success stories; provide venues for alumni to return to the College (in person or virtually) and share their experiences.

   - Expand and strengthen relationships with news outlets and publications in Baltimore to highlight BCCC's value, participation in, and contributions to the community and the state.

   - Highlight the benefits of working at BCCC to help attract and retain high level talent (e.g., tuition remission).

# BCCC
Baltimore City Community College

## Self-Study Design

**November 2022**

Middle States Commission on Higher Education

# Middle States Commission on Higher Education (MSCHE)
## Self-Study Design Report



## CONTENTS

# 1. Institutional Overview



Baltimore City Community College (BCCC) is a state-sponsored, urban, comprehensive, degree-granting community college with one campus and instructional sites throughout the city of Baltimore. The College currently offers 30 degree and 18 certificate programs as well as a range of non-credit course offerings including General Educational Diploma (GED), English as a Second Language (ESL), and Adult Basic Education (ABE). The College partners with local business and industry to offer non-credit workforce training, customized training, and a variety of other educational options and services. BCCC offers Pathways in Technology Early College High School (P-TECH) programs in collaboration with Baltimore City Public Schools System (BCPSS) and various City employers, including Johns Hopkins University, the Johns Hopkins Health System Corporation, and the Baltimore Port Authority. BCCC also partners with BCPSS on dual enrollment, with dual enrolled students taking courses for college level credit at both BCCC locations or at their home high schools.

BCCC was founded in 1947, as Baltimore Junior College (BJC), a department of the Baltimore City Public Schools. Its mission was to provide post-high school education for returning World War II veterans. In 1967, the College was renamed the Community College of Baltimore (CCB). In the early 1990s, ownership of the College was transferred to the State of Maryland and it was renamed the New Community College of Baltimore (NCCB). In 1992, the College was given its current name: Baltimore City Community College.

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

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

**Values**
- Integrity – Unwavering adherence to a strict moral and ethical standard.
- Respect – Showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences.
- Diversity – Recognizing, accepting, appreciating, and supporting individual differences and lifestyles.
- Teaching – Impacting knowledge skills, and values that are essential to the success of the individual and growth of the community.
- Learning – Gaining knowledge, skills, and understanding that are useful to the individual and college community by promoting intellectual curiosity.
- Excellence – Providing excellent teaching, student services, customer services and community engagement.
- Leadership – Empowering, nurturing, and inspiring individuals to be leaders in their own sphere.
- Professionalism – Adhering to the highest standard of customer service.

**IMPORTANT RECENT DEVELOPMENTS**

At the conclusion of the 2017 session of the Maryland General Assembly, House Bill1595 (HB 1595) was passed into law. HB1595 required BCCC to complete a list of 12 specific realignment tasks (see table 3); altered the composition of the Board of Trustees; and established specific criteria for the next BCCC president. BCCC continues to report on these realignment tasks to the Board of Trustees monthly, and annually to the State of Maryland Appropriations Committee and Budget and Taxation Committee.

Progress had been made to address the Realignment Tasks. Highlighted operational initiatives and outcomes are summarized to demonstrate the institution's commitment to fulfill the mandate.

**REALIGNMENT TASK #1**

**Academic Programming**

Collaborations with workforce and high school partners aided in the development of five new programs (pending MHEC approval):

- Associate of Applied Science in Geoscience
- Associate of Applied Science in Communications
- Associate of Applied Science in American Sign Language and Deaf Studies
- Associate of Applied Science in Cybersecurity-Digital Forensics
- Lower Division Certificate in Communication

These programs were developed by the respective faculty and in conjunction with School Deans, the Curriculum & Instruction Committee and the Vice President of Academic Affairs, and approved by Board of Trustees.

**REALIGNMENT TASK #5**

**Enrollment**

In 2017, the Maryland General Assembly gave BCCC an ambitious mandate to realign its strategies and operations to better serve students, employers, and the community. The College has made considerable progress and it is reflected in our enhanced services and the enrollment growth experienced prior to the pandemic. To align the budget with realistic enrollment projections, a cross-collaborative strategy was developed and led by the Vice President of Finance & Administration, Vice President of Student Affairs, and Vice President of Institutional Effectiveness, Research & Planning. New, more realistic projections were established by the Maryland Higher Education Commission in 2022 that factored in two years of pandemic-driven enrollment declines across all 16 community colleges.

The first chart below reflects MHEC's revised credit projections for all community colleges (which include dual enrollment and developmental courses). The second chart reflects MHEC's revised projections for BCCC's credit enrollment. This new set of projections supports the College's efforts to balance the expectations of MHEC and other State oversight bodies and fulfill the Realignment Task.

| Maryland Higher Education Commission Projections: All MD Community Colleges (CC) | Fall 2021 Actual | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 | Fall 2026 | Fall 2027 | Fall 2028 | Fall 2029 |
|---|---|---|---|---|---|---|---|---|---|
| MHEC 2021 – 2030 Projections for All MD CCs Published April 2021 | 97,458 | 135,971 | 137,395 | 138,821 | 140,243 | 140,973 | 141,702 | 141,432 | 143,167 |
| MHEC 2022 – 2030 Projections for All MD CCs Published May 2022 | 97,458 | 117,974 | 118,534 | 119,656 | 119,656 | 120,036 | 120,225 | 120,420 | 120,613 |
| *MHEC's New Percent Changes for Outyears* | | *21.1%* | *0.5%* | *0.9%* | *0.2%* | *0.2%* | *0.2%* | *0.2%* | *0.2%* |

| Maryland Higher Education Commission Projections: All MD Community Colleges (CC) | Fall 2021 Actual | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 | Fall 2026 | Fall 2027 | Fall 2028 | Fall 2029 |
|---|---|---|---|---|---|---|---|---|---|
| MHEC 2021 – 2030 Projections for BCCC Published April 2021 | 3,864 | 5,952 | 6,139 | 6,270 | 6,059 | 6,730 | 7,044 | 7,419 | 7,865 |
| MHEC 2022 – 2030 Projections for BCCC Published May 2022 | 3,864 | 4,595 | 4,616 | 4,638 | 4,659 | 4,667 | 4,675 | 4,682 | 4,690 |
| *MHEC's New Percent Changes for Outyears* | | *18.9%* | *0.5%* | *0.5%* | *0.5%* | *0.2%* | *0.2%* | *0.1%* | *0.2%* |

Source: BCCC Office of Institutional Research and MHEC Enrollment Projection

**Budget**

BCCC uses the audit firm, Clifton Larson Allen (CLA) for the financial audits of the College, WBJC-FM and the BCCC Foundation annual statutory audits. Using one audit firm for all three of the financial audits ensures consistent and timely results. BCCC's approach for the financial audits simplifies the audit planning, fieldwork, and reporting. It allows collaboration between BCCC and CLA and a more consistent approach and workflow. It also allows BCCC to rely on the expertise of CLA during these challenging times facing public colleges. BCCC looks forward to a continued relationship with CLA for its audit needs as well as continuing to provide quality, affordable, and accessible education in an ever-changing competitive workforce and environment.

The State of Maryland uses a current services budget (CSB) process when developing the baseline budget. The Department of Budget and Management begins with a base of the previous year's budget, then adjusts that base for certain known changes, creating CSB targets for agencies. Agencies and State institutions must carefully consider their targets and determine what action is needed to submit a budget within the target.

The General Assembly, primarily through the Senate Budget and Taxation and House Appropriation Committees, reviews, holds hearings, and makes decisions on the budget. The budget bill must be enacted by the General Assembly one week before the end of the session; otherwise, the Governor must proclaim an extended session. The legislature must enact a "balanced budget". The Governor has no veto power over the budget bill; it becomes law immediately after enactment.

**FY24 Capital Budget Request**

| | |
|---|---|
| Learning Commons Renovations/Additions | FY23 – FY25 Design and Construction |
| Nursing Commons Renovations/Additions | FY24 – FY27 Design and Construction |
| Facilities Building | FY25 – FY26 Design and Construction |
| Wellness Center | FY26 – FY28 Design and Construction |

| Budget Development Calendar | Date |
|---|---|
| Conduct budget overview at President's Staff meeting:Vice President for Finance & Administration: distribute Budget Development calendar, general instructions and discuss process | January |
| Legislative Hearings – Operating Budget: Present FY (Fiscal Year) 2023 Operating Budget to the Senate and House legislative bodies | February |
| Revenue projections for appropriation and request years: Budget Office: distribute request for F   2023 & FY 2024 revenue projections to key personnel Key personnel: submit revenue projections to the Budget Office | March |
| Budget Worksheet Files: Distribute electronic FY 2023 budget development files and current (F   2022) personnel listing to each Division Vice President. | March |
| Prepare internal budget detail request and submit it to Budget Office; Divisions: Submit detail F   2023 budget request by cost center (PCA) Informal meeting occurs with each Vice President and the President, Vice President for Finance and Administration, and the Director of Budgets, where the VPs discuss their budget needs for the next fiscal year (FY24) | March |
| Develop personnel costs, analyze, and consolidate budgets: Budget Office: The prepared budget document is sent to all Division Vice Presidents for review. | March |
| Legislative Hearings Capital Budget: Present FY 2023 Capital Budget to the Senate & House Legislative bodies | March |
| Budget requests ranked and prioritized based on College's Strategic Plan | April |
| FY 2023 appropriation allocation Division budgets approved by President | April |
| Provide final F   2023 allocations to Divisions: Budget Offic | April |
| Divisions submit final detail F   2023 budget data to Budget Office: By cost center (PCA) reconciling to the approved Divisional budget | May |
| Finalized Budgets: Budget Office will conduct a final review for accuracy and completeness and then post final      2023 budgets in Banner and PEACE | June |
| Present budget for Request Year 2024: Vice President of Business & Finance: Discussion Item for the Board of Trustees | May |
| Submit budget FY 2024 request and FY 2023 appropriation to DBM | June |
| FY 2024 Maryland Higher Education Commission Budget Hearing; Present FY 2024 Operating and Capital Budget appropriation to MHEC (Maryland Higher Education Commission) | Aug/Sept |
| FY 2024 Department of Budget Management Budget Hearing | September |
| Present FY 2024 Operating and Capital Budget Request to DBM | March |
| Response to DBM (Department of Budget Management) & DLS (Department of Legislative Services) (Department of Legislative Services) Questions (fiscal notes | November |
| Develop budget guidelines; Determined by the President's Staff with Ongoing linkage to Strategic Plan and Academic Master Plan. Develop policy outlining the institution's position on such items as salary and wage increases, tuition rates, fees, program modifications and expenditure allocation. | Jan – March |
| Current Year Budget Realignment: Present any significant changes in the current year budget (FY23) | January |

## REALIGNMENT TASK #9
**Technology**
The College is transitioning from a 25-year-old legacy information system to a new Enterprise Resource Planning (ERP) system as a central outcome of the Information Technology Infrastructure Plan. In November 2020, BCCC received approval from the Maryland Board of Public Works to proceed with the acquisition and implementation of its identified ERP system, Banner by Ellucian. To date, BCCC has begun the process of implementing departmental modules (Student, Financial Aid, Finance, Accounts Receivable, Human Resources), with the final module to be implemented by December 2022. During the next phase, the institution will work with the vendor to provide managed services and operational continuity. The College provides an annual report to General Assembly budget committees on the Plan.

## REALIGNMENT TASK #10
**Facilities**
Pursuant to Code of Maryland Regulations (COMAR), BCCC was required to develop and provide an annual update of Facilities Master Plans (FMP). The Capital Improvement Program includes three projects (Learning Commons Renovation and Addition, Deferred Maintenance, and Nursing Building Renovation), the Loop Road, and 45 additional projects with a ten-year outlook of improvements for the College.

**Deferred Maintenance $16M**

| | |
|---|---|
| Main Building | Replace 2 heating boilers |
| Physical Education | Replace exterior doors |
| Fine Arts Wing | Replace exterior doors – Phase I |
| Fine Arts Building | Roof Replacement |
| Physical Education | Resyroom and locker renovation |
| West Pavilion | Replace windows |
| West Pavilion | Renovate restrooms |
| South Pavilion | Renovate restrooms |
| South Pavilion | Upgrade electrical and fire alar |
| West Pavilion | Replace electric back-up generator |
| West Pavilion | HVAC replacements |
| Fine Arts Building | Electrical upgrade |
| Fine Arts Building | Replace hot water boilers |
| Fine Arts Building | Replace domestic boilers |
| West Pavilion | Replace hot water boiler |
| Main Building | Generator replacement |
| Main Building | Replace windows |
| Facilities | Roof replacement |
| Campus | Wayfinding signag |
| Campus | Pave Parking Lots E and at LSB |

**REALIGNMENT TASK #11**
**Procurement**
The BCCC Board of Trustees approved procurement policies and procedures for the governance of procurements consistent with the mandate of Chapter 732 of the Laws of Maryland 2021 (Senate Bill 326). The State increased the long-standing authority and delegation thresholds for the Board of Trustees and President to streamline operations providing spending equity with our peer institutions.

BCCC's current President is Dr. Debra McCurdy. Dr. McCurdy was invested in 2019, replacing Interim President Dr. James H. Johnson. Her immediate Cabinet is made up of nine direct reports, many of whom are relatively new.

## BCCC LEADERSHIP

| | | |
|---|---|---|
| President | Dr. Debra McCurdy | May 2019 |
| Vice President of Academic Affairs | Dr. Laura Cripps | September 2022 |
| Vice President of Student Affairs | Dr. Jade Borne | May 2022 |
| Vice President of Finance & Administration | Mr. Steven Hardy | September 2022 |
| Vice President of Institutional Effectiveness, Research & Planning | Ms. Becky Burrell | May 2019 |
| Vice President of Workforce Development and Continuing Education | Mr. Michael Thomas | September 2017 |
| Chief Information Officer | Mr. Michael Rading | February 2022 |
| Chief Internal Auditor | Ms. Lyllis Green | January 1995 |
| General Counsel | Ms. Maria Rodriguez | September 2019 |

## BOARD OF TRUSTEES

| | |
|---|---|
| Chair | Mr. Kurt L. Schmoke, Esq. |
| Member | Ms. Leonor Tannhauser Blum |
| Member | Mr. Jason Perkins-Cohen |
| Member | Mr. John Lewis |
| Member | Ms. Lelia Parker, Esquire |
| Member | Dr. Rachel Y. Pfeifer, Ph.D. |
| Member | Mr. John Carroll Weiss III |
| BCCC Student Member | Mr. John K. Goeken |

**ECONOMIC IMPACT**

According to the 2021 Executive Summary: Economic Impact of Baltimore City Community College, BCCC added $342.4 million in income to the Baltimore City Service Area economy during the analysis year, equal to the sum of the operations and construction spending impacts, the student spending impact, and the alumni impact. For context, the $342.4 million impact was equal to approximately 0.3% of the total gross regional product (GRP) of the Baltimore City Service Area. BCCC's total impact can also be expressed in terms of jobs supported. The $342.4 million impact supported 4,047 regional jobs, using the jobs-to-sales ratios specific to each industry in the region. In addition, the $342.4 million, or 4,047 supported jobs, stemmed from different industry sectors. Among non-education industry sectors, BCCC's spending and alumni in the Health Care & Social Assistance industry sector supported 1,162 jobs in FY 2019. These are impacts that would not have been generated without the college's presence in the Baltimore City Service Area.

**ACCREDITATION**

BCCC's most recent Self-Study submission and associated Site Visit were completed in 2014. Although the College demonstrated compliance with most of the Standards, it was placed on Warning. A Monitoring Report was required for submission in 2015 to document necessary improvements in the areas of:

- Standard 2: Planning, Resource Allocation and Institutional Renewal. Long-range planning, budget planning and continued implementation of a comprehensive institutional strategic plan.
- Standard 3: Institutional Resources: multi-year budget projections, both institution-wide and among departments, aligned with the institution's mission, goals, and strategic plan.
- Standard 6: Integrity. Clear, accurate, up-to-date, and easily accessible advertisements, recruiting, and admissions materials, accurately reported and made available to the institution's constituencies.
- Standard 7: Institutional Effectiveness. A timetable and evidence that assessment information is used to inform budget, planning and resource allocation decisions and improve programs, services, and processes.

BCCC was released from Warning in 2015 having provided evidence of improvement in these areas. Since 2015, the College has continued its faculty-led processes for course and program assessment. This work was achieved and is ongoing, informing College-specific outcome #5 in the Self-Study Design.

**IMPACT OF THE COVID PANDEMIC**

The move back to "normal" after the COVID-19 pandemic was slower in Baltimore City than in other areas of Maryland as the City was consistently among the highest in terms of positivity rates and lowest in terms of vaccination rates. Many local organizations retained social distancing and mask requirements well into 2022 and BCCC has maintained its requirement for masks to be worn on campus through fall 2022. In fall 2021, the College was still operating in a remote learning environment for students except for a few Nursing and Health Professions sections. The winter 2022 session's courses were all conducted remotely. The instructional strategy sought to sustain courses via a virtual (synchronous) modality, keeping asynchronous online classes in the minority. The College returned to on-campus instruction for all instructional areas in the spring of 2022, although the actual physical return was delayed by three weeks due to the Omicron virus.

BCCC's student characteristics reflect a need for enhanced support services. Based on the responses to the Community College Survey of Student Engagement in spring 2020 and spring 2022, the proportion of first-generation college students increased from 35.9% to 59.7%. In conjunction, the percentage of first-time credit students with developmental educational needs increased from 47% in fall 2020 to 55% in fall 2021. To provide additional support to students, tutoring and advising services are offered both in person and virtually.

The College has retained and expanded teaching support and pedagogical innovations, initially adopted during COVID-19, to continue to strengthen the student experience in the classroom. This included flipped classes and more active learning in courses across programs, simulation software and augmented reality in Health Professions classes, and additional tutorial software for both coursework and board exams in Nursing.

# 1. Institutional Overview, Cont.

## EXISTING KEY PROGRAMS

The College's largest programs, those conferring the most degrees and certificates, include General Studies, Computer and Information Sciences, Nursing, and Addiction Counseling.

The five highest enrolled programs in fall 2021 are reflected in Table 1.

**TABLE 1: BCCC'S HIGHEST ENROLLED PROGRAMS**

| Program | Fall 2021 Enrollment |
| --- | --- |
| General Studies, Associate of Arts | 424 |
| Nursing, Associate of Science | 178 |
| Early Childhood Education, Associate of Applied Science | 130 |
| Business- Management Area of Concentration, Associate of Applied Science | 125 |
| Computer Information Systems, Associate of Applied Science | 119 |

The five programs with the highest number of awards conferred in FY 2021 are reflected in Table 2

**TABLE 2: BCCC'S HIGHEST NUMBER OF AWARDS CONFERRED IN FY 2021**

| Program | FY 2021 Awards Conferred |
| --- | --- |
| General Studies, Associate of Arts | 98 |
| Nursing, Associate of Science | 61 |
| Cyber Security and Assurance Certificat | 37 |
| Computer Information Systems, Associate of Applied Science | 28 |
| Business Administration, Associate of Science | 28 |

## ENROLLMENT

In FY 2022, BCCC served 5,761 credit and 3,126 continuing education (non-credit) students and awarded 473 degrees and lower division certificates. Across Maryland's 16 community colleges, there was a 10% decline in credit enrollment from fall 2020 to fall 2021 largely due to the continued impact of the pandemic. At BCCC, total credit enrollment decreased by 7.6% (317 students) over the same period. The proportion of part-time students has increased in recent years with 79.2% of credit students enrolled part-time (less than 12 credits including developmental courses) in fall 2021. The demographic and socioeconomic characteristics of BCCC's student population make full-time enrollment challenging: 52.2% of credit students are 25 years of age or older and 46.1% are employed more than 20 hours per week. Of the students who responded to the spring 2022 Community College Survey of Student Engagement (CCSSE), 39.1% reported having children who live with them.

Dual enrollment is a focus for enrollment growth. The College increased the number of dual enrolled students by 80.4% from fall 2019 (245) to fall 2020 (442) despite the overall enrollment decline. The increase continued in fall 2021, with 482 dual enrolled students. This was a result of concerted efforts to strengthen relationships with BCPSS. The College meets with representatives from the City Schools on a monthly basis to facilitate processes for the students and foster relationships with the schools. The increase in the number of dual enrolled students in fall 2021 is a result of the expanded partnership with the City Schools, with 41 course sections held at 10 City high schools. The College continues to enroll high school students in the Pathways in Technology Early College High School (P-TECH) program, in which BCPSS students take courses through BCCC to work toward associate degrees while completing their high school diplomas. P-TECH students receive one-on-one mentoring, workplace visits, and skills instruction, and are first in line for job opening with P-TECH business partners. The BCCC class of 2021 Valedictorian was a P-TECH student who completed her high school diploma concurrently with her associate degree.

# 2. Institutional Priorities to be Addressed in the Self-Study

The College's most recent Strategic Plan (2018 – 2022) is the primary document from which the three institutional priorities for this Self-Study are drawn. These three priorities are:

• Provide equitable access to a learning environment that supports a diverse population of learners and promotes student goal attainment.

• Implement a comprehensive approach to engage current and future students, alumni, and the community.

• Optimize resources to support existing and emerging initiatives effectively and efficientl .

In addition, these priorities are connected to the 12 Realignment Tasks the College was charged to complete by the Maryland State Legislature. The College has embedded these tasks into the everyday operations of each division. As such, through this Self-Study, one of the outcomes will be to assess the progress of these realignment tasks as part of developing the College's next, comprehensive strategic plan.

As a higher education institution in Maryland, the College aligns itself to the three goals of the State Plan for Postsecondary Education.

1. Access – Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

2. Success – Promote and implement practices and policies that will ensure student success.

3. Innovation – Foster innovation in all aspects of Maryland higher education to improve access and student success

As part of the annual Performance Accountability Report (PAR), community colleges must report on performance indicators for each goal related to credit and continuing education enrollment; retention, persistence, graduation, and transfer; employment outcomes; faculty and staff demographics; and revenue and expenditure data.

## INSTITUTIONAL PRIORITY: STUDENT SUCCESS

**Strategic Goal:** Provide equitable access to a learning environment that supports a diverse population of learners and promotes student goal attainment.

**Key Objectives:**
• Align, support and deliver courses, programs, and services to ensure progression, transferability and employability.

• Utilize contemporary educational methods to improve and advance students' academic and workforce preparation goals.

• Enhance the student experience by increasing awareness of and engagement with college activities and support services.

• Increase persistence and goal attainment across all student populations.

## INSTITUTIONAL PRIORITY: COMMUNITY ENGAGEMENT

**Strategic Goal:** Implement a comprehensive approach to engage current and future students, alumni, and the community.

**Key Objectives:**
• Reposition the College's brand to increase awareness of programs and services and highlight targeted initiatives.

• Grow partnerships with business and industry, government agencies, community members, educational institutions, and all potential partners in serving our students and community.

• Strengthen partnerships to promote and increase access to student learning and transfer opportunities, collaborative planning, and resource sharing.

## INSTITUTIONAL PRIORITY: INSTITUTIONAL FRAMEWORK

**Strategic Goal:** Optimize resources to support existing and emerging initiatives effectively and efficiently.

**Key Objectives:**
• Ensure facilities, technology, staffing and instructional resources support a quality learning and working environment.

• Promote an environment of professionalism and civility.

• Invest resources to attract, grow and retain a highly-qualified and diverse faculty and staff.

• Develop and implement a plan to ensure faculty and staff knowledge retention and fluid transition during times of employee turnover.

• Improve the College's financial sustainability.

Consultation on the priorities to be addressed in the Self-Study was generated via the work of the Self-Study Design Committee, which is a subset of the Self-Study Steering Committee. The Self-Study Design Committee comprises the Co-Chairs of each working group, Steering Committee members, and a group of five faculty members, to represent the voice of the faculty body. The Self-Study Design Committee has representation from each Cabinet area of the College: Academic Affairs, Student Affairs, Finance and Administration, Workforce Development and Continuing Education, Institutional Effectiveness, Research, and Planning, and Information Technology Services. The professional development schedule for August 2022 included two sessions for faculty and staff; the first on the Self-Study Design and the second, on the Self-Study evaluation process and current standards for accreditation. Both sessions provided opportunities for information sharing, feedback, and discussion. Information sessions will continue over the course of Academic Year 2022-2023 as specified in the Self-Study Design, including working group and Steering Committee reports to the wider College constituency.

In addition, various stakeholders from the College community meet regularly to discuss the work connected to these institutional priorities, including representatives from across the College's Cabinet areas and community stakeholders including BCPSS. State-level stakeholders also help define expectations for institutional performance. For example, the Performance Accountability Report driven by the Maryland State Plan for Post-Secondary Education (2017-2021) provides required measures that BCCC uses to help deliver these priorities. The Maryland Higher Education Commission (MHEC) published the 2022 Maryland State Plan for Higher Education in fall 2022.

**TABLE 3: BCCC'S INSTITUTIONAL PRIORITIES ALIGNED WITH THE REALIGNMENT TASKS**

| Realignment Tasks | Institutional Priorities | | |
| --- | --- | --- | --- |
| | Student Success | Community Engagement | Institutional Framework |
| 1. Review and strategically align core course offerings of BCCC, consistent with accreditation requirements, and focused on the needs of students at BCCC and the workforce of Baltimore City. | X | X | |
| 2. Make workforce development and job placement top educational priorities of BCCC. | X | X | |
| 3. Improve student pathways to success, including remedial education, attainment of a degree or postsecondary certificate, and transfer to four-year institutions of higher education. | X | X | |
| 4. Enter into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public Schools (BCPSS), institutions of higher education, and employers. | X | X | |
| 5. Align the budget of BCCC with realistic enrollment projections. | | | X |
| 6. Engage in a comprehensive review of all positions, faculty, and staff at BCCC. | | | X |
| 7. Establish strong relationships with key stakeholders. | | X | |
| 8. Develop and market a brand. | | X | |
| 9. Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable. | X | | X |
| 10. Develop or sell all unused or underutilized real estate, including the Inner Harbor Site. | | | X |
| 11. Identify barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects. | | | X |
| 12. The Board of Trustees shall review, and if necessary, revise the BCCC Strategic Plan. | X | X | X |

**TABLE 4: BCCC'S INSTITUTIONAL PRIORITIES ALIGNED WITH THE MISSION, VISION AND CORE VALUES:**

| | Institutional Priorities | | |
| Mission | Student Success | Community Engagement | Institutional Framework |
|---|---|---|---|
| Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and professional goals of a diverse population, changing lives, and building communities. | X | X | X |
| **Vision** | | | |
| Baltimore City Community College is an innovator in providing quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment. | X | X | X |
| **Core Values** | | | |
| 1. Integrity – Unwavering adherence to a strict moral and ethical standard. | X | | X |
| 2. Respect – Showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences. | X | X | X |
| 3. Diversity – Recognizing, accepting, appreciating, and supporting individual differences and lifestyles. | X | X | X |
| 4. Teaching – Impacting knowledge skills, and values that are essential to the success of the individual and growth of the community. | X | X | |
| 5. Learning – Gaining knowledge, skills, and understanding that are useful to the individual and college community by promoting intellectual curiosity. | X | X | |
| 6. Excellence – Providing excellent teaching, student services, customer services and community engagement. | X | X | X |
| 7. Leadership – Empowering, nurturing, and inspiring individuals to be leaders in their own sphere. | X | X | X |
| 8. Professionalism – Adhering to the highest standard of customer service. | X | X | X |

**TABLE 5: BCCC'S INSTITUTIONAL PRIORITIES ALIGNED WITH MSCHE'S STANDARDS FOR ACCREDITATION**

| | Institutional Priorities | | |
| Standards for Accreditation | Student Success | Community Engagement | Institutional Framework |
|---|---|---|---|
| 1. Mission and Goals | X | X | X |
| 2. Ethics and Integrity | X | | X |
| 3. Design and Delivery of the Student Experience | X | X | |
| 4. Support of the Student Experience | X | X | X |
| 5. Educational Effectiveness Assessment | X | | |
| 6. Planning, Resources, and Institutional Improvement | | X | X |
| 7. Governance, Leadership, and Administration | | | X |

The College has started the process of crafting BCCC's next Strategic Plan, and the MSCHE Self-Study process will be used as a catalyst for this development, in accordance with outcome #4. Given that the Self-Study will not be complete until 2023, the current strategic plan will be extended through 2023 (pending Board of Trustees approval) and the new strategic plan will be developed for 2024-2029.

In spring 2021, over 200 BCCC faculty and staff assembled to participate in the Strategic Plan development activities facilitated by a higher education consulting firm. The firm conducted "Information Gathering Interviews" with the executive leadership and engaged senior and mid-level leaders. Additional sessions for Cabinet were added to develop a stronger culture of accountability. Sessions were conducted with faculty, staff, the Board of Trustees, a student group, and a group from the business community. The firm facilitated conversations to assist in exploring how BCCC might do the following:

- Reimagine credit and non-credit programs to be more responsive to the needs of the workforce, the city of Baltimore, and the interests and intentions of prospective students and their communities.
- Become more student-centered through its programs and services, and in the ways in which students navigate the College, from enrollment and matriculation to completion and life/career.
- Become the employer of choice, transform institutional culture, and reward and celebrate areas of excellence.

The following primary themes emerged from the interviews:

- Modernize programs; build links between academics and workforce development, enhance faculty and industry partnerships; develop in areas of growth and innovation, and shape the curriculum.
- Put students first; enhance the student experience, reach a sustainable enrollment and improve retention; stay affordable while becoming more efficient
- Build and invest in partnerships, relationships with industry and BCPSS; capitalize on connections with the City of Baltimore; get external perspectives and bolster brand, identity, and reputation.
- Become the employer of choice; recruit, develop, retain, and celebrate employees who are student-centered and committed to creating a high-functioning institution and environment.
- Restore and steward facilities and infrastructure.

This feedback has influenced the outcomes that BCCC has identified in the Self-Study Design. As such, these themes will also be part of how the working groups and resulting Self-Study will inform the next comprehensive strategic plan for the College.

# 3. Intended Outcomes of the Self-Study

The College will achieve the outcomes listed below through the process of Self-Study.

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation

2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities.

3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.

4. Demonstrate progress on the Realignment Plan toward achieving key performance indicators, informing the future strategic plan of the College.

5. Expand the current academic assessment model into a comprehensive institutional assessment model, measuring the College's effectiveness in achieving its strategic priorities.

The 2013-14 MSCHE Self-Study and associated site visit identified areas for improvement at that time, namely Standard 2 (Planning, Resource Allocation and Institutional Renewal), Standard 3 (Institutional Resources), Standard 6 (Integrity), and Standard 7 (Institutional Effectiveness). In the current MSCHE standards, these themes primarily align to Standard II Ethics and Integrity, Standard V Educational Effectiveness Assessment, and Standard VI Planning Resources and Institutional Improvement. Given the work already undertaken to meet compliance, these areas will be a focus for evaluation and continuous improvement within the current Self-Study.

The timing of the current Self-Study is in alignment with the end of the current Strategic Plan. The work connected to the Self-Study is an extension of the College's focus on continuous improvement and institutional effectiveness. The identification of objective #5 recognizes the opportunity for the MSCHE Self-Study to aid the expansion and demonstration of a long-term approach toward 'closing the loop' in program and college assessment.

**BCCC 2022 valedictorian.**

# 4. Self-Study Approach

BCCC will utilize the Standard-Based Approach to prepare the Self-Study Report. The organization and preparation of the Self-Study Report, centered around MSCHE's seven standards and the four guiding principles, will allow BCCC to best demonstrate the delivery of high-quality educational services following its values and fulfilling its vision and mission. The Standards-Based Approach will assist the College to evaluate its progress in relation to the realignment tasks. In addition, this approach will:

- Facilitate a comprehensive review of the College's programs, services, and operations.
- Realign the College's plans for continued improvement to be consistent with the new MSCHE Standards.
- Assign one Standard to each working group, providing clear distinction of duties between the groups.
- Bring focus to the Standards of particular concern to MSCHE in the past, particularly Standards 2, 3, 6, and 7, which fall under current Standards II, V, and VI.
- Facilitate cooperation, transparency, and engagement across the institution to ensure Cabinet areas contribute to address the Standards.
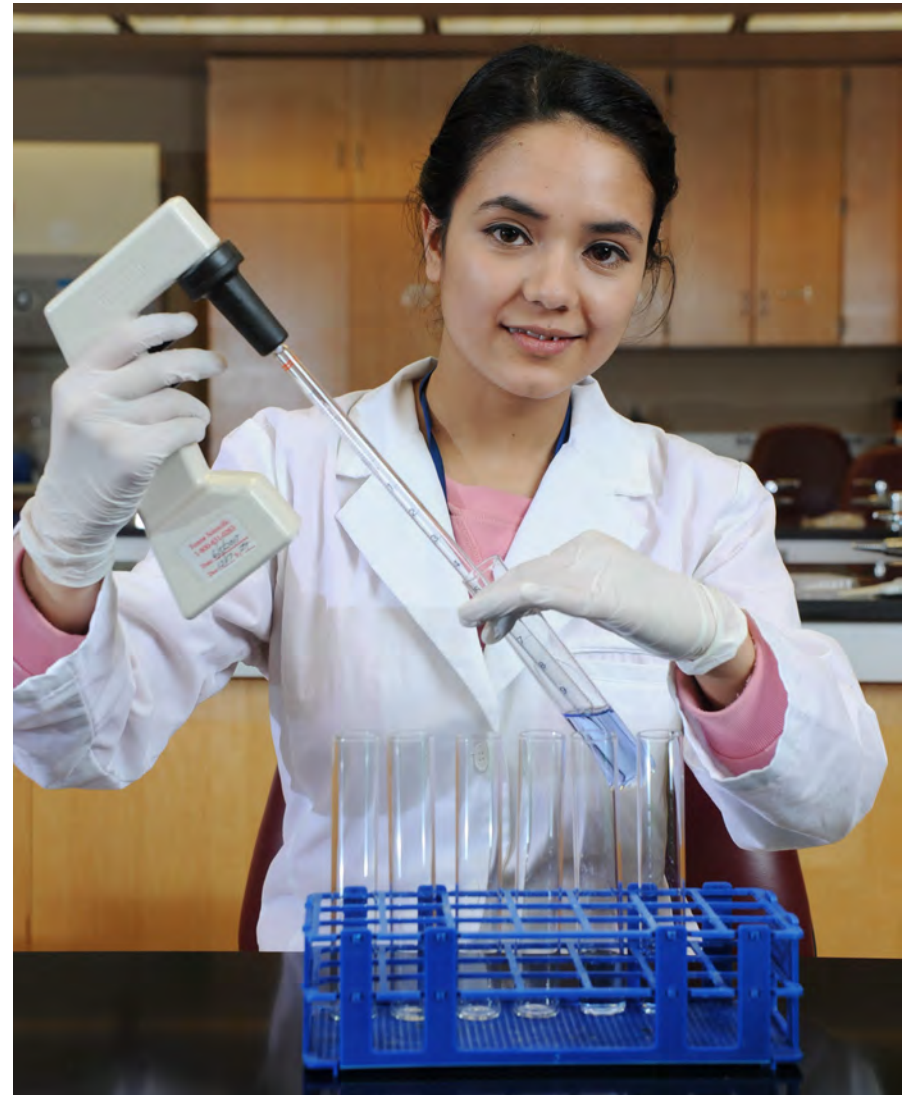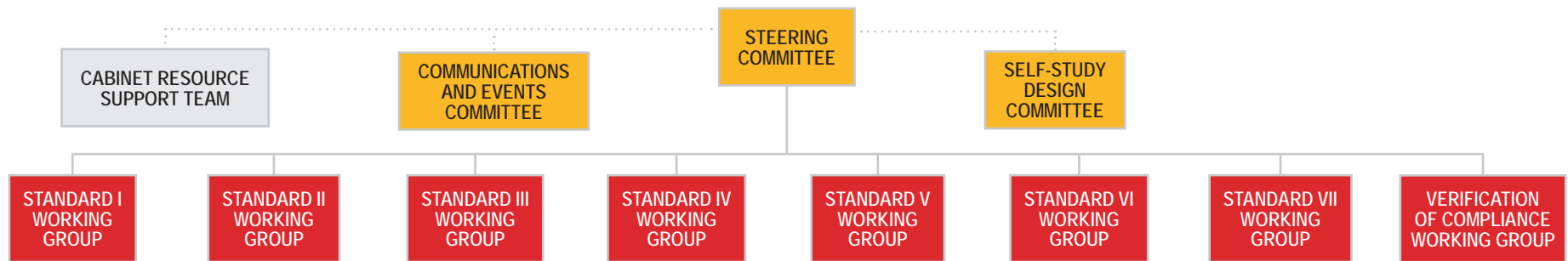
# 5. Organizational Structure of the Steering Committee and Working Groups

The Steering Committee membership, detailed below, includes faculty, staff, and administrators from across the College's Cabinet areas.

**TABLE 6: STEERING COMMITTEE**

| | |
|---|---|
| Co-Chair, Steering Committee | **Eileen F. Hawkins**, Director of Institutional Research |
| Co-Chair, Steering Committee | **Courtney B. Ross**, Dean of School of Nursing and Health Professions |
| Co-Chair, Standard I: Mission and Goals | **Michael Berends**, Director of Marketing |
| Co-Chair, Standard I: Mission and Goals | **James Dyett**, Professor and Program Coordinator, Physical Therapist Assistant Program |
| Co-Chair, Standard II: Ethics and Integrity | **Charles Hall**, Assistant Vice President for Human Resources |
| Co-Chair, Standard II: Ethics and Integrity | **Shawnette Shearin**, Director of Budget and Contracts |
| Co-Chair, Standard III: Design and Delivery of the Student Learning Experience | **Ghazanfar Mahmood**, Associate Dean of Nursing and Health Professions |
| Co-Chair, Standard III: Design and Delivery of the Student Learning Experience | **Brian Terrill**, Director of E-Learning |
| Co-Chair, Standard IV: Support of the Student Mission | **Anthony McEachern**, Associate Dean for Arts and Social Sciences |
| Co-Chair, Standard IV: Support of the Student Mission | **Johnnie Owens**, Director of Student Success Center |
| Co-Chair, Standard V: Educational Effectiveness | **Nicole Deutsch**, Director of Assessment |
| Co-Chair, Standard V: Educational Effectiveness | **Katana Hall**, President of Faculty Senate, Chair of Program Review and Evaluation Committee, and Professor of English and Theater |
| Co-Chair, Standard VI: Planning, Resources and Institutional Improvement | **Peter Farrell**, Deputy Chief Information Office |
| Co-Chair, Standard VI: Planning, Resources and Institutional Improvement | **Anna Lansaw**, Director of Procurement |
| Co-Chair, Standard VII: Governance, Leadership, and Administration | **Eileen Waitsman**, Controller |
| Co-Chair, Standard VII: Governance, Leadership, and Administration | **Patricia Raines**, Bursar/Director of Student Accounting |
| Self-Study Coordinator, Accreditation Liaison Office | **Laura Cripps**, Vice President of Academic Affairs |
| Self-Study Coordinator | **Becky Burrell**, Vice President of Institutional Effectiveness, Research and Planning |

```
                                              STEERING
                                              COMMITTEE

  CABINET RESOURCE          COMMUNICATIONS                    SELF-STUDY
  SUPPORT TEAM              AND EVENTS                        DESIGN
                           COMMITTEE                          COMMITTEE

STANDARD I   STANDARD II   STANDARD III  STANDARD IV  STANDARD V   STANDARD VI  STANDARD VII  VERIFICATION
WORKING      WORKING       WORKING       WORKING      WORKING      WORKING      WORKING       OF COMPLIANCE
GROUP        GROUP         GROUP         GROUP        GROUP        GROUP        GROUP         WORKING GROUP
```

The role of the Steering Committee will provide transparent communication and leadership to successfully complete the Self-Study. It is comprised of faculty and staff, many of whom will serve as Co-Chairs of the Working Groups. The Steering Committee will coordinate training for the utilization of tools, and technology, enforce deadlines and set timelines. The Steering Committee is responsible for compiling the draft Chapters of working groups and editing these to produce interim and final drafts of the Self-Study Report. They are also responsible for reviewing and maintaining the evidence process, including removing duplication and escalating evidence requests to Cabinet as appropriate.

**President's Intervention**
The Self-Study Coordinators and Self-Study Co-Chairs will meet weekly to bring critical matters and gaps to the President for intervention.

**Self-Study Coordinators**
The Self-Study Coordinators will support the Steering Committee Co-Chairs and oversee the Self-Study process.

**Steering Committee Co-Chairs**
The Steering Committee Co-Chairs will lead the Steering Committee, with respectful and equitable direction. They will set agendas for the meetings. Steering Committee Co-Chairs will be available to attend Working Group meetings to assist if needed.

**Working Group**
Working Groups will meet weekly, where individual members will report progress on their responses to the Standard, using the research questions to guide the narrative. These updates will be captured within the templated document 'Working Group Members Progress report' and archived in the SharePoint site.

Working Group Members will identify evidence and list this as part of their Progress Report. They will also be responsible for adding the evidence to the Evidence Log. Each Working Group will be responsible for creating drafts of the Chapter response for their Standard, as well as for the final Chapter draft. A summary of the stages of these drafts has been added to the timeline.

**Working Group Co-Chairs**
Working Group Co-Chairs are also Steering Committee members and will attend Steering Committee meetings on a bi-weekly basis with additional meetings scheduled as needed. They will report on the overall progress of their Working Group using the templated 'Working Group Co-Chairs Progress Report' form. Working Group Co-Chairs are responsible for reaching out to discuss evidence and topics of overlap with the working groups of connected Standards. Finally, Working Group Co-Chairs are responsible for submitting templated Evidence Request forms on behalf of their Working Group members. Copies of all templated forms are

in the Appendix. A summary of all products and deadlines has been included within the Timeline.

**Cabinet Resources**
The College's Cabinet will serve as a resource support team for any additional material needed by the working groups.

**Self-Study Coordination Meetings**
The Self-Study Coordinators and Steering Committee Co-Chairs will meet weekly to review the overall progress of the Self-Study. When needed, the President's Intervention meetings will be called by the Self-Study Coordinators, to resolve institutional matters. Working with the Communications and Events Committee the Self-Study Coordinators will schedule campus-wide events such as the President's Forum, Board of Trustees and Community Partner engagements, conference attendance and maintain the Self-Study budget.

**Student Engagement**
The voice of the student body will be reflected in the information collected by the Working Groups through coordinated efforts with the Student Government Association, Student Trustee, Faculty Senate, Student Affairs, and Workforce Development and Continuing Education.

**WORKING GROUP**

This Working Group's focus is how the institution's mission defines its purpose within the context of higher education, the students it serves, what it intends to accomplish, how its stated goals link to its mission and specify how the institution fulfills its mission.

Research questions to guide this Working Group include the following.

1. What are the College's mission and goals?

    A. How were the mission and goals developed?

    B. What internal and external contexts influenced the mission and goals

    C. How are the mission and goals supported by the Board of Trustees?

    D. How do the mission and goals relate to planning, resource allocation, curriculum development, and institutional outcomes?

    E. How do the mission and goals support scholarly inquiry and creative activity?

    F. How are the mission and goals disseminated within the College?

    G. How are the mission and goals evaluated?

2. Are the College's goals realistic, appropriate, and aligned with the mission?

3. Are the College's goals supported by academic and nonacademic student services?

4. How does the College periodically assess its mission and goals?

**TABLE 7: STANDARD I WORKING GROUP**

| Role | Name | Title |
| --- | --- | --- |
| Co-Chair | Michael Berends | Director, Marketing |
| Co-Chair | James Dyett | Professor & Program Coordinator, Physical Therapist Assistant |
| Member | Quintin Davis | Associate Dean, Business and Technology |
| Member | Betsy Mackey | Associate Director, English Language Services |
| Member | Afreya Lucas | Assistant Director, EEO and Compliance |
| Member | Ja Hon Vance | Professor, English |
| Member | Kimberly Woolford | Accounts Clerk I |
| Member | Harvey Dorrah | Associate Vice President, Academic Affairs |
| Administrative Support | Crystal Lucas | Administrative Assistant, School of Business, Science, Technology, Engineering, and Mathematics |

## WORKING GROUP

This Working Group's focus is how the College, in all its activities, is faithful to its mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully.

Research questions to guide this Working Group include the following.

1. How does the College demonstrate its respect for intellectual property rights and commitment to academic, intellectual, and expressive freedom?

2. How does the College foster a climate of respect among students, faculty, staff, and administration?

3. How does the College's grievance policy demonstrate fairness and impartiality while assuring prompt, appropriate, and equitable resolution?

4. How does the College avoid conflicts of interest and the appearance of such conflicts

5. How does the College conduct fair and impartial human resources practices, specifically in the hiring, evaluation, promotion, discipline, and separation of employees?

6. How does the College ensure honesty in public relations, marketing, recruitment, and internal communications?

7. How does the College demonstrate ethics and integrity in its mission, services, and programs?

    A. How does the College promote affordability and accessibility?

    B. How does the College empower students to make informed, value-added financial dec sions about their education?

8. How does the college maintain compliance with reporting requirements?

    A. How does the College ensure full disclosure of institutional assessment, graduation and retention rates, and certifications and lic  nsures?

    B. How does the College ensure compliance with the Commission's Requirements of Affiliation

    C. How does the College ensure the timely disclosure of substantive changes?

    D. How does the College ensure compliance with the Commission's policies?

9. How does the College periodically assess the College's ethics and integrity?

### TABLE 8: STANDARD II WORKING GROUP

| Role | Name | Title |
| --- | --- | --- |
| Co-Chair | Shawnette Shearin | Director, Budgets & Contracts |
| Co-Chair | Charles Hall | Assistant Vice President, Human Resources |
| Member | Tad Delay | Assistant Professor, Philosophy |
| Member | Tracie Williams | Director, College Relations/ Community Outreach |
| Member | Richard Walsh | Senior Analyst & Budget Coordinator |
| Member | Saleem Chaudry | Director, Financial Aid |
| Member | Naesea Price | Professor, Developmental English |
| Member | Kenneth Hopkins | Manager, Job Placement & Employee Engagement |
| Administrative Support | Nisha Thomas | Administrative Assistant to the Vice President, Student Affairs |

**WORKING GROUP**

This Working Group's focus is how the institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels and are consistent with higher education expectations.

Research questions to guide this Working Group include the following.

1. Does each academic pathway lead to a degree, certificate, or ot er recognized higher education credential?
   A. Is the length of each pathway appropriate for the objectives and credentials?
   B. Is the pathway coherent?
   C. Does the pathway promote synthesis of learning?
2. How are student learning experiences designed, delivered, and assessed?
   A. How does the College ensure that faculty are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and College service?
   B. How does the College ensure the qualifications of faculty nd staff that support student learning?
   C. How does the College ensure that the pool of faculty and staff are sufficient in number to support student learning
   D. How does the College ensure that faculty and staff are provided with and utilize sufficient professional development opportunities, esources, and support?
   E. How does the College ensure that student learning experiences are reviewed regularly and equitably?
3. Is each academic program of study clearly and accurately described in official publications of the College such that students are abl to understand and follow degree and program requirements?
4. Are there sufficient learning opportunities and resources to su port both the College's programs of study and students' academic progress?

### TABLE 9: STANDARD III WORKING GROUP

| Role | Name | Title |
|---|---|---|
| Co-Chair | Ghazanfar Mahmood | Associate Dean, Nursing & Health Professions |
| Co-Chair | Brian Terrill | Director, E-Learning |
| Member | Nathan Cook | Assistant Professor, Math & Engineering; Curriculum & Instruction Committee |
| Member | Evelyn Garcia | Assisstant Professor & Program Coordinator. Criminal Justice and Legal Assistant |
| Member | TBD | Assistant Vice President, Student Affairs |
| Member | Fred Paraskevoudakis | Professor, Physical Science |
| Member | Leslie Jackson | Director, TRIO Student Support Services |
| Member | Darryl Rogers | Director, Adult Basic Education |
| Member | Patricia Fisher | Contract Technician |
| Administrative Support | Lynette Little | Administrative Assistant, School of Business, Science, Technology, Engineering, and Mathematics |

5. Is there a free-standing or integrated general education program?
   A. Does the general education program offer a sufficient scope to dra students into new areas of intellectual experience?
   B. Does the general education program offer a curriculum that includes oral and written communication, scientific and quantitative reasonin , critical analysis and reasoning, technological competency, information literacy, values, ethics, and diversity?
6. How does the College adequately and appropriately review and approve any learning opportunity that is designed, delivered, or assessed by a third-party provider?
7. How does the College periodically assess the design and delivery of the student learning experience?

## WORKING GROUP

This Working Group's focus is how the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings; and how the institution commits to student retention, persistence, completion, and success through a coherent, effective, and sustainable support system that enhances the quality of the learning environment and educational experience and fosters student success.

Research questions to guide this Working Group include the following.

1. What are the College's policies and processes for admitting, retaining, and facilitating the success of students?

   A. Does the College provide accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans repayment, and refunds?

   B. What is the College's process for identifying, placing, and supporting students who are not prepared to study at the level for which that have been admitted?

   C. What are the College's orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience?

   D. What is the College's process to enhance achievement of students' goals?

      i. Certificate and degree completio

      ii. Transfer to other institutions

      iii. Post-completion placement

2. What are the college's policies and procedures regarding the evaluation and acceptance of transfer credits and credit through other alternative learning approaches?

**TABLE 10: STANDARD IV WORKING GROUP**

| Role | Name | Title |
|---|---|---|
| Co-Chair | Anthony McEachearn | Associate Dean, Arts & Social Sciences |
| Co-Chair | Johnnie Owens | Director, Student Success Center |
| Member | Jamie Gillis | Coordinator, E-Learning |
| Member | Sharon Stoddard | Registrar |
| Member | Ebony McFadden | Director, Workforce Development & Employment Placement |
| Member | Dawna Attig | Director, Client Services |
| Member | Charice Hayes | Assistant Professor, Business Administration |
| Member | Tamara Payne | Assistant Professor, Visual Arts |
| Member | Constance Mannone | Electronic Resources Librarian |
| Administrative Support | Yesenia Jarrett | Administrative Assistant, Finance & Administration |

3. What are the College's policies and procedures for the safe and secure maintenance and appropriate release of student information and records?

4. Are athletic, student life, and other extracurricular activities regulated by the same academic, fiscal, and administrative principles and proced res that govern all other programs?

5. What is the College's process for the review and approval of student support services designed, delivered, or assessed by third-party providers?

6. How does the College periodically assess the effectiveness of programs supporting the student experience?

## WORKING GROUP

This Working Group's focus is how the assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, institutional mission, and appropriate expectations for higher education institutions.

Research questions to guide this Working Group include the following.

1. Does the College have clearly stated educational goals at the institutional and degree/program levels?
   A. Are the goals interrelated?
   B. Do the goals contain relevant educational experiences?
   C. Are the goals relevant to the College's mission?
2. Does the College evaluate the extent of student achievement of institutional and degree/program goals through organized and systematic assessments, conducted by faculty and/or appropriate professionals?
   A. Does the College define meaningful curricular goals with def  nsible standards for evaluating whether students are achieving those goals?
   B. Does the College articulate how students are prepared in a manner consistent with their mission for successful careers, meaningful lives, and further education?
   C. Does the College collect and provide data on the extent to which students are meeting these goals?
3. Does the College support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders?
   A. Does the College use assessment results for the improvement of educational effectiveness?
   B. Does the College use assessment results to assist students in improving their learning?
   C. Does the College use assessment results to improve pedagogy and curriculum?
   D. Does the College use assessment results to review and revise academic programs and support services?
   E. Does the College use assessment results to plan, conduct, and support a range of professional development activities?
   F. Does the College use assessment results to plan and budget for the provision of academic programs and services?

### TABLE 11: STANDARD V WORKING GROUP

| Role | Name | Title |
|---|---|---|
| Co-Chair | Katana Hall | Professor, English & Theater/Faculty Senate President/Chair, Program Review & Evaluation |
| Co-Chair | Nicole Deutsch | Director, Assessment |
| Member | Chuck Marquette | Director, Workforce Development |
| Member | Paul Long | Professor, English; Curriculum & Instruction Committee Chair |
| Member | Caleb Yirdaw | Recruiter/Advisor |
| Member | Carole Quine | Professor, Developmental English; Chair of Student Learning Outcomes Assessment Committee |
| Member | John Pickett | Professor, English |
| Member | Anil Malaki | Associate Dean, Natural and Physical Sciences |
| Member | Tiloy Gilyard | Assistant Professor, Respiratory Care |
| Member | Rasheedah Evans | Student Success Advisor |
| Administrative Support | Theresa Tunstall | Administrative Assistant, School of Arts & Social Sciences |

G. Does the College use assessment results to inform appropriate constituents about the College and its programs?
H. Does the College use assessment results to improve key indicators of student success, such as retention, graduate, transfer, and placement rates?
I. Does the College use assessment results to implement other processes and procedures designed to improve educational programs and services?
4. Does the College review and approve of assessment services designed, delivered, or assessed by third-party providers?
5. How does the College periodically assess the effectiveness of the assessment processes utilized by the College for the improvement of educational effectiveness?

## WORKING GROUP

This Working Group's focus is how the institutional planning processes, resources, and structures align with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Research questions to guide this Working Group include the following.

1. Does the College have institutional objectives, both institute-wide and for individual units?

    A. Are the objectives clearly stated?

    B. Are the objectives appropriately assessed?

    C. Are the objectives linked to the College's mission and goals?

    D. Do the objectives reflect the conclusions drawn from assessment results?

    E. Are the objectives used for planning and resource allocation?

2. Does the College have clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results?

3. Does the College have a financial planning and budgeting proces ?

    A. Is the process aligned with the College's mission and goals?

    B. Is the process evidence-based?

    C. Is the process clearly linked to the College's strategic plan?

    D. Is the process clearly linked to individual unit plans?

4. Does the college have the fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered?

    A. What has the college learned as the result of the COVID pandemic?

    B. Are there still areas for institutional improvement should a significan event disrupting college operations, happen again?

5. Does the College have well-defined decision-making processes an   clear assignment of responsibility and accountability?

### TABLE 12: STANDARD VI WORKING GROUP

| Role | Name | Title |
|------|------|-------|
| Co-Chair | Anna Lansaw | Director, Procurement |
| Co-Chair | Peter Farrell | Deputy Chief Information Officer |
| Member | Mark Conard | Dean, School of Arts & Social Sciences |
| Member | Kate Zurlage | Assistant Vice President, Facilities |
| Member | Bob Iweha | Professor, Anatomy & Physiology |
| Member | Nina Mason | Assistant Director, Human Resources & Payroll |
| Member | Charles Wilson | Research Analyst II |
| Member | Denise Holland | Associate Professor and Program Coordinator, Cybersecurity and Assurance; Faculty Senate, Vice President |
| Member | Sherie Taylor-Daniel | Building Security Office |
| Administrative Support | Takiyah Hamilton | Administrative Assistant, Information Technology |

6. Does the College conduct comprehensive planning for facilities, infrastructure, and technology?

    A. How does the College consider sustainability and deferred maintenance?

    B. How is this planning linked to the College's strategic and financia planning processes?

7. Does the College conduct an annual independent audit to confirm financia viability?

    A. Does the College have evidence of follow-up on any concerns cited in the audit's accompanying management letter?

8. What are the College's strategies to measure and assess the adequacy and utilization of the College's resources?

9. How does the College periodically assess the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources?

**WORKING GROUP**

This Working Group's focus is how the institution is governed and administered to allow it to realize its stated mission and goals to effectively benefit the institution, its students, and other constituencies.

Research questions to guide this Working Group include the following.

1. Does the College have a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency?

2. Does the College have a legal constituted governing body?

   A. Does the governing body serve the public interest?

   B. Does the governing body ensure that the College clearly states and fulfills its mission and goals

   C. Does the governing body have fiduciary responsibility for he College?

   D. Is the governing body ultimately accountable for the academic quality, planning, and fiscal well-being of the College

   E. Does the governing body have sufficient independence and e pertise to ensure the integrity of the institution?

   F. Does the governing body ensure that neither the governing body nor its individual members interfere in the day-to-day operation of the College?

   G. Does the governing body oversee, at the policy level, the quality of teaching and learning?

   H. Does the governing body oversee, at the policy level, the approval of degree programs and the awarding of degrees?

   I. Does the governing body oversee, at the policy level, the establishment of personnel policies and procedures?

   J. Does the governing body oversee, at the policy level, the approval of policies and bylaws?

   K. Does the governing body oversee, at the policy level, the assurance of strong fiscal management

   L. Does the governing body play a basic policy-making role in financia affairs to ensure integrity and strong financial management

   M. Does the governing body appoint and regularly evaluate the performance of the President?

**TABLE 13: STANDARD VII WORKING GROUP**

| Role | Name | Title |
|---|---|---|
| Co-Chair | Eileen Waitsman | Controller |
| Co-Chair | Pat Raines | Bursar/Director, Student Accouting |
| Member | TBD | Director, Legislative Affairs |
| Member | Noah Northcott-Grant | Director, English Language Services |
| Member | Natasha Williams | Director, Testing Center |
| Member | Petal Sumner | Professor, Mathematics; Program Review & Evaluation Committee; Student Learning Outcomes Assessment Committee |
| Member | Edna Street-Jones | Professor & Program Coordinator, Dental Hygiene Program |
| Member | James Revis | Maintenance Carpenter |
| Administrative Support | Myra McCullough | Administrative Assistant, School of Nursing and Health Professions |

# 6. Guidelines for Reporting

Working Groups will use the following products and forms located in the Appendix, to identify and collate evidence for the Self-Study:

- Evidence Request Form – Interviews, Reports and Data Requests
- Working Group Members Progress Report Form
- Working Group Co-Chairs Progress Report Form
- Action Plan Form – for identifying new or existing opportunities for improvement
- Standard Chapter Drafts and Final Report
- Self-Study Draft and Final Report

In addition, the following resources will also be available:

- Opportunities for training through conferences and webinars provided by MSCHE and the College.
- Comprehensive and accessible SharePoint site which includes MSCHE guidance, exemplars from other institutions, and College documentation for reference.
- Periodic open "drop in" sessions, held virtually, to provide a forum for questions, concerns, and input.



## File Management

Using SharePoint as a central hub allows the Working Groups to collate and cross reference information in one location. Teams will have the ability to access data and information relevant to the overall project, via the Evidence Log. Since the SharePoint Site will be housed inside the Baltimore City Community College network, it is private and secure with access to folders being managed through the member administration features within SharePoint.

Folders are front-loaded by Standard's name and number. Members of a Working Group can upload the files inside their Standard's folder.

All files uploaded by Working Group Members should contain the number of the Standard, the criteria being responded to, and the eight-digit date in the format of:

- Standard X_# _YYYYMMDD (for narrative)
- WorkingGroupMembersProgressReport_YYYYMMDD
- WorkingGroupCoChairsProgressReport_YYYYMMDD
- ActionPlanForm_YYYYMMDD
- EvidenceRequestForm_YYYY_Name of Document (for evidence)

The Evidence Log is a running list of all evidence referred to within the Chapter reports, and in the Final Self Study. Each Working Group will use a unique numerical identifier, to categorize each piece of evidence being logged. There is also a notes field for each item in the log, where a brief description of the evidence will be added. For example:

| Standard V_001 | List of Gen ed courses from the 22-23 catalog (pg 5). |
|---|---|

To manage the evidence needs across the Working Groups, an Evidence Request Form will be utilized. The completed forms will be shared with the Steering Committee to coordinate the collection of evidence to prioritize and streamline requests.

# 6. Guidelines for Reporting, Cont.

## STYLE

The College's writing and reference style follows the guidance of the American Psychological Association's APA Style, 7th Edition. Guidelines for document formatting are presented in Table 14. The Core Planning Team has developed templates reflecting this document style for use by the Steering Committee and Working Groups.



**TABLE 14: DOCUMENT FORMATTING GUIDE**

| Item | Setting |
| --- | --- |
| Software | Microsoft 365 Word |
| Margins | 1 inch |
| Font | Cambria 10 |
| Spelling & Grammar | American English |
| Headers | 0.3" from top<br>BCCC Logo (Height: 0.3", Width: 0.86") anchored to top left<br>Top Line: Authoring Group, Small Caps, Right-Justifie<br>Second Line: "Baltimore City Community College", Small Caps, Right-Justifie |
| Footers | 0.45" from bottom<br>Auto-updated date/time stamp, left-justified, mm/dd/yyyy hh:mm AM/PM<br>Page number, Right-Justifie |
| Paragraphs | Left-Justifie<br>Space Before: 0pt<br>Space After: 10 pt<br>Include spacing between paragraphs of the same style<br>No indent |
| Titles | Bold, Centered<br>Space Before: 0 pt<br>Space After: 15 pt<br>Top Border: Double solid 0.5 pt lines, 6 pt border spacing<br>Top Border: Double solid 0.5 pt lines, 6 pt border spacing |
| Subtitles | Italic, Small Caps, Left-Justifie<br>Space Before: 0 pt<br>Space After: 10 pt |
| Heading 1 | Bold, Left-Justifie<br>Bottom Border: Solid 0.25 pt line, 0 pt border spacing<br>Space Before: 24 pt<br>Space After: 0 pt |
| Heading 2 | Bold, Left-Justifie<br>Space Before: 24 pt<br>Space After: 0 pt |
| Tables | See APA Style, 7th Edition |

# 7. Organization of the Final Self-Study Report

Chapter 1: Executive Summary, Compliance Certification, and Requirements of Affiliation

Chapter 2: Baltimore City Community College (BCCC)
  • Introduction
  • History

Chapter 3: The Self-Study Process

Chapter 4: Standard I – Mission and Goals

Chapter 5: Standard II – Ethics and Integrity

Chapter 6: Standard III – Design and Delivery of the Student Learning Experience

Chapter 7: Standard IV – Support of the Student Experience

Chapter 8: Standard V – Educational Effectiveness Assessment

Chapter 9: Standard VI – Planning Resources, and Institutional Improvement
  • Budget Development Process
  • Master Plan Updates

Chapter 10: Standard VII – Governance, Leadership, and Administration Policy Development

Chapter 11: Conclusion
  • Next Steps

Glossary

Acronyms

Appendices

**Format and Structure**
The format of the Self-Study will reflect the document and style guidance provided in Section VI: Guidelines for Reporting. Each Standard will be addressed with the following structure:

  • Overview

  • Process

  • Results

  • Discussion

  • Recommendations

# 8. Verification of Compliance Strategy

The Verification of Compliance Working Group will consist of the Self-Study Coordinators, various Cabinet members, Director of Financial Aid, and Registrar. This Working Group will be responsible for the verification of the compliance process, including:

- Ensuring MSCHE Verification of Compliance with Accreditation-Relevant Federal Regulations.
- Verifying and documenting institutional compliance as developed by the United States Department of Education and compliance with the MSCHE Requirements of Affiliation.
- Reporting on Compliance with Accreditation-Relevant Federal Regulations the semester before the site visit.
- Reviewing the institution's Compliance Review Report from MSCHE and fulfill any requests for additional information as needed.

# 9. Self-Study Timetable

**TABLE 15: SELF-STUDY TIMETABLE**

| Category | Item | Dates/Frequency |
|---|---|---|
| Core Planning | Self-Study Logistics | Weekly (February – August 2022) |
| Working Groups | Standards-Based Self-Study | Weekly |
| Steering Committee | Self-Study Oversight and Guidance | Bi-Weekly |
| Cabinet Resource Support Team | Self-Study Evidence Preparation | Bi-Weekly |
| Communications and Events Committee | Self-Study Communications | Bi-Weekly |
| Verification of Compliance Committee | Self-Study Compliance | Bi-Weekly |
| Board of Trustees Meetings | Internal and External Stakeholders | Monthly (excluding July and August) |
| Core Planning | Check-In with Dr. Peavy | July 7, 2022 |
| Communication | College-Wide Kick-Off | August 2022 |
| Milestone | College-Wide Feedback and Discussion – Self-Study Design | October 7, 2022 |
| Communication | Mid-Point Peer Review | October 7, 2022 |
| Milestone | Annual Institutional Update | October 12, 2022 |
| Milestone | Self-Study Design Due | October 25, 2022 |
| Milestone | Self-Study Preparation Visit | November 9, 2022 |
| Communication | Self-Study Update (President's Forum) | End of November 2022 |
| Communication | MSCHE Annual Conference | December 2022 |
| Working Groups | Draft Answers to Research Questions Due | End of January 2023 |
| Communication | College-Wide Feedback and Discussion – Working Group Draft Reports (President's Forum) | February 2023 |
| Milestone | Team Chair Selection | February 2023 |
| Working Groups | Standard Chapter Drafts Due | End of February 2023 |
| Communication | Townhall for Community Partners and Stakeholders | March 2023 |
| Working Groups | Standard Chapter Final Drafts Due | Early May 2023 |
| Communication | College-Wide Feedback and Discussion – Working Group Chapter Drafts | May 2023 |
| Working Groups | Final Chapter Reports Due | June 2023 |
| Steering Committee | Interim Self-Study Draft Due | July 2023 |
| Communication | College-Wide Feedback and Discussion – Self-Study Draft Report (President's Forum) | August 2023 |
| Communication | Townhall for Community Partners and Stakeholders | August 2023 |
| Steering Committee | Final Self-Study Due (Internal) | End of August 2023 |
| Milestone | Annual Institutional Update | September 2023 |
| Communication | Board of Trustees Review | September 2023 |
| Milestone | Self-Study Due (to MSCHE) | Fall 2023 |
| Milestone | Chair's Preliminary Visit | Fall 2023 |
| Milestone | Evaluation Team Visit | Spring 2024 |
| Milestone | Committee on Evaluation Reports | Spring 2024 |
| Milestone | MSCHE Meeting | Spring 2024 |
| Milestone | Commission Action | Spring 2024 |

## COMMUNICATION AND EVENTS COMMITTEE

The Communications and Events Committee will lead the organization and dissemination of information to the College and community throughout the Self-Study process. The Committee is also charged with the organization of communication or related events.

Communication Criteria

- Define audiences in the content to include students, facult , staff, Board of Trustees, Cabinet, Faculty Senate, BCCC community, and external constituents (ex. Baltimore City Government, State of Maryland, etc.)

- Consider a Project Management Plan to include who, what, when, why, and how for deliverables completion, including dates, responsible party, events, and milestone dates, etc. Responsible parties should update their respective components of the plan each week.

- Incorporate communication channels and platforms such as Outlook email and scheduling, written communications, presentations, meeting schedules and reminders into existing copy. In other words, show how we will communicate.

- Include a measurement plan (survey or focus group, etc.) to ensure that all parties are receiving information about the Self-Study plan. This will determine that there are no gaps in communicating.

- Develop and implement a Positive Messaging Plan that promotes BCCC, Middle States, and the Self-Study process. This will set a positive tone and help sustain momentum about why the process matters. Delivery of messaging can take place using Canvas, email, posters, promotional items, website billboards, etc.

- Define where the Communication Plan is located on SharePoint si e.

In order to ensure a Self-Study process that is fully transparent and collaborative, a Communication and Events Committee will be created. Updates will be provided to the entire College Community in the following venues:

**Key**
▲ Monthly
● Semesterly
■ Ongoing

| Communication | Frequency |
| --- | --- |
| Board of Trustees meetings | ▲ |
| Electronic Steering Committee Communications for all Faculty Staff and Students | ▲ |
| President's Forum | ● |
| Institutional Professional Development Days | ● |
| Electronic updates with open access to the internal Self-Study SharePoint site | ■ |
| Electronic updates to a dedicated page on the College's website | ■ |
| Student Government Association meetings | ● |
| Townhall for community partners and stakeholders | ● |
| Adjunct Professional Development Days | ● |
| Advisory Board meetings | ● |
| Self-study student surveys | ● |

## EVALUATION TEAM PROFILE

The College seeks an Evaluation Team with expertise in urban community colleges that serve underrepresented populations and students whose responsibilities extend beyond classroom, caring for families and working one or more jobs while attending school. The Evaluation Team should be fluent in comprehensive Liberal Arts and and non-credit workforce and continuing education. Members should have a passion for serving the non-traditional student with creative, evidence-based strategies for holistic adult education.

**Team Chair**
President or former President; preferably with experience serving at colleges in the process of realignment. Someone with experience with governing boards and collective bargaining/unions.

**Team Members**
- CAO with broad experience in Liberal Arts and Career and Technical Education (CTE), Dual Enrollment (DE) and developmental education.
- Student Affairs individuals with experience in implementing a Enterprise Resource Planning (ERP) system.
- CFO with experience at state institutions with a high fiduciary responsibility
- The College is very interested in working with an evaluation team with similar challenges and experiences.

**Comparable Peers**
- Prince George's Community College
- BCCC is the only community college in Maryland that is a State agency; comparable peers are difficult to identif .

**Aspirational Peers**
- Community College of Philadelphia

**Competitor Institutions**
- Community College of Baltimore County
- Anne Arundel Community College
- Harford Community College

# 12. Evidence Inventory Strategy

Evidence will be housed in the College's Middle States SharePoint Site. Each Working Group will have access to their own folder within this site. Working Groups will identify and upload evidence to their designated folder using the naming conventions previously discussed.

Evidence Request Forms will be used to assist Working Group members in collecting needed information to support the respective standards. Each Working Group will have their own Evidence Log containing Standard, log number, title, and URL.

The Steering Committee will create a final Evidence Log as part of finalizing the Self-Study Report.

**Supporting Documents**
Quantitative and qualitative data points will be evaluated in conjunction with the College's policies, processes, and supporting documents for each Standard.
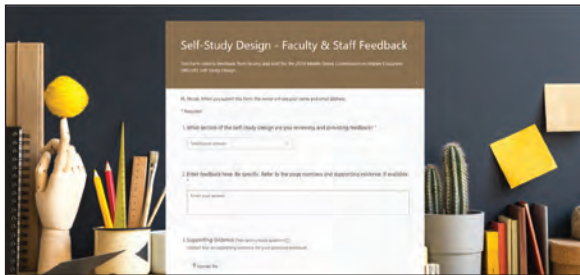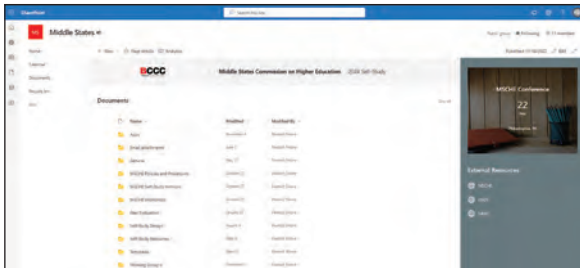




**Standard I – Mission and Goals**
• Realignment Plan
• Strategic Plan
• Facilities Master Plan
• Technology Plan
• Academic Master Plan
• Strategic Enrollment and Retention Plan

**Standard II – Ethics and Integrity**
• Strategic Plan
• Policies and Procedures
• Realignment Plan
• Student Code of Conduct
• Academic Program Handbooks
• College Catalog

**Standard III – Design and Delivery of the Student Learning Experience**
• Curriculum and Instruction Processes
• Curriculum Mapping
• Enrollment Data
• Program Goals and Learning Outcomes
• Realignment Plan

**Standard IV – Support of the Student Experience**
• Advising Manual
• Diversity, Equity, Inclusion & Accessibility Plan
• Realignment Plan
• Strategic Enrollment and Retention Plan
• Student Support and Wellness Processes
• Student Success Center Processes
• Grant Funded Initiatives
• Library Resources & Services
• Tutoring Processes

**Standard V – Educational Effectiveness Assessment**
• Assessment Guide
• Course-Level Student Learning Outcomes
• Curriculum Mapping
• Enrollment and Grade Data
• Learning Improvement Plans
• Program Learning Outcomes
• Program Review and Evaluation Process and Outcomes
• Realignment Plan
• Student, Faculty, and Advisory Group Feedback

**Standard VI – Planning, Resources, and Institutional Improvement**
• Maryland State Plan for Post-Secondary Education
• Performance Accountability Report
• Managing for Results Report
• Realignment Plan
• Audited Financial Statements and Reports
• Strategic Plan
• Auxiliary Enterprises
• Facilities Master Plan
• Information Technology Plan
• Budget Process

**Standard VII – Governance, Leadership, and Administration**
• Board of Trustees By-Laws
• Realignment Plan
• Strategic Plan
• State Oversight Processes and Reporting
• State Legislation
• Federal Reporting

## Evidence Request Form

1. **Evidence Requestor:** Complete Section I below. Email this form as an attachment to the prospective Evidence Provider. CC both Working Group Co-Chairs.
2. **Evidence Provider:** Compile the evidence files and complete Section II below. Return this form and the evidence, as attachments, by email to the Evidence Requestor and CC both Working Group Co-Chairs.
3. **Working Group Co-Chair:** Add the evidence to the Evidence Log and save the files to the Evidence Folder with the file name provided by the Evidence Log. Date and timestamp Section III below. Save this form to the Working Group's SharePoint folder.

**I. Evidence Requestor**
[Name]
[Title]
[Working Group]
**Criteria**
Describe the criteria for the evidence you are requesting. Identify any known files that may contain all or part of the evidence being requested. Be specific.
 1. [Criteria]
 2. [Criteria]

**II. Evidence Provider**
[Name]
[Title]

[Date]

Complete the table for each file provided. Add rows as needed.

| 1 | Year | 2022 |
|---|------|------|
| | Title | Sample |
| | File Name | Sample.pdf |
| 2 | Year | |
| | Title | |
| | File Name | |
| 3 | Year | |
| | Title | |
| | File Name | |
| 4 | Year | |
| | Title | |
| | File Name | |
| 5 | Year | |
| | Title | |
| | File Name | |

**III. Working Group Co-Chair**
[Co-Chair]
[Date and Time]

## Self-Study Feedback Form

Complete the Self-Study Feedback Form by replacing the [bracketed information] with your responses. Return this form, along with any supporting evidence, as an email attachment to: lcripps@bccc.edu
**Collaborators**

Provide the names and titles of each person who collaborated on the Self-Study Feedback Form.

| 1 | Name Title | |
|---|------------|---|
| 2 | Name Title | |
| 3 | Name Title | |
| 4 | Name Title | |
| 5 | Name Title | |

**Self-Study Feedback**
Provide feedback, organized by chapter.
 1. Chapter [N] – Title
    a. [Feedback]
 2. Chapter [N] – Title
    a. [Feedback]

**Supporting Evidence**
For each chapter, list the documents or website hyperlinks that were used, or could be used, to support the provided feedback.
 1. Chapter [N] – Title
    a. [Document]
 2. Chapter [N] – Title
    a. [Website Hyperlink]

**Working Group Co-Chair Progress Report Form**

**Reporting Period**
[month]

**Working Group [Roman Numeral]: [Title]**
[Name(s)]

**Research Questions**
List the research question(s) addressed in this Progress Report.
1. [research question 1]
2. [research question 2]

**Report**
Report on the key findings for each research question.
1. [research question 1]
2. [research question 2]

**Barriers**
Describe any barriers experienced by the Working Group.

**Action Plan Requests**
List the topic and rationale for any Action Plans that are requested by the Working Group.
1. [Topic]
[Rationale]
2. [Topic]
[Rationale]

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**Working Group Member Progress Report Form**

**Reporting Period**
[month]

**Working Group [Roman Numeral]: [Title]**
[Name(s)]

**Research Questions**
List the research question(s) addressed in this Progress Report.
1. [research question 1]
2. [research question 2]

**Report**
Report on the research questions in the order listed above.
1. [research question 1]
2. [research question 2]

**Barriers**
Describe any barriers to fully answering the research question(s).

**Action Plan**
Is an Action Plan needed to address barriers or the information found in the report? If yes, please describe.

**Evidence Referenced**
Complete the table for each piece of evidence referenced in the progress report. Refer to the Evidence Log to obtain the Evidence File Name. Add rows as needed.

| 1 | Evidence File Name | I_0_Sample.pdf |
| 2 | Evidence File Name | |
| 3 | Evidence File Name | |
| 4 | Evidence File Name | |

# 13. Appendix, Cont.