October 8, 2020

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 Maggie McIntosh
Chair, Appropriations Committee
Maryland House of Delegates
House Office Building, Room 121
6 Bladen Street
Annapolis, MD 21401

RE: 2020 Session Joint Chairmen's Report – Baltimore City Community College – Realignment Report

Dear Chairman Guzzone and Chairwoman McIntosh:

The *Joint Chairmen's Report on Fiscal Year 2021 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 has continued to be central to the College's operational change and strengthening of infrastructure. This 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 update report and the status of the Realignment Tasks; 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 on my cell 410-693-8878.

Sincerely,

Debra L. McCurdy

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
        Mr. Ian Klein, Budget Analyst, Department of Legislative Services
        The Hon. Kurt L. Schmoke, Esq., Chair, BCCC Board of Trustees
        Mr. Kevin Large, Special Assistant to the President/Director of Government Relations, BCCC

Baltimore City Community College

State of Maryland, October 2020
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."
Dr. Liesl Jones Vice President for Academic Affairs

Strategic Analysis of the College's course offerings and schedule

Working with an outside consultant a review of course offerings and scheduling of courses was completed in the spring of 2020. The data from this analysis will be used in conjunction with Program Review and Evaluation to determine priorities for hiring, allocating resources, and sunsetting or growing programs. We will begin the process of a full review of our current programs. The analysis will also be used to determine the development of new programs this year and the revision of current programs. For example, based on the review of the data it was determined that our Commuter Information Systems program teaches outdated languages and the courses are run at times when students cannot take them as we ran under enrolled. New courses will be developed based on modern languages and outdated courses will be deleted. The data regarding course scheduling was used to develop the fall schedule. We used the data from the analysis to determine the number of sections to offer for each course as well as the best times to offer those courses based on the enrollments and the fill rates. These current changes and continued review of the schedule will help to build schedules that are student centered and programs that meet the needs of the community we serve.

See attachments:
- Exhibit 1.1. Schedule and Courses Review
- Exhibit 1.2. MHEC Inventory of Classes

Program Development

During the Academic year 2019-2020 the college began the planning and the development of the Facilities Master plan. As part of that plan, the Nursing building is slated for renovation to increase the square footage and modernize the laboratories and lecture spaces. The programs housed in the nursing building will need the increased square footage in order to expand. During this Academic year, Nursing, Physical Therapy Assistant and Dental Hygiene will all be asking their accrediting bodies for a substantial change in program to increase the number of students admitted to the programs. We will also be looking to expand our Health Professions programs into Occupational Therapy and Radiology Technician. These two areas show a potential need in the labor market and will allow growth both in the credit and the workforce programs.

As we move into the next year of program review, we will be changing how program review and assessment is done. We will make more data driven decisions when reviewing programs for expansion or sunsetting by examining current enrollment, projected growth, revenue streams, labor market data along with current graduation rates and course completion data. One program under review for development is Game Design. E-sports is a billion-dollar industry and the Bureau of Labor Statistics projects a 4% growth in the field. As part of the program review, we will be developing a new Academic Master Plan. The current Academic Master Plan has ended and with new leadership decisions regarding the direction for Academic Affairs will be made in line with the Strategic Master Plan. Part of the plan involves expanding Dual Enrollment. For fall 2020 we are offering 15 sections of courses to five different high schools with over 200 students participating. We are expanding the P-Tech program at Dunbar High School to better serve the students in our community and have 165 students participating at the three high schools.

Workforce

In the upcoming Academic Year, based on the Career Pathways, Workforce and Academic Affairs will be developing a plan to cross list courses such that students will get credit towards an Associate degree and/or a Certificate regardless if they are registered as Workforce or if they are registered in the Associate degree program. By reviewing the Education plans of the Associate degree programs and the Workforce career pathways we will develop a list of courses offered in Workforce programs that can be used as exemptions/substitutions for courses listed in the Associate degree program or for courses that serve as prerequisites. These actions will help students move between the different credential opportunities at the College.

See attachments:
- Exhibit 1.3. BCCC Career Pathways
- Exhibit 1.4. CTE Educational Plans

Baltimore City Community College

State of Maryland, October 2020
Dr. Debra L. McCurdy, President

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

As a result of the Realignment tasks, workforce development and job placement are integral to the work of the college. Credit and non-credit/workforce programs are aligning to create seamless Career Pathways, with increased engagement of the business community. College staffing and work processes have also been adjusted to support student success and transition to the workforce. Integrating staffing has led to new registration procedures, articulation agreements and increased funding for students completing workforce training programs, industry certifications, and degrees.

The college continues to expand business and community partnerships to increase alignment of workforce programs and courses to the economic development and workforce training needs in Baltimore. The Workforce Development and Continuing Education Division (WDCE) has developed new programs, offers new contract training, and has strengthened job placement services for all students and graduates.

In the past year, these programs have also transitioned to on-line and remote delivery of instruction and testing due to the pandemic. With a high unemployment rate and an increasing number of displaced workers seeking new training and job opportunities, the college has leveraged Federal, State and Foundation funding to support workforce training.

Develop new Workforce Development programs aligned to employment opportunities and increasing demand for training and upskilling unemployed and under-employed
- Developing new contract training with Johns Hopkins Hospital, University of Maryland Medical System, and BACH for training designed to advance Certified Nursing Assistants (CNAs) to higher-level Multi-Skilled Medical Technicians and Advanced Patient Care Technicians;
- **Expanding in-demand Transportation programs** with new **Diesel Technician II** training and a new **Commercial Driver's License (CDL)** Training program (Oct. start date);
- **Launching** a new **Community Health Worker** program that incorporates COVID-19 Contact Tracer instruction to meet employment needs in the region; and
- Offering new **Customer Service** training with a focus on hospitality services as well as customer call centers and on-line customer support systems.

See attachment:
- Exhibit 2.1. Sample Schedule of Workforce Training Programs

Expand funding and community partnerships to support student access to Workforce Development programs with the goal of free training for all program areas
- Increasing the number of approved training programs (from two (2) to five (5) training programs) eligible for Department of Labor and WIOA funding through Baltimore County and through Baltimore City Mayor's Office of Employment Development (MOED);
- Expanding FY21 funding for workforce training scholarships through the Baltimore Children and Youth Fund (BCYF), MHEC Workforce Sequence Scholarships; MHEC Cyber Warrior Diversity Program; and the Governor's Emergency Education Relief (GEER) Funding; and

- Increasing access to training for Department of Human Services (DHS) clients with approval as a SNAP E&T Program Training Provider and Baltimore City Department of Social Services (BCDSS) Training Provider.

See attachment:
- Exhibit 2.2. WIOA Approved Eligible Training Provider List

Work with business and community partners to increase student access to education and training programs, with supports for successful transition to employment
- Expanding partnerships with Human Services agencies and non-profit organization in Baltimore to provide wrap-around services and support for barrier removal for those participating in education and workforce training programs;
- Renewing contract training agreements with Healthcare providers in Baltimore, including BACH, UMMS, Johns Hopkins, and Bon Secours;
- Renewing annual training contracts with more than 10 non-healthcare partners, such as Maryland New Direction (Transportation), and Maryland Restaurant Association; and
- Expanding BCCC Career Services Offices to each campus location to increase access for students as they transition to employment. This also includes increased on-line support for career services and job placement for all BCCC graduates.

See attachment:
- Exhibit 2.3. Announcement of Kresge Foundation BOOST Award to Center For Urban Families (CFUF) and BCCC for Career Pathway Programs

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."
Dr. Liesl Jones, Vice President for Academic Affairs
Dr. Debora Johnson-Ross, Director, Mayor's Scholars Program

Multiple/Alternative Measures

This summer we implemented multiple or alternate measures to place students in their math and English courses. Some of the measures that were used to review transcripts for placement were overall high school GPA, SAT/ACT scores, grades in AP courses, GED and completion of the high school Transition Course. The rubric outlined in the State's Career and College Readiness Toolkit was used to develop the alternate measures for placement. The preliminary pass rate in math courses from the summer ranged from 68% to 92% based on the available data. These pass rates are higher than what has been reported in the past. We will be collecting data in the fall and spring semesters from the previous academic year and the current academic year to assess the use multiple measures for placement as compared to using ACCUPLACER. We will be gathering the data from the English courses as well. The change in placement methods for the fall 2020 semester has greatly reduced the number of students that were placed into remedial education. Prior to using multiple measures 98% of the students were placed into at least one if not two developmental courses. With the use of multiple measures this fall that percentage has dropped greatly to just over 50% of the students entering the College are placed into developmental education.

Program Development

Current education plans are under review to confirm accuracy and to update articulation agreements with our four-year institutions. We analyzed a number of our programs for transferability and are looking to change areas of concentration in Sciences to create a Biology degree and a Chemistry degree. The development of theses degrees will also coincide with the new, fourth P-Tech pathway, in General Science with Dunbar high school. We have developed a list of potential new programs based on labor market needs. With that we are looking at two new programs in Health Sciences: Occupational Therapy and Radiology Technician. We are looking to develop programs at Biopark such as Biomedical Engineering and programs on Liberty Campus such as Game Design. Finally, the review of the programs and of the scheduling of courses has shown that we need to update a number of programs in Computer Science and Business. The changes in the curriculum will be outline in the Academic Master Plan that will be developed.

See attachment:

- Exhibit 3.1. CCR/CCA Toolkit

Mayor's Scholars Program
Background
The Mayor's Scholars Program (MSP) began with Cohort I in the summer of 2018 and continues to support first time students transitioning from high school to college. High school graduates in their senior year apply to Baltimore City Community College (BCCC) to begin the MSP Summer Bridge program and continue into the Fall semester. The scholarship is last-dollar and covers mandatory tuition and fees after other sources of funding (financial aid and/or scholarships) are applied. The Mayor's Scholarship is available to students who are Baltimore city residents, including graduates of the Baltimore City Public School System (BCPSS), private school graduates and home schooled students. There is no high school GPA requirement and no citizenship requirement. Students may enroll in any BCCC certificate or degree program, including Workforce Development programs.

BCCC collaborates with the Baltimore City Mayor's Office and Baltimore City Public School System (BCPSS). As the academic center, BCCC provides instruction, academic support, student services support and core funding for the program. The Baltimore City Mayor's Office pays Fall and Spring semester tuition and fees for eligible students. The Baltimore City Public School System (BCPSS) facilitates networking with principals and guidance counselors to identify students and supports the program logistically by facilitating submission of high school transcripts. The majority of incoming students are from BCPSS so the collaboration is meaningful.

Staffing
The Mayor's Scholars Program began with a fairly large and insular staff that duplicated pre-existing College functions. With Cohorts II and III, staffing has evolved to a streamlined office of two, a director and administrative coordinator, who collaborate regularly with the offices that provide student support services. Complete integration of student services allows the college to maximize resources and students are supported by professionals in each area. Student Affairs, Academic Affairs and Workforce and Continuing Education work with MSP on a daily basis to ensure that scholars are an integral part of the student body.

Student Demographics
Student demographics with regard to race have held steady. The gender balance has shifted slightly with an increased proportion of women from 63% and 64% in the two previous cohorts to 70% for Cohort III.

The continuing partnership between BCCC and BCPSS is strong, evidenced by the high schools that consistently send ten or more students to the Mayor's Scholars Program.

See attachments:
- Exhibit 3.2. Cohort III Gender and Race
- Exhibit 3.3. BCPSS High Schools sending 10 or more students to MSP

Enrollment and Retention
Graduates
Two Cohort I MSP scholars graduated this summer. Christopher Davis transferred to the University of Baltimore with a Parsons Scholarship and Yitzchok (YY) Vidal is attending Towson University.

Enrollment

Two hundred fifty-eight (258) Cohort III students enrolled in the Summer Bridge program. Included in this number were:

- Youthworks participants   87
- CASA scholarship recipients   24
- ESL students   23
- Workforce students   32

Fall enrollment and retention numbers for all cohorts of Mayor's Scholars are below. The final enrollment for Summer Bridge 2020 was 258, 23% less than 2018 enrollment and 32% less than 2019 enrollment. The session began with 394 students and ended with 258, a decline of 35%. A number of factors may have contributed to the decline. Notably, the transition to a virtual environment for academics and student support affected many students. Some expressed discomfort with the online environment and chose to delay college. Others were adversely impacted by the pandemic and chose family obligations as a priority. The enrollment goal of 250 was exceeded however; there is a clear need to revisit recruitment and support for the next cohort.

A total of 495 MSP scholars are enrolled in the Fall 2020 semester, which includes 63 English Language Institute (ELI) credit students and 9 non-credit Workforce Development students. Registration is ongoing so the enrollment reported here may not be the final count for the semester.

See attachment:

- Exhibit 3.4. MSP Fall Enrollment and Retention

Summer Bridge 2020

Planning and preparation for Summer Bridge was a lengthy collaborative process and involved Cabinet level leadership from the divisions of Academic Affairs, Student Affairs, Workforce Development and Continuing Education (WDCE), Institutional Effectiveness, Research & Planning (IERP), Advancement and Strategic Partnerships (ASP), and Information Technology (IT) and their staffs. Academic Affairs offered professional development for MSP instructors in preparation for offering the entire academic program online. In addition, there was close collaboration with the Baltimore City Public School System to facilitate timely receipt of final high school transcripts.

The 2020 Summer Bridge differed from 2018 and 2019 by offering more credit accumulation and developmental course completion opportunities for students. It was also innovative by necessity, using Zoom as a platform to deliver all of the student support services. The virtual help desk implemented by the Mayor's Scholars Program has become a platform for providing advising, financial aid and general student support for the fall semester.

Academics

Students were offered college-level and developmental courses which allowed them to accumulate from one to six credits during the Summer II session. Students who had earned college credits via dual enrollment or PTECH were enrolled in general education courses. Non-credit courses were also offered for Workforce and English language students.

See attachment:

- Exhibit 3.5. MSP Summer Bridge Courses

Student Support Services and Programming

During Orientation week and throughout the Summer Bridge, various Student Affairs offices provided workshops, began preparing students for the Fall semester and offered opportunities for social engagement. Selected programming included:

- Student Engagement and Campus Services: Supporting You
- Disability Support Services
- Community Standards
- Online Learning for New College Students
- Living and Learning in a New Environment
- Test Anxiety and Time Management
- School Life Balance
- Understanding Your Educational Plan
- Preparing for Fall Registration
- MSP Chat and Chill
- Social activities: Kahoot (trivia game), Karaoke Battle, Dance Party

See attachment:
- Exhibit 3.6. Summer Bridge 2020 Overview Schedule

Innovation

An innovation begun to support students during the current environment, the Virtual Help Desk was started during the MSP Summer Bridge when support was offered to students during the office hours as they acclimated to online courses. In collaboration with Student Affairs, the help desk evolved to become a key system to ensure that students have access to advising, registration and financial aid support, in addition to general services such as resetting PINs to access the Panther Portal, submitting change of student information and change of major forms, accessing Canvas and ordering textbooks. Help desk hours are from 9am to 5pm (Monday, Thursday, Friday), 9am to 7pm (Tuesday, Wednesday), and 10am to 1pm (1st, 3rd, and 5th Saturdays).

Between August 17 and September 11, a total of 1,473 students (duplicates included) visited the virtual help desk. Excluding Saturdays, the daily average is 79 students. A staff of 12 supports the help desk. Three staff members are assigned fulltime (temporarily) and nine (9) others contribute from two to five hours per day. The Student Success Advisors use this platform for academic advising, a financial aid representative is available, and the TRIO/SSS-STAIRS team is advising their students and recruiting new students via the platform.

Forthcoming Reports

The forthcoming report to the Joint Chairmen will include data on credit accumulation for Cohorts I and II and a detailed report on financial aid received by Mayor's Scholars.

Baltimore City Community College
REALIGNMENT UPDATE – TASK #4
State of Maryland, October 2020
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."
Dr. Liesl Jones Vice President for Academic Affairs

Memorandum of Understanding BCPSS
Meetings were held this summer to discuss P-Tech, Dual Enrollment and the current MOU with Baltimore City Public Schools. Previously we have had two MOU's one for BCPSS and one for Renaissance Academy. The main MOU for City Schools does not expire until June 2023.

Dual Enrollment
For the fall semester we will be offering 15 sections of courses across 5 different high schools. We have developed a communication protocol to better inform the high schools of how their students are progressing in the courses. The communication plan is designed to better support the students. Additionally, the embedded tutoring model begun in spring 2020 for the fall will include faculty having office hours in the online tutoring shells. These changes will be assessed throughout the semester to determine what is working and what needs to change.

See attachment:
Exhibit 4.1. BCPSS MOU

Baltimore City Community College

REALIGNMENT UPDATE – TASK #5

State of Maryland, October 2020

Dr. Debra L. McCurdy, President

Realignment Task #5

"Align the budget of BCCC with realistic enrollment projections."

Ms. Becky Burrell, Vice President, Office of Institutional Effectiveness, Research and Planning

The Enrollment projections for eligible credit students are monitored closely throughout the year by BCCC administration. Credit enrollment is tracked and reported each day by the Office of Institutional Effectiveness Research and Planning (OIERP). Daily enrollment status for the institution is shared with the cabinet and other key stakeholders at the institution.

The enrollment projections for in-state credit students are developed/updated several times a year. The projections for the State budget which are due in early September to the Executive Branch (via Department of Budget of Management or "DBM"), are updated in mid-August. The credit enrollment projections are based on several factors including enrollment of dually enrolled, new, transfer, and returning students; retention rates; Baltimore City Public School System ("BCPSS") projected high school enrollment and graduation rates; Maryland Higher Education Commission ("MHEC") projections; and special initiatives such as the P-Tech program and the Mayor's Scholars Program. Based on trends related to Maryland residency and the ages of dually enrolled students, future ineligible credit FTE enrollment are projected.

See attachments:
- Exhibit 5.1 Historical Enrollment Headcount Trends 2000-2019
- Exhibit 5.2 Enrollment Projections 2020-2028

After these projections are developed, they are used to calculate various tuition and fee dollar amounts for the College. These enrollment projections affect restricted revenue calculations, including Pell grants, Federal Supplemental Education Opportunity Grant ("FSEOG"), and Federal Work-Study ("FWS"). The projected expenditure and enrollment levels are key factors in the consideration of tuition and fee adjustments to help balance the budget. Each February, updated projections are developed and enhanced to include the next set of multi-year projections. This calculation is used, based upon the aforementioned criteria to project at least three years beyond the previously submitted budget projection. This enhanced projection incorporates new enrollment and budget data pertaining to the most recently completed semesters. BCCC's budget (part of the Governor's Budget for the State) for the upcoming fiscal year is typically enacted by the State Legislature in early April. The College continues to align the budget with enrollment projections and has begun the change to enhance this process. A Comprehensive Enrollment Plan is being developed which will create a process which increases the involvement of more areas within the College for this projection. The Divisions of Student Affairs, Academic Affairs, Institutional Effectiveness Research and Planning, along with Administration and Finance will work together in implementing and updating this process. This progression will be used to develop the budget for the state and it will be a measure to determine such factors as optimal class size, untapped markets of potential students, and possible new income sources. This process has been designed to be ongoing and takes place throughout the year. Additional projections will focus on retention and student success measures, and be used for the College's multi-year projections.

One key factor in determining the realigning the enrollment is ensuring that enrollment and its infrastructure has been strengthened. Over the past year, BCCC has revised processes and identified personnel will further prepare the institution to build enrollment. Some of the specifically identified updates on these initiatives and activities from Fall 2019 and Spring 2020 are noted in the resource documents. The activities in the enrollment report have been provided to give detail on how BCCC plans to improve student enrollment. These initiatives and strategies

are organized by targeted student subpopulations that were specifically identified to serve as a precursor to the institution's forthcoming work on the comprehensive enrollment plan. The groups are: 1. Currently Enrolled Students/Retention; 2. Dual Enrollment; 3. Near Completers and Complete College Baltimore; 4. LatinX; 5. Veterans and Military Students; 6. International Students; 7. Year Up; 8. Workforce Development and Continuing Education; 9. Promise Academy; and 10. Granville T. Woods Scholars Program.

See attachments:
- Exhibit 5.3 2020 BCCC Enrollment and Mayor's Scholars Program Report
- Exhibit 5.4 2020 Annual Cultural Diversity Report

PERSONNEL UPDATES

The majority of the College's executive leadership team has been in place for less than fifteen months– the President, the Vice President of Academic Affairs, the Vice President of Student Affairs, the General Counsel and the Vice President, Institutional Effectiveness, Research and Planning, and the Mayor's Scholar's Program Director. The Vice Presidents of Workforce Development and Continuing Education and Advancement and Strategic Partnerships are the only executive leadership team members who have been at the College for a longer period. This administration has directed a new sense of collaboration and innovation toward the work of the College.

Many of the leaders for the enrollment management functions within Student Affairs have been hired over the six months. All of these individuals are seasoned practitioners. Many of them either possess or are working toward the obtaining of a terminal degree.
- The new Director of Admissions, Dr. Jason Morgan, began on September 1, 2020.
- A newly created position, Associate Director of Admissions for Dual Enrollment, has been created and filled by Kijaffa Hall. Ms. Hall began this position on September 1, 2020.
- The new Associate Director for Financial Aid, Saleem Chaudhry, began on September 8, 2020.
- The Director of Financial Aid, Dawn Langdon, began on September 24, 2020.

PROCESS IMPROVEMENTS

Noted below are some of the improvements that have taken place to strengthen enrollment and to solidify a sound foundation to increase FTEs for BCCC. A more detailed description of these initiatives and activities are noted in the resource documents.

- Student Portal—Modifications were made to the student portal to remove unnecessary language and links to create a less cumbersome registration experience. Students are now able to more quickly complete the registration process and view the bill.
- Admissions Process—Recent changes were made to the admissions process to create a bridge between the student information system and Hobsons CRM. This allows for a more proficiency as it relates to processing admissions applications. Additionally, completion of new student orientation was removed as a barrier to enrollment while continuing to promote the prerecorded student orientation as a benefit to student success. Student Affairs has also been working collaboratively with Academic Affairs to review high school transcripts as an alternate means for course placement.
- Admission Application—The admissions application is currently being reviewed to better track for subpopulations of students beyond general enrollment such as dual enrollment and Mayor's Scholars Program students. Additionally, an ongoing review of all current new student admissions operations, policies, and processes to identify inefficiencies and immediate opportunities for improvement. There are currently ongoing collaborations with IT to improve the data transfer between internal student communication systems as a means to notify students of missing application requirements;

- Website—Several enhancements to the website have been made to make the website more student friendly and targeted with the ease of allowing for efficient navigation. Some of these enhancements include:
  1. The registration webpage was updated to provide four easy steps to register for courses, to include links for course searches for the term, course descriptions, and a *Register Now* button for students to click to be sent directly to the student portal to complete registration. This change improved the office's overall efficiency to the registration process.
  2. The website for Dual Enrollment was enhanced to create a more interactive webpage. Students are now able to click on the available courses and view the course descriptions.
  3. Revised the primary admissions webpage to provide concise information and simplify the required steps to apply.
  4. Instituted an appointment booking system to provide current and prospective students a means of scheduling appointments with staff.
- Testing and Multiple Measures—It has been determined that all placement testing services will be suspended until the campus is no longer operating remotely. Placement is currently being done during the admissions process and students' transcripts, and other key indicators are being evaluated by Academics to determine initial placement for students. The use of multiple measures for academic placement was implemented along with the review of acceptable standards for foreign transcripts for new student course placement.
- Additional Term—Traditionally BCCC offers four sessions each semester—two eight week terms, a twelve week, and a sixteen week term. BCCC, like many other institutions, will be introducing a 10 week term during the Fall 2020 semester that will begin on October 5, 2020. This new ten-week term will provide another opportunity to assist students with getting registered for classes and more opportunities to take classes they need to complete degree and certificate programs. The ten-week term was strategically planned to align with the return of students to the Baltimore City Public School system to maximize opportunities for enrollment while also offering general education courses that current students can benefit from taking.

The President's cabinet closely monitors and tracks enrollment at BCCC. Additionally, the Chief Budget Officer also closely monitors the enrollment to determine if adjustments need to be made to the institution's budget to further support students, personnel needs, or adjustments for other resources. Over the next year, the College will create a comprehensive enrollment management plan. The processes that are associated with this plan will incorporate the management of enrollment projections. Updates to the upcoming fiscal year budget will be used to evaluate the alignment with the projections.

Baltimore City Community College
REALIGNMENT UPDATE – TASK #6
State of Maryland, October 2020
Dr. Debra L. McCurdy, President

Realignment Task #6
"Engage in a comprehensive review of all positions, faculty, and staff at BCCC."
Ms. Channa Williams, Interim Vice President, Finance and Administration

The College continues to take a comprehensive review of all positions including faculty and staff. BCCC is still in Phase 2 of this Realignment Task to review and determine position need. In this phase, the College is looking at the level of staff spread across many divisions to determine if positions can be consolidated, eliminated, or outsourced. This work continues to be in line with the Schafer Center Report which recommended that the College implement a transformational leadership model throughout the institution to focus the administration, faculty and staff on providing a quality education linked to the needs of the students.

With data integrity and accuracy at the forefront, the review of employees has been a significant priority. As a result, we have modified our categorical employee classifications to reflect accurately by isolating the contractual conversion employees based on our Board approved policy and procedures. Prior year reports included adjuncts, grant funded employees, employees working less than 30 hours, tutors, and secondary employment. These classifications should not have been included as they are ineligible for contractual conversion.

See attachments:
- Exhibit 6.1. Contractual Conversion Policy
- Exhibit 6.2. Contractual Conversion Procedures

In Fiscal Year 2020, the college continued to review both staff positions and contractual positions to determine conversion options. Per this review, there were no Fiscal Year 2020 contractual conversions to PIN employees.

BCCC's Contractual Conversion policy is voluntary for contractual employees. Employees are chosen based on tenure and have the option to be converted to a PIN. Several employees have declined conversion for various reasons including retirement or financial concerns.

Baltimore City Community College

REALIGNMENT UPDATE – TASK #7

State of Maryland, October 2020

Dr. Debra L. McCurdy, President

Realignment Task #7

"Establish strong relationships with key stakeholders."

Ms. Dawn Kirstaetter, Vice President for Advancement & Strategic Partnerships

Strengthening & Expanding Existing Partnerships

The College is continuing to enhance our partnerships with key stakeholders including the **Mayor's Office, Mayor's Office of Employment Development, City Schools** and the **City's Board of Elections** on the following initiatives:

- Mayor's Scholars Program
- Hosting the annual Youth Works interviews and verification
- Summer Meals Program
- Food distribution initiative in partnership with World Central Kitchen
- Dual enrollment
- PTECH
- Early Voting and General Election Day Voting

The College's Adult Basic Education (ABE) and English Language Services (ELS) Departments continue to work with community partners to support students and provide access to ABE and ESL classes.

Corporate partners include **M&T Bank, Truist Bank, Northrop Grumman, CareFirst** and **CVS Health**.

Leaderships appointments in the community

- BCCC President Debra L. McCurdy was appointed to the Board of Directors of **Baltimore's Promise, Baltimore Workforce Investment Board** and the **Mayor's Children's Cabinet**
- Additionally, the College is represented on the Boards of Directors of **Sinai Hospital, SEED School of Maryland**, **Visit Baltimore Foundation** and is a member of the **Open Society Institute Leadership Council, Hopkins Local Advisory Council, Continuum of Care, Baltimore Aspen Workgroup** and the **Maryland Chamber of Commerce.**

New Partnerships

- In collaboration with **Councilman Leon Pinkett, TAP (Together Assisting People), Baltimore Ravens**, the College held a produce give away on Campus in July 2020.
- BCCC collaborated with **World Central Kitchen** and the Mayor's Office to distribute frozen meals to Baltimore citizens in May and June 2020.
- The Workforce Development team established a new partnership with **Bon Secours Community Works** to provide CNA training program and Grads to Careers Student Support
- The College continues to cultivate new corporate partners including **M&T Bank, Truist Bank**, and **Northrop Grumman**
- BCCC entered into an articulation agreement with **Bowie State College in January 2020.**
- BCCC was part of the Coppin State University presidential search committee appointed by the Chancellor of the University System of Maryland.

- The College expanded our partnership with the **University of Baltimore** around scholarships for transfer students and dual enrollment.

Developing Partnerships
- The College is exploring a new partnership with **Parks & People** and **Rowdy Orbit** to serve as a Wi-Fi point of presence for tower to serve West Baltimore
- BCCC is finalizing a partnership expansion with **CVS Health** to provide free rapid COVID-19 testing for community on our Campus and exploring possibility of serving as a training center for pharmaceutical technicians and customer service representatives.

Campus and Community Events
- **Board and Chapter Meetings Monthly -** *Alpha Kappa Alpha, Sorority Inc., Rho Xi Omega Chapter*
- **Supplier Diversity Hearing -** *State's Public Service Commission* | **July 28, 2020** *(Cancelled due to pandemic)*
- **Baltimore Bite of Science - Center for Excellence in Education -** *Center for Excellence in Education* | **April 16, 2020** *(Cancelled due to pandemic)*
- **STEM Goes Red - American Heart Association -** *American Heart Association* | **April 03, 2020** *(Cancelled due to pandemic)*
- **Strong City - Neighborhood Institute 2020 -** *Strong City Baltimore* | **March 28, 2020** *(Cancelled due to pandemic)*
- **Councilman Pinkett Opportunity Zone Luncheon -** *City Council* | **March 25, 2020** *(Cancelled due to pandemic)*
- **Staff Workshop/Board Meeting -** *Associated Black Charities* | **March 04** & **07, 2020**
- **Youth Works Job Readiness Academy -** *Youthworks* | **February 29, 2020**
- **Thread Volunteer Leadership Retreat -** *Thread* | **February 22, 2020**
- **Last Chance Enrollment Event -** *HealthCare Access Maryland* | **December 14, 2019**
- **MCCFP Meeting -** *Maryland Community College Fundraising Professionals* **November 15, 2019**
- **ABC Board Retreat -** *Associated Black Charities* | **November 02, 2019**
- **The Agency Real Estate Classes -** *The Agency Brokerage - Lee Taylor Butler* **October 26, 2019**
- **Senator Hayes' Community Association President's Forum -** *Senator Hayes' Office* **October 19, 2019**
- **7th District Connect Community CIP Forum -** *Councilman Pinkett Office* **September 26, 2019**
- **All Staff Meeting of Mayor's Office of Employment Development -** *MOED* | **September 25, 2019**
- **Senator Hayes' Community Association President's Forum -** *Senator Hayes' Office* **September 14, 2019**
- **District Wide Community Collaborative Design -** *Mayor's Office of Children and Family Success* | **August 29, 2019**
- **BCCC Alumni & Friends -** *BCCC Alumni - Radisson Hotel at Cross Keys* **August 09, 2019**

See attachment:
- Exhibit 7.1. Establish Strong Relationships with Stakeholders PPT

Realignment Task #8
"Develop and market a brand."
Ms. Dawn Kirstaetter, Vice President for Advancement & Strategic Partnerships

Coronavirus Pandemic Employee and Student Communication

- Established COVID-19 resource landing page on bccc.edu with up to date college information, President's messages and resource information for students and employees.
- Established BCCC Strong social media campaign and webpage to showcase the inspirational, motivation and resources for BCCC faculty and staff.
- Organized Virtual Town Hall meetings on behalf of Office of President including survey tool management, invitation design and event day support.
- Posted safety messages via posters and flyers around Campus, prior to the move to a fully remote environment.

Enrollment Campaigns

The primary messages for enrollment campaigns centered around affordability and access to a quality education and promoted the following:

- BCCC has same quality but lowest in-state tuition out of other colleges in Maryland
- online instruction for fall
- progression, movement forward with college studies for transient/ transfer students who cannot return to their institutions
- special incentives
    - o Free textbooks for students in all summer courses
    - o Free shipping for textbooks
    - o Virtual and online classes and remote learning
    - o Tuition free Fall semester

The following tactics used to get the message out:

- Postcard mailings
- Digital ads on Google
- Urban/Radio One radio stations 30 second ads
- MTA Elevator Wrap at President and Baltimore Streets
- MTA Bus Ads
- Mall Ads at 4 area malls
- WBJC radio
- Media releases
  Virtual open houses and information sessions

Social Media

Our organic and paid social media ads featured the following:

- BCCC Strong
    - o Featuring photos and videos from faculty and staff
    - o Featuring encouraging messages and resources
        - ❖ Summer Registration
        - ❖ Fall Registration

- ❖ Free Books
- ❖ Free Book Shipping
- ❖ Tuition Free
- ❖ Mayor's Scholars Program
- ❖ BCCC Transfer
- ❖ Specific program promotion for:
  - o Biotechnology
  - o Business Writing
  - o CADD
  - o GED
  - o Nursing
  - o Office Administration
  - o STEM
- Community outreach events
  - o Meals for Baltimore in partnership with World Central Kitchen
  - o Food Giveaway in collaboration with TAP
  - o Free Summer Meals
- Other
  - o Commencement countdown
  - o Commencement testimonials
  - o Link to Commencement video

Publications/ Graphic Design

The following publications were designed to promote BCCC programs:

- Viewbook
- Schedule Books
- Refreshed mascot card and fact sheet
- Academic Program Brochures:
- Biotechnology
- Dental Hygiene
- EMS
- HIT
- Nursing
- PT Assistant
- Respiratory Therapist
- Surgical Technologist
- Arts & Social Sciences
- Commencement 2020
  - o Announcement Banner – Liberty Campus Exterior
  - o Invites
  - o Program
  - o Virtual Ceremony graphics
  - o Webpage

Press Coverage and Media Releases

The College received approximately 50 media mentions and dozens of headlines throughout the past year. Please see Appendix for all headlines.
The Communications team sent out media advisories regarding the following:

- BCCC Alumnus Gets 2nd Time Magazine Cover
- Dual Enrolled Student Graduates
- Graduate Commencement "Gift" Boxes
- Free Lunches Through August 7
- Free Text Books – Summer Classes
- Free Tuition- Fall Semester
- Virtual and Online Classes Enrollment
- First Virtual Commencement
- Online/ Remote Only Decision About Classes

Community Engagement
- The College partnered with the Mayor's Office, World Central Kitchen, Together Assisting People and other community organizations to distribute meals and produce to community members as part of our efforts to be a community resource during the pandemic. We also promoted awareness about community resources through social media, the College's radio station and our website resource pages.
- The College received complimentary culturally relevant mental health training for BCCC counselors from Leaders of a Beautiful Struggle.
- The College is working with the Baltimore City Board of Elections to serve as a voting center for Early Elections and General Election Day
- We are cultivating a partnership with CVS Health to serve as a rapid COVID-19 testing site and potentially serve as a training site.
- In addition to helping to organize the College's first ever Virtual Commencement and several town hall meetings, we worked closely with external community organizations around community convenings and meetings including Strong City, American Heart Association, Associated Black Charities and Thread.

See attachment:
- Exhibit 8.1. Develop and Market a Brand PPT

Baltimore City Community College

REALIGNMENT UPDATE – TASK #9

State of Maryland, October 2020
Dr. Debra L. McCurdy, President

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. Stephan Byam, Chief Information Officer

Introduction:
Baltimore City Community College (BCCC) continues to evaluate and address its IT infrastructure needs, while working with the Department of Information Technology ("DoIT") and other business partners to implement new and innovative technologies to meet the business need and advance teaching and learning.

As described in the October 2018 Realignment Report, BCCC's Information Technology goals are as follows:

1. Improve the student experience
2. Improve faculty, staff, administrative work experience
3. Address the IT and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable as captured by Realignment Task #9 in the JCR Report
4. Provide core infrastructure and core business systems that addresses current operational needs and provides for future growth and innovation
5. Maximize health, security and support of systems at lowest cost, and with lowest operational management requirement.

In September 2019, the College appointed a Chief Information Officer (CIO) to provide leadership and oversight of the IT program, to develop the strategies and operational tactics to meet these goals and objectives.

Subsequently, the CIO appointed a Director of Enterprise Applications, to lead the operational ERP work; and appointed a Manager for IT Infrastructure, Systems & Telecommunications who is primarily responsible for maintaining the IT infrastructure. Prior to this, these positions were mostly vacant or underserved, which contributed to many of the College's IT shortcomings.

To date, the College is on track for several of its initiatives for its IT infrastructure, with the ERP implementation being the largest undertaking for the College. With the implementation of the Financial Aid Management system [1] completed, the ERP implementation is the last phase of the Core Business Systems initiative. *As of September 19, 2020, approximately one year since the appointment of the CIO, the College is positioned to make an ERP recommendation to the Board of Public Works (BPW).*

After a Request for Proposal (RFP) process, the College received two (2) solicitations which were reviewed and evaluated; and one proposal for an ERP that is widely used in the Higher Education industry. For almost two (2) decades, the College, under different executive leadership, has made two (2) prior attempts to get to this point with little success.

The Infrastructure component of the Realignment Tasks have been completed with the overhaul of the College's networking infrastructure. The College is re-evaluating the hardware infrastructure needs since most of its new software applications, including ERP, will be cloud-based.

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[1] The Financial Aid Management system implementation is a "stand-alone" system and a stop-gap until an ERP can be identified

An updated IT Infrastructure report was submitted to the Legislature on July 6, 2020 which highlighted major milestones.

Core Business Systems:

Enterprise Resource Planning (ERP)

Background: The College needs to replace its legacy business and student systems with a modern, integrated Enterprise Resource Planning (ERP) system. This ERP effort directly contributes to the established goals of improving student, staff and faculty work experience (Goals 1 & 2); addressing the infrastructure needs (Goal 3); providing core infrastructure and core business systems that addresses current operational needs and provides for future growth and innovation (Goal 4); and maximizing the health, security and support of systems at lowest cost, and with lowest operational management requirement (Goal 5). See Table 1.

Table 1. ERP Contribution to BCCC Goals

Goal	ERP Contribution
1. Improve the student experience	A new ERP system will allow the College to provide to its students "self-service" capabilities including real time access to information as well as mobile-friendly admission and registration processes, degree audits and transcript requests. Another advantage of the new ERP system will allow students to access all of their information, including financial aid, billing, grades etc. in one place with a single login.
2. Improve faculty, staff, administrative work experience	A new, integrated ERP system firstly introduces the concept of the "Power of One." An integrated system means staff and faculty across the College will only have to learn to navigate one system. Currently, faculty, administrative and technical staff have to be trained in multiple systems and databases, each having distinct nomenclature, functions, and user interfaces. One system will allow for streamlined training.
3. Address the IT and infrastructure needs of BCCC…	While the ERP will only address the software component of the infrastructure needs (Hardware is addressed in the "Infrastructure" section of this report), the ERP implementation represents a significant portion of this goal. With the College opting for Software-as-a-Service (SaaS/Cloud) as the model for its ERP, the College will not have to make significant investments in server infrastructure on the campus, as those components will be owned and operated by the SaaS provider. The College will just need to continue to maintain and support a reliable network infrastructure.
4. Provide core infrastructure and core business systems that addresses current operational needs and provides for future growth and innovation	The ERP will encompass, and integrate, multiple core business systems including the Student Information System (including Financial Aid, Student Accounts, Admissions and Registration), the Financial Management System and Human Capital Management system.
5. Maximize health, security and support of systems at lowest cost, and with lowest operational management requirement	The SaaS subscription model ERP provides low operational and administrative burden on the College as the ERP vendor will be responsible for the acquisition, maintenance and replacement of server hardware, operating systems and databases.

ERP Project Team: In September of 2019 a core ERP Project Team, consisting of the President, the new Chief Information Officer, and select cabinet members, was convened. At the time, the College received an outlook rating of "Red" for the implementation of the ERP Project, indicating that Department of Information Technology (DoIT) determined the College had not demonstrated any measures to meet time-sensitive milestones; did not have enough BCCC leadership and oversight; and had not mitigated risks to the project. The main purpose of the convening of the ERP Project Team was to improve the outlook of the project as well as drive the work required to implement the ERP.

Current State: The ERP Project has continued to maintain a "Green" status from Maryland's Department of IT (DoIT). This disposition reflects DoIT's satisfaction that the College is meeting its milestones, adequately applied leadership and oversight and is managing risks to the project.

Project Milestones:

The team began meeting weekly with Maryland's DoIT's Project Management Office in October 2019 and developed 30/60/90/120-day (and beyond) milestones that, if each milestone was met, would indicate marked progress toward meeting the implementation timeline.

The high-level tasks that were developed in the meetings included the following:
- **Revise the Requirements for the ERP:** Created a list of the functions that each business area (e.g. Student Services, Academic Affairs, Finance etc.) required from the ERP to execute their operations.

  The Information Technology Services (ITS) team met with each of the functional areas and their Vice Presidents to develop specific requirements that they deemed necessary for them to perform their work.

  Student Affairs: ITS met with the Vice President for Student Affairs and the College's Registrar, Director of Financial Aid, Director of Admissions and a host of representation from Student Services to review the existing requirements. Those meetings yielded the need, for example, for the ERP to include Customer Relationship Management functionality to personalize the prospective student experience and to be able to track their progress through the application process.

  Academic Affairs: ITS met with the Vice President for Academic Affairs along with representation for the Academic Deans to review the requirements that were developed for the previous RFPs. Considerations were made about requirements that were no longer necessary or requirements that needed updating or added. Some of the newer requirements, for example, included the ability for faculty to be able to have "self-service" capabilities; and for students to be able to track their own academic progress without having to seek an academic advisor.

  Finance: ITS met with the Chief Financial Officer, the Controller, the Procurement Chief, and members of the Accounts payable department to review their requirements. These meetings covered topics such as ensuring the ERP solution could manage the College's Chart of Accounts, and also be able to provide reports to the state and federal agencies that required specific reports from the College.

  Human Resources: ITS met with the Executive Director of Human Resources (HR) and representatives for Benefits and Payroll to address their requirements for a new ERP. The HR department lacked digitization and a comprehensive HR solution, so the requirements were developed based on those needs. Additionally, reporting to state agencies and employee on boarding processes were recognized as areas where the ERP could aid.

- **Project Schedule:** Documented the project tasks, the resources needed to perform the tasks as well as the expected duration of each of the tasks.

  Tasks that were required to contribute to the completion of the project were documented and sequenced. The College had the benefit of relying on existing project documents such as an existing project schedule, so the ITS team was able to quickly update the more than 1,500 tasks that combined to make the schedule. Tasks were broken down into discreet, eight (8) hour bits of work.

- **Review of RFP Responses:** Reviewed prior years' solicitations to leverage existing work provided by consultants (where applicable) for the development of the College's new RFP (if needed).
  Since the College, with the aid of consultants, had already developed RFPs for solicitations, the BCCC team was able to leverage most of the work that was previously performed for the development of the new RFP.

- **Market Research:** Surveyed Maryland Higher Education institutions to determine what solutions were available in the marketplace. This included meeting with many of the 15 other Community Colleges as well as Morgan State and the University of Baltimore.

  The College was able to learn that there were four (4) major providers of ERP solutions that were prevalent in the Higher Education marketplace. Many of the Community Colleges and Universities were using either Banner by Ellucian, Colleague by Ellucian, Jenzabar One by Jenzabar and PeopleSoft by Oracle. The team was also able to obtain rough order of magnitudes for costs associated with the ERP; and also learn if there were any other tools and resources that the Higher Education institutions were utilizing to supplement their ERPs.

- **Infrastructure Readiness:** Assessed the recently upgraded network infrastructure to determine if it could support a modern ERP.

  With the investment in the new network infrastructure, the College undertook an assessment of its capacity and capabilities. These assessments include the speed of the network and its resiliency. The results indicated that the College's new network is generally ready for a Software-as-a-Service implementation. More specific requirements of the network will be analyzed once a solution is selected.

- **Business [Process] Analysis:** Documented current business process within each functional area (e.g. Student Services, Academic Affairs, Finance etc.) and determine where improvements could be made.

  In preparation for the new ERP system, the BCCC's Information Technology team conducted Business Process Analysis sessions with functional areas to document current business processes. These BPA sessions allowed the functional areas to document what their current processes were as a precursor to conducting Business Process Improvements.

  Student Affairs: ITS met again with the Vice President for Student Affairs and the College's Registrar, Director of Financial Aid, Director of Admissions and a host of representation from Student Services to document their existing critical processes. In these exercises, processes supporting the student life-cycle (Admission, Advising, Registration, Testing, Degree Audit) were captured in their current state. In the event that gaps or inefficiencies were recognized, the team would table those as action items to be discussed in the later "Process Improvement" phase of the Business Analysis.

  Academic Affairs: Follow-on meetings were held with the Vice President for Academic Affairs along with representation for the Academic Deans to capture their critical processes. The main area of focus for the Academic Affairs team was their catalog and course scheduling process including guaranteed scheduling,

which highlighted opportunities for utilizing a multi-year calendar, maximizing classroom utilization as well as maximizing faculty teaching hours when creating the course schedule.

Finance & Administration: The Finance Business Process analysis meetings covered the Bursar's & Student Accounting, Procurement, General Accounting, Human Resources and Payroll Offices to review, document, and identify improvement opportunities for key processes. The ITS team met with the Chief Financial Officer and the Bursar to document the processes for billing and payment (how student payments were received and being processed). Areas of focus included the "Drop for Non-Payment" process which proved to be burdensome for the students and needed to be addressed.

The ITS team also met with the Procurement Department reviewing the purchase order and contract management processes, the Accounting Office reviewing the accounts payable, monthly and end-year reporting, and Payroll Office reviewing time sheet processing, and Human Resources Office reviewing processes related to the employee life cycle (hiring, onboarding, and separation).

Continuing Education: The ITS team met with key stakeholders in Workforce Development & Continuing Education (WDCE) to review, document, and identify opportunities for improvement in the registration, billing & payment, grading, and monitoring & tracking student progress in WDCE courses and programs. Identifying improvement opportunities led the ITS teams to document differences between managing student information on the credit and non-credit sides.

Reporting: The ITS team met with Institutional Effectiveness, Research and Planning to review, document, and identify opportunities for improvement in standard and ad-hoc reporting and grants management.

The Business Process Improvement sessions revisited any major inefficiencies that resided in existing processes and allowed the functional areas to categorize, document and plan for improvements. In some cases where the improvements were deemed to be relatively easy and provided immediate benefit, these processes were adjusted accordingly. Other processes that required crosswalks with other departments were documented for a later stage.

- **Peer Visits:** Engaged the Community College of Baltimore County and Howard Community College to dialogue about their implementation experiences.

  The College assembled a group of about 25 representatives from Human Resources, Enrollment Management, Information Technology, Academic Affairs and Student Services for peer visits. The purpose of these visits was to learn from some of the Colleges what ERPs they utilize as well as obtain perspectives from the different functional areas on their implementation and post implementation experiences.

  The BCCC team visited with the Community College of Baltimore County (CCBC) and met with counterparts (See Appendix C) about a range of topics including Implementation Experience, Business Function Experience, Vendor Support Experience and Overall Campus Impression. Additionally, BCCC's team members developed questions that were specific to their areas and were provided an opportunity to hear from their functional counterparts about the ability of the ERP to meet their needs. The same BCCC team also engaged Howard Community College virtually.

  These visits were invaluable to the College as they provided insight into other areas of planning and consideration for BCCC's own implementation.

- **Review of Intergovernmental Cooperative Purchasing Agreements (ICPA):** Conducted research to determine if the ICPA could be utilized as a procurement vehicle for the College to acquire an ERP without having to perform an RFP. The research sought to find any ERP contracts that were already in place that

allowed for the College to "piggy-back" on the contract's terms and conditions. This vehicle would have expedited the acquisition process. While the College pursued the ICPA option, the College also undertook the development of the RFP in the event that and ICPA could not be leveraged. Ultimately, the College had to proceed with the RFP. However, because the RFP was being developed while the ICPA research was being conducted, the College saved significant time by not having to start the RFP work upon notice of the outcome of the ICPA.

- **Revise Request for Proposal:** Created a revised RFP which included updated requirements for the ERP as well as a new scope for a Software-as-a-Service option.
  The BCCC team utilized the existing RFPs that were developed for the ERP Project and then made updates to include the newly developed scope and the updated requirements. For the RFPs revision, the BCCC team (including the President, CIO, VP for Institutional Effectiveness Research & Planning and CFO) worked with a Technical Writer from DoIT as well as the DoIT Project Manager. In these sessions, the team made substantive changes to the RFP to ensure the document reflected the current needs of the College as well as adhered to Maryland's procurement standards.

The BCCC team consistently met these milestones and, because of the sustained progress made, DoIT improved the status of the ERP initiative to "Green," in December of 2019. This rating indicated that the College met the time-sensitive milestones, had enough BCCC leadership and oversight, and mitigated risks to the project.

In January 2019, the BCCC ERP Project Team provided an update of the project's status to the College's Board of Trustees (BOT), which included the project's scope and preliminary timelines. (See Appendix A). In February, both DoIT and the BCCC team provided a second update to the BOT (See Appendix B). At that meeting, the BOT was able to hear directly from DoIT about their involvement with the project and to further elaborate on DoIT's decision-making process that led to BCCC receiving a "Green" status.

The release of a Request for Proposal (RFP) was the major deliverable at the 120-day milestone; and on April 8, 2020, an RFP was released to eMaryland Marketplace (the State's Procurement site) for a Software-as-a-Service (SaaS) ERP system. The College had elected to pursue a SaaS product in order to further expedite the timeline for implementation and minimize capital costs that are usually associated with Commercial Off the Shelf (COTS), on premise solutions.

The College received responses, in the form of official proposals, from two recognized vendors in the Higher Education ERP industry. One of the two proposals needed "curing" and the College granted the vendor the opportunity to "cure" the proposal by June 9, 2020 to be considered as an "offeror." Other vendors indicated that they would not be participating in the bidding process, therefore the College's Evaluation Committee reviewed two proposals.

The evaluation committee's (consisting of three (3) Cabinet members and two (2) directors of functional areas; along with "Technical Consultants" who brought subject matter expertise some of the function areas) review of the proposals began on June 11, 2020. After the proposals were reviewed, oral presentations were made to the evaluation committee by each of the vendors. After the oral presentations were completed, the committee then reviewed the financial proposals and made a recommendation to the President and the Executive Steering Committee for which proposal should move forward for contract negotiation.

On September 16, 2020, the College's President and Chief Information Technology Officer presented to the Board of Trustees the progress of the ERP Project. As of September 19, 2020, the College concluded contract negotiations and is submitting its recommendations to the State.

See attachment:
- Exhibit 9.1. ERP Project Process

Infrastructure:

The College is re-evaluating the hardware infrastructure needs since most of its new software applications, including ERP, will be cloud-based. Currently, the College "hosts" HPLAN, Minisoft and supporting applications on-premise, which, when consumed by the ERP will lessen the required data center footprint, and reliance on servers on the campus.

Infrastructure Readiness: ITS has determined that the College's infrastructure is ready to support a Software-as-a-Service (SaaS) solution. Additionally, ITS has also established that, given that the existing Student Information System is housed on-campus, the College will need to invest in adequate network redundancy to allow its users to still connect to it should there be an outage by our main Internet Service Provider, NetworkMD.

Baltimore City Community College
REALIGNMENT UPDATE – TASK #10
State of Maryland, October 2020
Dr. Debra L. McCurdy, President

Realignment Task #10
"Develop or sell all unused or underutilized real estate, including the Inner Harbor Site."
Ms. Channa Williams, Interim Vice President, Finance and Administration

The College has moved forward with addressing underutilized real estate. The leased space at Preston Street, known as the Workforce Development Center, was closed May 30, 2020, and functions were relocated to the South Pavilion. This consolidation saved the College over $116,000. The North Pavilion is currently being evaluated for possible demolition or other partnership opportunities. The West Pavilion is currently being evaluated along with other school system partners for a potential consolidated Pathways in Technology Early College Highschool (P-TECH) location. Additional available space at the South Pavilion is planned to be used as swing space during the Construction of the Learning Commons Renovation and Addition and the Nursing Building Renovation and Addition. Leased space at the Reisterstown Plaza Office Center is being evaluated as well.

BCCC's lease at the Market Street location that currently houses many of the college's continuing education programs is a relatively short term lease that contains a Termination for Convenience clause that will allow the College to vacate that space when it becomes beneficial to do so.

As part of the Loop Road project, Harper Hall needs to be demolished, which will require a further consolidation of space to accommodate the functions currently in this building including the Child Care Center, the IT Department, and the Internal Audit Department.

The property that currently houses the Bard Building and the adjacent lot on which the Holocaust Memorial is located are currently the topic of discussion involving BCCC, the stewards of the Holocaust Memorial, the Attorney General's office, the Department of General Services (DGS), and representatives of a private consulting firm (CBRE). BCCC cancelled the RFP and the College is not going forward with the redevelopment of the property with the Cordish Companies. BCCC engaged CBRE several months ago to assist with an RFP to clear the site and receive revenue from surface parking until the property can be further developed. The release of the RFP has been postponed due to the economic impact of the COVID-19 pandemic. It is unclear at this point what will happen with respect to the adjacent property on which the Holocaust Memorial now sits, which is leased by the Association of Jewish Charities.

Baltimore City Community College
REALIGNMENT UPDATE – TASK #11
State of Maryland, October 2020
Dr. Debra L. McCurdy, President

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."
Mr. Kevin Large, Director of Government Relations

The College sought to address the identified barrier of limited procurement authority during the 2020 Maryland General Assembly legislative session. This work built on the progress that was made during the 2019 legislative session. In 2019, BCCC worked closely with legislative partners to draft legislation to empower the Board of Trustees to develop policies and procedures to govern procurement. These policies and procedures would require approval from the Board of Public Works and the Joint Committee on Administrative, Executive, and Legislative Review. Once approved, BCCC would be able to conduct procurements, governed by the policies and procedures, internally, up to $500,000. The legislation ultimately did not pass either chamber.

BCCC determined a $300,000 procurement authority would better reflect the College's needs. The legislation (Senate Bill 159 / House Bill 207 – Baltimore City Procurement Authority) had its hearings in both the House and Senate on February 4. The Senate approved the legislation on February 27 by a vote of 39-7. The legislation, however, ultimately did not pass the House Health and Government Operations Committee.

See attachment:
- Exhibit 11.1. Baltimore City Community College Procurement Authority

Considerable progress was made toward Realignment Task #11 during the 2020 legislative session and BCCC will continue to work closely with the legislature to determine how best to proceed so that the College can move forward and be more responsive to the procurement needs that exits. BCCC will also work to identify other barriers that may exist and determine what actions need to be taken.

Realignment Task #12

The Board of Trustees shall review, and if necessary, revise the BCCC Strategic Plan.
President McCurdy & Cabinet

The College is strengthening its infrastructure and overall performance by aligning institutional planning activities: (1) Strategic Planning, (2) Master Planning, (3) Operational Planning, (4) State of Maryland Legislative Realignment Tasks and (5) Middle States Commission on Higher Education regional accreditation.

BCCC's strategic planning process integrates planning and budgeting. The College is making aggressive efforts to reduce costs and create more effective and efficient ways of operating. The operational, capital, and strategic budget processes are undergoing continuous improvement to better leverage resources.

President McCurdy, who joined the College in 2019, will expand on the Board of Trustees approved framework for the **Strategic Plan** (2018-2022). With a full complement of executive staff in place, the work of developing a comprehensive Strategic Plan will involve engaging members of the College community to create strategies and targets during the 2020-2021 academic year.

The 2019-2029 **Facility Master Plan** has been developed with assistance from the Noelker and Hull Associates Inc. architectural firm. The Plan is a continuation of the 2010-2019 Master Plan and will be submitted to the Maryland Department of Budget Management November 2020. The Master Plan was integrated with justification and programming for three capital projects that were identified: the (1) Learning Commons/Library, (2) Nursing Building, and (3) the deferred systems replacement program.

The College's operational **Information Technology Plan** was submitted to the Department of Legislative Services in July 2020. Key executive staff meet weekly with the Department of Information Technology to oversee the development of the Enterprise Resource Planning (ERP) System project which is a major component of the College's Information Technology Master Plan. See Realignment Task #9 for additional details regarding the ERP.

Additional institutional plans are at various stages of refinement for continuous alignment with the Strategic Plan, including:

- Strategic Enrollment Management & Retention Plan;
- Academic Master Plan;
- Marketing Plan;
- Financial Master Plan;
- Emergency Response Plan; and
- Business Continuity Plan.

The **Middle States Commission on Higher Education** Mid-Point Peer Review occurs October 2020 through January 2021. Pre-planning for the Middle States Comprehensive Site Visit 2023-2024 is underway and will include institutional support from the Middle States liaison. The College's priorities are aligned with the Middle States Standards for re-accreditation.

BCCC 2018-2022 Strategic Plan Framework:

Goal 1: Student success – Provide equitable access to a learning environment that supports a diverse population of learners and promotes student goal attainment.

   1.1 – Align, support and deliver courses, programs, and services to ensure progression, transferability and employability.
   1.2 –Utilize contemporary educational methods to improve and advance students' academic and workforce preparation and goals.
   1.3 – Enhance the student experience by increasing awareness of and engagement with College activities and support services.
   1.4 – Increase persistence and goal attainment across all student populations.

Goal 2: Community engagement – Implement a comprehensive approach to engage current and future students, alumni, and the community.

   2.1 – Reposition the College's brand to increase awareness of programs and services and highlight targeted initiatives.
   2.2 – Grow partnerships with business and industry, government agencies, community members, educational institutions, and all potential partners in serving our students and community.
   2.3 – Strengthen partnerships to promote and increase access to student learning and transfer opportunities, collaborative planning, and resource sharing.

Goal 3: Institutional framework – Optimize resources to effectively and efficiently support existing and emerging initiatives.

   3.1 – Ensure facilities, technology, staffing and instructional resources support a quality learning and working environment.
   3.2 – Promote an environment of professionalism and civility.
   3.3 – Invest resources to attract, grow and retain a highly-qualified and diverse faculty and staff.
   3.4 – Develop and implement a plan to ensure faculty and staff knowledge retention and fluid transition during times of employee turnover.
   3.5 – Improve the College's financial sustainability.

Plan Framework was approved by the BCCC Board of Trustees on April 18, 2018.

Exhibit 1.1

Fall 2019

Course	Course Description	Section Status	Credit Hours	Official Enrollment	CRS Creds
ACCT221	Principles of Financial Acct	12-Week Session	3.0	19	57
ACCT221	Principles of Financial Acct	Open - 16-Week Session	3.0	29	87
ACCT221	Principles of Financial Acct	Open - 16-Week Session	3.0	9	27
ACCT221	Principles of Financial Acct	Open - 16-Week Session	3.0	18	54
ACCT221	Principles of Financial Acct	Open - 16-Week Session	3.0	19	57
ACCT222	Principles of Managerial Acct	12-Week Session	3.0	23	69
ACCT222	Principles of Managerial Acct	Open - 16-Week Session	3.0	11	33
ACCT230	INTERMEDIATE ACCOUNTING I	Open - 16-Week Session	3.0	12	36
ACCT231	INTERMEDIATE ACCOUTING II	Cancelled	3.0	0	0
ACCT235	COST ACCOUNTING	Cancelled	3.0	0	0
ACCT261	ACCT.APPL.ON MICROCOMPUTER II	12-Week Session	3.0	18	54
ACCT265	INCOME TAX ACCOUNTING	12-Week Session	3.0	18	54

43 Graduates in 3 years-Viable | | EN | 176 | 528 |

Seems to be on cruise control. Has this degree done a formal program revi

Note:1 Saturday class-(Was a Saturday section of ACCT222 offered in Spring 2020?)-No Friday class-

4 web classes with 1 cancelled-3 Evening classes with 1 cancelled-2 day classes-No morning, might

Has there been consideration of an evening CPA Certificate Program? How much course developm

Course	Course Description	Section Status	Credit Hours	Official Enrollment	CRS Creds
ADC 106	FUND OF CHEMICAL DEP. TREAT.	12-Week Session	3.0	20	60
ADC 106	FUND OF CHEMICAL DEP. TREAT.	Open - 16-Week Session	3.0	25	75
ADC 108	PHARMACOLOGY OF CHEMICAL DEF	Open - 16-Week Session	3.0	29	87
ADC 201	CHEM. DEPENDENCY COUNS. SKILL	Accelerated I Session	3.0	14	42
ADC 202	ASSESSMENT&TREATMENT PLANNI	Acclerated 2 Session	3.0	13	39
ADC 205	CLINICAL FIELDWORK III: CHEM D	12-Week Session	3.0	8	24
ADC 205	CLINICAL FIELDWORK III: CHEM D	Cancelled	3.0	0	0

52 Graduates in 3 years-Viable | | EN | 109 | 327 |

**Why are classes only offered online and on Tuesdays and
Thursdays? No Fridays, Saturdays, or evenings.**

Course	Course Description	Section Status	Credit Hours	Official Enrollment	CRS Creds
AH 110	MED. JURISPRUDENCE AND ETHICS	Open - 16-Week Session	2.0	17	34
AH 130	MEDICAL TERMINOLOGY	Cancelled	3.0	0	0
AH 130	MEDICAL TERMINOLOGY	Cancelled	3.0	0	0
AH 130	MEDICAL TERMINOLOGY	Open - 16-Week Session	3.0	23	69
AH 130	MEDICAL TERMINOLOGY	Open - 16-Week Session	3.0	18	54
AH 135	ALLIED HEALTH PHARMACOLOGY	Open - 16-Week Session	2.0	20	40
AH 230	STUDY OF DISEASE PROCESS	Open - 16-Week Session	3.0	13	39

 | | EN | 91 | 236 |

Course	Course Description	Section Status	Credit Hours	Official Enrollment	CRS Creds
AHS 100	INTRODUCTION TO HUMAN SERVICE	Cancelled	4.0	0	0
AHS 100	INTRODUCTION TO HUMAN SERVICE	Cancelled	4.0	0	0
AHS 100	INTRODUCTION TO HUMAN SERVICE	Full	4.0	27	108
AHS 100	INTRODUCTION TO HUMAN SERVICE	Full	4.0	24	96
AHS 101	CLIN/FILEDWORK I:HS INDV.COUN.	Cancelled	4.0	0	0

AHS 101	CLIN/FILEDWORK I:HS INDV.COUN.	Cancelled	4.0	0	0
AHS 101	CLIN/FILEDWORK I:HS INDV.COUN.	Full	4.0	24	96
AHS 101	CLIN/FILEDWORK I:HS INDV.COUN.	Open - 16-Week Session	4.0	16	64
AHS 102	CLIN/FIELDWORK II:GROUP COUN.	Cancelled	5.0	0	0
AHS 102	CLIN/FIELDWORK II:GROUP COUN.	Open - 16-Week Session	5.0	15	75
AHS 103	GROUP DYNAMICS:SM GROUP ANAL	Accelerated I Session	3.0	21	63
AHS 104	ACTIVITY THERAPIES	Acclerated 2 Session	3.0	32	96

75 Graduates in 3 years-Viable

				EN	159	598

5 cancelled-42% sections cancelled   Why only Tuesdays and Thurs

ART 101	BEGINNING DRAWING	Cancelled	3.0	0	0
ART 101	BEGINNING DRAWING	Open - 16-Week Session	3.0	14	42
ART 105	FUNDAMENTALS OF DESIGN	Acclerated 2 Session	3.0	13	39
ART 106	ART IN THE CULTURE	Full	3.0	15	45
ART 106	ART IN THE CULTURE	Open - 16-Week Session	3.0	14	42
ART 107	BASIC PHOTOGRAPHY	Open - 16-Week Session	3.0	23	69
ART 113	HISTORY OF ART I	Full	3.0	16	48
ART 122	INTRO.-AFRICAN AM. VISUAL ART	Cancelled	3.0	0	0
ART 122	INTRO.-AFRICAN AM. VISUAL ART	Open - 16-Week Session	3.0	15	45
ART 125	BASIC JEWELRY	12-Week Session	3.0	6	18
ART 130	GRAPHIC DESIGN MAT. & METHODS	Open - 16-Week Session	3.0	15	45
ART 225	INTRODUCTION TO FILM	Accelerated I Session	3.0	24	72
ART 225	INTRODUCTION TO FILM	Open - 16-Week Session	3.0	22	66

				EN	177	531

Note:2 cancelled 13 offered = 15% Cancellation Rate is inflated due to low # of sections offered. No Saturd offer drawing II in the Spring? Why no ceramics? It was full in 2017-Why just offering it on Friday?

FTE increase 2017 to 2018	15.8%
FTE increase 2018 to 2019	60.0%
FTE increase 2017 to 2019	86.3%

BCAP104	INTRO.TO OPER SYST:DOS/WINDOW	12-Week Session	3.0	10	30
BCAP104	INTRO.TO OPER SYST:DOS/WINDOW	Cancelled	3.0	0	0
BCAP104	INTRO.TO OPER SYST:DOS/WINDOW	Contract	3.0	19	57
BCAP104	INTRO.TO OPER SYST:DOS/WINDOW	Full	3.0	25	75
BCAP104	INTRO.TO OPER SYST:DOS/WINDOW	Open - 16-Week Session	3.0	17	51
BCAP104	INTRO.TO OPER SYST:DOS/WINDOW	Open - 16-Week Session	3.0	21	63
BCAP104	INTRO.TO OPER SYST:DOS/WINDOW	Open - 16-Week Session	3.0	18	54
BCAP104	INTRO.TO OPER SYST:DOS/WINDOW	Open - 16-Week Session	3.0	21	63
BCAP126	COMPREHENSIVE SPREADSHEETS	Open - 16-Week Session	3.0	18	54
BCAP126	COMPREHENSIVE SPREADSHEETS	Open - 16-Week Session	3.0	11	33
BCAP136	DATABASE MANAGEMENT SYSTEM:	Open - 16-Week Session	3.0	5	15
BCAP136	DATABASE MANAGEMENT SYSTEM:	Open - 16-Week Session	3.0	6	18
BCAP136	DATABASE MANAGEMENT SYSTEM:	Open - 16-Week Session	3.0	19	57
BCAP270	INTRO. TO HELP DESK SUPPORT	Cancelled	3.0	0	0
BCAP270	INTRO. TO HELP DESK SUPPORT	Contract	3.0	23	69
BCAP270	INTRO. TO HELP DESK SUPPORT	Contract	3.0	21	63
BCAP270	INTRO. TO HELP DESK SUPPORT	Full	3.0	25	75

BCAP270	INTRO. TO HELP DESK SUPPORT	Open - 16-Week Session	3.0	18	54
		EN		277	831

Note: Only 2 web courses-Only 2 5:30 pm classes, could have better evening offerings-No Friday or

BIO 101	GENERAL BIOLOGY	12-Week Session	3.0	23	69
BIO 101	GENERAL BIOLOGY	12-Week Session	3.0	20	60
BIO 101	GENERAL BIOLOGY	Cancelled	3.0	0	0
BIO 101	GENERAL BIOLOGY	Full	3.0	30	90
BIO 101	GENERAL BIOLOGY	Open - 16-Week Session	3.0	23	69
BIO 101	GENERAL BIOLOGY	Open - 16-Week Session	3.0	28	84
BIO 101	GENERAL BIOLOGY	Open - 16-Week Session	3.0	29	87
BIO 101	GENERAL BIOLOGY	Open - 16-Week Session	3.0	28	84
BIO 102	PRINCIPLES OF BIOLOGY	Full	4.0	31	124
BIO 102	PRINCIPLES OF BIOLOGY	Open - 16-Week Session	4.0	26	104
BIO 102	PRINCIPLES OF BIOLOGY	Open - 16-Week Session	4.0	16	64
BIO 102	PRINCIPLES OF BIOLOGY	Open - 16-Week Session	4.0	29	116
BIO 102	PRINCIPLES OF BIOLOGY	Open - 16-Week Session	4.0	28	112
BIO 102	PRINCIPLES OF BIOLOGY	Open - 16-Week Session	4.0	17	68
BIO 102	PRINCIPLES OF BIOLOGY	Open - 16-Week Session	4.0	28	112
BIO 102	PRINCIPLES OF BIOLOGY	Open - 16-Week Session	4.0	24	96
BIO 102L	PRINCIPLES OF BIOLOGY LECT/LAB	Full	0.0	25	0
BIO 102L	PRINCIPLES OF BIOLOGY LECT/LAB	Open - 16-Week Session	0.0	22	0
BIO 102L	PRINCIPLES OF BIOLOGY LECT/LAB	Open - 16-Week Session	0.0	24	0
BIO 102L	PRINCIPLES OF BIOLOGY LECT/LAB	Open - 16-Week Session	0.0	21	0
BIO 102L	PRINCIPLES OF BIOLOGY LECT/LAB	Open - 16-Week Session	0.0	23	0
BIO 102L	PRINCIPLES OF BIOLOGY LECT/LAB	Open - 16-Week Session	0.0	22	0
BIO 102L	PRINCIPLES OF BIOLOGY LECT/LAB	Open - 16-Week Session	0.0	25	0
BIO 102L	PRINCIPLES OF BIOLOGY LECT/LAB	Open - 16-Week Session	0.0	16	0
BIO 102L	PRINCIPLES OF BIOLOGY LECT/LAB	Open - 16-Week Session	0.0	21	0
BIO 107	ANATOMY AND PHYSIOLOGY	Cancelled	4.0	0	0
BIO 107	ANATOMY AND PHYSIOLOGY	Full	4.0	24	96
BIO 107	ANATOMY AND PHYSIOLOGY	Open - 16-Week Session	4.0	24	96
BIO 107	ANATOMY AND PHYSIOLOGY	Open - 16-Week Session	4.0	22	88
BIO 107L	ANATOMY AND PHYSIOLOGY LECT/	Cancelled	0.0	0	0
BIO 107L	ANATOMY AND PHYSIOLOGY LECT/	Full	0.0	24	0
BIO 107L	ANATOMY AND PHYSIOLOGY LECT/	Open - 16-Week Session	0.0	22	0
BIO 107L	ANATOMY AND PHYSIOLOGY LECT/	Open - 16-Week Session	0.0	24	0
BIO 199	INDIVIDUAL STUDY IN BIOLOGY	Open - 16-Week Session	4.0	10	40
BIO 202	ANATOMY AND PHYSIOLOGY I	12-Week Session	4.0	24	96
BIO 202	ANATOMY AND PHYSIOLOGY I	Cancelled	4.0	0	0
BIO 202	ANATOMY AND PHYSIOLOGY I	Full	4.0	35	140
BIO 202	ANATOMY AND PHYSIOLOGY I	Open - 16-Week Session	4.0	26	104
BIO 202	ANATOMY AND PHYSIOLOGY I	Open - 16-Week Session	4.0	37	148
BIO 202	ANATOMY AND PHYSIOLOGY I	Open - 16-Week Session	4.0	20	80
BIO 202	ANATOMY AND PHYSIOLOGY I	Open - 16-Week Session	4.0	24	96
BIO 202	ANATOMY AND PHYSIOLOGY I	Open - 16-Week Session	4.0	21	84

BIO 202	ANATOMY AND PHYSIOLOGY I	Open - 16-Week Session	4.0	24	96
BIO 202	ANATOMY AND PHYSIOLOGY I	Open - 16-Week Session	4.0	21	84
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	12-Week Session	0.0	25	0
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	Cancelled	0.0	0	0
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	Full	0.0	25	0
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	Open - 16-Week Session	0.0	22	0
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	Open - 16-Week Session	0.0	25	0
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	Open - 16-Week Session	0.0	22	0
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	Open - 16-Week Session	0.0	21	0
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	Open - 16-Week Session	0.0	22	0
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	Open - 16-Week Session	0.0	9	0
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	Open - 16-Week Session	0.0	20	0
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	Open - 16-Week Session	0.0	22	0
BIO 202L	ANATOMY AND PHYSIOLOGY I LAB	Open - 16-Week Session	0.0	21	0
BIO 203	ANATOMY AND PHYSIOLOGY II	Full	4.0	25	100
BIO 203	ANATOMY AND PHYSIOLOGY II	Open - 16-Week Session	4.0	23	92
BIO 203	ANATOMY AND PHYSIOLOGY II	Open - 16-Week Session	4.0	22	88
BIO 203	ANATOMY AND PHYSIOLOGY II	Open - 16-Week Session	4.0	37	148
BIO 203	ANATOMY AND PHYSIOLOGY II	Open - 16-Week Session	4.0	20	80
BIO 203	ANATOMY AND PHYSIOLOGY II	Open - 16-Week Session	4.0	19	76
BIO 203	ANATOMY AND PHYSIOLOGY II	Open - 16-Week Session	4.0	4	16
BIO 203L	ANATOMY AND PHYSIOLOGY II LAE	Full	0.0	27	0
BIO 203L	ANATOMY AND PHYSIOLOGY II LAE	Full	0.0	24	0
BIO 203L	ANATOMY AND PHYSIOLOGY II LAE	Open - 16-Week Session	0.0	19	0
BIO 203L	ANATOMY AND PHYSIOLOGY II LAE	Open - 16-Week Session	0.0	18	0
BIO 203L	ANATOMY AND PHYSIOLOGY II LAE	Open - 16-Week Session	0.0	20	0
BIO 203L	ANATOMY AND PHYSIOLOGY II LAE	Open - 16-Week Session	0.0	16	0
BIO 203L	ANATOMY AND PHYSIOLOGY II LAE	Open - 16-Week Session	0.0	22	0
BIO 203L	ANATOMY AND PHYSIOLOGY II LAE	Open - 16-Week Session	0.0	4	0
BIO 207	GENETICS	Cancelled	4.0	0	0
BIO 207	GENETICS	Open - 16-Week Session	4.0	14	56
BIO 207L	GENETICS LAB	Cancelled	0.0	0	0
BIO 207L	GENETICS LAB	Open - 16-Week Session	0.0	14	0
BIO 212	MICROBIOLOGY	Full	4.0	39	156
BIO 212	MICROBIOLOGY	Open - 16-Week Session	4.0	16	64
BIO 212	MICROBIOLOGY	Open - 16-Week Session	4.0	17	68
BIO 212	MICROBIOLOGY	Open - 16-Week Session	4.0	23	92
BIO 212	MICROBIOLOGY	Open - 16-Week Session	4.0	17	68
BIO 212	MICROBIOLOGY	Open - 16-Week Session	4.0	22	88
BIO 212	MICROBIOLOGY	Open - 16-Week Session	4.0	18	72
BIO 212L	MICROBIOLOGY LECT/LAB	Full	0.0	20	0
BIO 212L	MICROBIOLOGY LECT/LAB	Full	0.0	22	0
BIO 212L	MICROBIOLOGY LECT/LAB	Full	0.0	18	0
BIO 212L	MICROBIOLOGY LECT/LAB	Open - 16-Week Session	0.0	16	0
BIO 212L	MICROBIOLOGY LECT/LAB	Open - 16-Week Session	0.0	16	0
BIO 212L	MICROBIOLOGY LECT/LAB	Open - 16-Week Session	0.0	15	0

BIO 212L	MICROBIOLOGY LECT/LAB	Open - 16-Week Session	0.0	14	0
BIO 212L	MICROBIOLOGY LECT/LAB	Open - 16-Week Session	0.0	15	0
BIO 212L	MICROBIOLOGY LECT/LAB	Open - 16-Week Session	0.0	16	0
BTC 103	Special Topics Biotechnology/I	Open - 16-Week Session	3.0	13	39
BTC 104	Special Topics/BiotechnologyII	Open - 16-Week Session	3.0	11	33
BTC 105	TECHNQ INSTRU/BIOTECH	Cancelled	4.0	0	0
BTC 105	TECHNQ INSTRU/BIOTECH	Open - 16-Week Session	4.0	10	40
BTC 105L	SPEC.TOPICS BIOTECH LECT/LAB	Cancelled	0.0	0	0
BTC 105L	SPEC.TOPICS BIOTECH LECT/LAB	Open - 16-Week Session	0.0	10	0

9 cancelled   97 classes offered -9% Cancellation Rate | EN | 1871 | 3963 |

BUAD100	INTRODUCTION TO BUSINESS	12-Week Session	3.0	24	72
BUAD100	INTRODUCTION TO BUSINESS	Contract	3.0	16	48
BUAD100	INTRODUCTION TO BUSINESS	Contract	3.0	16	48
BUAD100	INTRODUCTION TO BUSINESS	Contract	3.0	21	63
BUAD100	INTRODUCTION TO BUSINESS	Contract	3.0	16	48
BUAD100	INTRODUCTION TO BUSINESS	Open - 16-Week Session	3.0	26	78
BUAD100	INTRODUCTION TO BUSINESS	Open - 16-Week Session	3.0	15	45
BUAD100	INTRODUCTION TO BUSINESS	Open - 16-Week Session	3.0	26	78
BUAD112	COMPUTERS FOR BUSINESS MANAG	12-Week Session	3.0	17	51
BUAD112	COMPUTERS FOR BUSINESS MANAG	Acclerated 2 Session	3.0	11	33
BUAD112	COMPUTERS FOR BUSINESS MANAG	Cancelled	3.0	0	0
BUAD112	COMPUTERS FOR BUSINESS MANAG	Contract	3.0	20	60
BUAD112	COMPUTERS FOR BUSINESS MANAG	Contract	3.0	16	48
BUAD112	COMPUTERS FOR BUSINESS MANAG	Contract	3.0	17	51
BUAD112	COMPUTERS FOR BUSINESS MANAG	Open - 16-Week Session	3.0	29	87
BUAD112	COMPUTERS FOR BUSINESS MANAG	Open - 16-Week Session	3.0	19	57
BUAD112	COMPUTERS FOR BUSINESS MANAG	Open - 16-Week Session	3.0	16	48
BUAD112	COMPUTERS FOR BUSINESS MANAG	Open - 16-Week Session	3.0	15	45
BUAD112	COMPUTERS FOR BUSINESS MANAG	Open - 16-Week Session	3.0	16	48
BUAD112	COMPUTERS FOR BUSINESS MANAG	Open - 16-Week Session	3.0	22	66
BUAD112	COMPUTERS FOR BUSINESS MANAG	Open - 16-Week Session	3.0	19	57
BUAD207	BUSINESS LAW	Open - 16-Week Session	3.0	29	87
BUAD207	BUSINESS LAW	Open - 16-Week Session	3.0	8	24

1 cancelled 4% | EN | 414 | 1242 |

23 Run   Low Cancellation Rate --Could be more aggressive-Business should be one of the highes
Note: No Friday class-Only 1 Saturday class. Web courses heavily enrolled
For many community colleges Business related majors are larger than Nursing. This course selecti
variety of course offerings it should. Has this program done a formal program review?

CADD101	INTRO-COMP. AIDED DRAFT/DESIGN	Open - 16-Week Session	3.0	11	33
CADD101L	INTRO-COMP.AIDED DRAFT/DESIGN	Open - 16-Week Session	0.0	12	0
CADD140	CADD 3D MODELING	Open - 16-Week Session	3.0	8	24
CADD140L	CADD 3D MODELING LAB	Open - 16-Week Session	0.0	8	0
CADD151	TECHNICAL GRAPHICS	Open - 16-Week Session	3.0	6	18
CADD151L	TECHNICAL GRAPHICS LAB	Open - 16-Week Session	0.0	6	0

CADD200	GEOGRAPHIC INFO. SYS. APPL.	Open - 16-Week Session	3.0	6	18
CADD200L	GEOGRAPHI INFO. SYS. APPL. LAB	Open - 16-Week Session	0.0	6	0
CADD205	CADD ENGINEERING DRAWING I	Open - 16-Week Session	3.0	9	27
CADD205L	CADD ENGINEERING DRAWING I LA	Open - 16-Week Session	0.0	9	0
CADD222	CADD ARCHITECTURAL APPLI. II	Open - 16-Week Session	3.0	7	21
CADD222L	CADD ARCHITECT. APPLI. II LAB	Open - 16-Week Session	0.0	6	0

No Saturday class

EN	**94**	**141**

Good enrollment for CADD

CHE 101	GENERAL CHEMISTRY I	12-Week Session	4.0	11	44
CHE 101	GENERAL CHEMISTRY I	Open - 16-Week Session	4.0	18	72
CHE 101	GENERAL CHEMISTRY I	Open - 16-Week Session	4.0	6	24
CHE 101	GENERAL CHEMISTRY I	Open - 16-Week Session	4.0	14	56
CHE 101	GENERAL CHEMISTRY I	Open - 16-Week Session	4.0	8	32
CHE 101	GENERAL CHEMISTRY I	Open - 16-Week Session	4.0	12	48
CHE 101	GENERAL CHEMISTRY I	Open - 16-Week Session	4.0	20	80
CHE 101	GENERAL CHEMISTRY I	Open - 16-Week Session	4.0	23	92
CHE 101L	GENERAL CHEMISTRY I LECT/LAB	12-Week Session	0.0	11	0
CHE 101L	GENERAL CHEMISTRY I LECT/LAB	Full	0.0	25	0
CHE 101L	GENERAL CHEMISTRY I LECT/LAB	Full	0.0	25	0
CHE 101L	GENERAL CHEMISTRY I LECT/LAB	Open - 16-Week Session	0.0	17	0
CHE 101L	GENERAL CHEMISTRY I LECT/LAB	Open - 16-Week Session	0.0	8	0
CHE 101L	GENERAL CHEMISTRY I LECT/LAB	Open - 16-Week Session	0.0	9	0
CHE 101L	GENERAL CHEMISTRY I LECT/LAB	Open - 16-Week Session	0.0	20	0
CHE 102	GENERAL CHEMISTRY II	Open - 16-Week Session	4.0	22	88
CHE 102	GENERAL CHEMISTRY II	Open - 16-Week Session	4.0	8	32
CHE 102L	GENERAL CHEMISTRY II LECT/LAB	Open - 16-Week Session	0.0	21	0
CHE 102L	GENERAL CHEMISTRY II LECT/LAB	Open - 16-Week Session	0.0	9	0
CHE 105	INTRO BIOCHEMISTRY	Full	2.0	21	42
CHE 213	Organic Chemistry I	Cancelled	4.0	0	0
CHE 213	Organic Chemistry I	Full	4.0	18	72
CHE 213L	Organic Chemistry I Lab	Cancelled	0.0	0	0
CHE 213L	Organic Chemistry I Lab	Full	0.0	18	0
CHE 214	Organic Chemistry II	Cancelled	4.0	0	0
CHE 214L	Organic Chemistry II Lab	Cancelled	0.0	0	0

EN	**344**	**682**

Note: Only 2 Lab & Lecture sections cancelled. Looks like schedule roll over (cruise control) How

Only 1 Saturday class-No Friday classes-More web classes could be developed.

CISS105	INTRO TO UNIX: THE OPER SYSTEM	12-Week Session	3.0	17	51
CISS105	INTRO TO UNIX: THE OPER SYSTEM	Open - 16-Week Session	3.0	19	57
CISS105	INTRO TO UNIX: THE OPER SYSTEM	Open - 16-Week Session	3.0	19	57
CISS109	PRIN OF COMPUTER INFO SYSTEMS	Contract	3.0	21	63
CISS109	PRIN OF COMPUTER INFO SYSTEMS	Full	3.0	22	66
CISS109	PRIN OF COMPUTER INFO SYSTEMS	Open - 16-Week Session	3.0	13	39

CISS109	PRIN OF COMPUTER INFO SYSTEMS	Open - 16-Week Session	3.0	21	63
CISS109	PRIN OF COMPUTER INFO SYSTEMS	Open - 16-Week Session	3.0	16	48
CISS109	PRIN OF COMPUTER INFO SYSTEMS	Open - 16-Week Session	3.0	20	60
CISS116	STRUCTURED DESIGN	Open - 16-Week Session	3.0	10	30
CISS116	STRUCTURED DESIGN	Open - 16-Week Session	3.0	18	54
CISS118	PROGRAMMING WITH VISUAL BASIC	Open - 16-Week Session	3.0	13	39
CISS118L	PROGRAMMING W/VISUAL BASIC LA	Open - 16-Week Session	0.0	11	0
CISS201	SYSTEM ANALYSIS & DESIGN PROG	Cancelled	3.0	0	0
CISS201	SYSTEM ANALYSIS & DESIGN PROG	Full	3.0	21	63
CISS201	SYSTEM ANALYSIS & DESIGN PROG	Full	3.0	21	63
CISS201	SYSTEM ANALYSIS & DESIGN PROG	Full	3.0	19	57
CISS228	OBJ-ORIEN PRG FOR BUS APPL C++	12-Week Session	3.0	0	0
CISS228	OBJ-ORIEN PRG FOR BUS APPL C++	Cancelled	3.0	1	3
CISS228	OBJ-ORIEN PRG FOR BUS APPL C++	Open - 16-Week Session	3.0	18	54
CISS228	OBJ-ORIEN PRG FOR BUS APPL C++	Open - 16-Week Session	3.0	14	42
CISS228L	OBJ-ORIEN PRG BUS APP C++ LAB	Open - 16-Week Session	0.0	20	0
CISS228L	OBJ-ORIEN PRG BUS APP C++ LAB	Open - 16-Week Session	0.0	13	0
CISS231	JAVA PROG-BUSINESS APPLICATION	Open - 16-Week Session	3.0	8	24
CISS231	JAVA PROG-BUSINESS APPLICATION	Open - 16-Week Session	3.0	8	24
CISS231L	JAVA PROG FOR BUSINES APPL LAB	Open - 16-Week Session	0.0	8	0
			EN	**371**	**957**

Note: This set of courses seems to be seriously out dated. This program area should be fresh and current, a There is much opportunity for development here

CLT 100	COMPUTER LITERACY	12-Week Session	2.0	18	36
CLT 100	COMPUTER LITERACY	12-Week Session	2.0	15	30
CLT 100	COMPUTER LITERACY	12-Week Session	2.0	20	40
CLT 100	COMPUTER LITERACY	12-Week Session	2.0	16	32
CLT 100	COMPUTER LITERACY	Accelerated I Session	2.0	15	30
CLT 100	COMPUTER LITERACY	Acclerated 2 Session	2.0	11	22
CLT 100	COMPUTER LITERACY	Acclerated 2 Session	2.0	17	34
CLT 100	COMPUTER LITERACY	Acclerated 2 Session	2.0	24	48
CLT 100	COMPUTER LITERACY	Acclerated 2 Session	2.0	20	40
CLT 100	COMPUTER LITERACY	Full	2.0	20	40
CLT 100	COMPUTER LITERACY	Open - 16-Week Session	2.0	13	26
CLT 100	COMPUTER LITERACY	Open - 16-Week Session	2.0	17	34
CLT 100	COMPUTER LITERACY	Open - 16-Week Session	2.0	16	32
CLT 100	COMPUTER LITERACY	Open - 16-Week Session	2.0	24	48
CLT 100	COMPUTER LITERACY	Open - 16-Week Session	2.0	15	30
CLT 100	COMPUTER LITERACY	Open - 16-Week Session	2.0	15	30
CLT 100	COMPUTER LITERACY	Open - 16-Week Session	2.0	17	34
CLT 100	COMPUTER LITERACY	Open - 16-Week Session	2.0	18	36
CLT 100	COMPUTER LITERACY	Open - 16-Week Session	2.0	21	42
			EN	**332**	**664**

I assume this is a required course. Can students test out of it? We do not have this requirement, so you can

CON 101	INTRODUCTION TO CONSTRUCTION	12-Week Session	3.0	0	0
CON 101	INTRODUCTION TO CONSTRUCTION	12-Week Session	3.0	0	0
CON 101	INTRODUCTION TO CONSTRUCTION	12-Week Session	3.0	6	18
CON 104	CONSTRCTN METHODS & MATERIAL	12-Week Session	3.0	8	24
CON 107	BLUEPRINT READING	12-Week Session	3.0	11	33
CON 224	CONSTRUCTION CONTRACTS&DOCU	Cancelled	3.0	1	3

Currently 32 students in the program. Does this scheduling lead   EN   26   78
students to program completion. Should be easy to monitor. I see 8 graduates in 3 years.

COP 200	COOPERATIVE EDUCATION	Cancelled	3.0	0	0
COP 200	COOPERATIVE EDUCATION	Cancelled	3.0	0	0
COP 200	COOPERATIVE EDUCATION	Contract	3.0	22	66
COP 200	COOPERATIVE EDUCATION	Contract	3.0	21	63

Internships?   EN   43   129

CRJ 101	INTRODUCTION TO CRIMINAL JUSTI	Open - 16-Week Session	3.0	28	84
CRJ 101	INTRODUCTION TO CRIMINAL JUSTI	Open - 16-Week Session	3.0	28	84
CRJ 102	REPT WRIT CJ PERSONNEL	Open - 16-Week Session	3.0	19	57
CRJ 104	FUNDAMENTALS OF LAW ENFORCE	Accelerated I Session	3.0	15	45
CRJ 106	FUNDAMENTALS OF CORRECTIONS	12-Week Session	3.0	13	39
CRJ 107	INSTITUTIONAL TREATMENT OF OF	Open - 16-Week Session	3.0	9	27
CRJ 201	MANAGEMENT CONCEPTS	Open - 16-Week Session	3.0	14	42
CRJ 202	ORGANIZATIONAL DYNAMICS	Acclerated 2 Session	3.0	17	51
CRJ 210	INVESTIGATIVE PRINCIPLES AND	12-Week Session	3.0	8	24
CRJ 211	CRIMINAL PROCEDURAL LAW	12-Week Session	3.0	10	30
CRJ 211	CRIMINAL PROCEDURAL LAW	Cancelled	3.0	0	0

11 offered/1 cancelled=9% sections cancelled   EN   161   483

Not sure what I can offer here, other than you seem to have cancelled a lot of web courses. I think we line
for transfer.

FTE increase 2017 to 2018	**91.30%**
FTE decrease 2018 to 2019	**-18.27%**
FTE increase 2017 to 2019	**56.30%**

CSC 108	PROGRAMMING IN C	Cancelled	3.0	0	
CSC 108	PROGRAMMING IN C	Open - 16-Week Session	3.0	10	
CSC 108L	PROGRAMMING IN C LECT/LAB	Cancelled	0.0	0	

You have CSC courses, a CTL course, CISS courses, and BCAP Courses-Whe

DH 130	DENTAL MATERIALS	Open - 16-Week Session	3.0	17	51
DH 130L	DENTAL MATERIALS LECT/LAB	Open - 16-Week Session	0.0	8	0
DH 130L	DENTAL MATERIALS LECT/LAB	Open - 16-Week Session	0.0	9	0
DH 142	HISTOLOGY AND EMBRYOLOGY	Open - 16-Week Session	2.0	15	30
DH 143	FUND GEN & ORAL PATH	Open - 16-Week Session	1.0	15	15
DH 150	PRE-CLIN DEN HYGIENE	Open - 16-Week Session	4.0	15	60
DH 150L	PRE-CLIN DEN HYGIENE LECT/LAB	Open - 16-Week Session	0.0	8	0
DH 150L	PRE-CLIN DEN HYGIENE LECT/LAB	Open - 16-Week Session	0.0	7	0
DH 230	ORAL PATHOLOGY	Open - 16-Week Session	3.0	17	51
DH 231	PHARMACOLOGY	Open - 16-Week Session	2.0	17	34
DH 242	DENTAL PUBLIC HEALTH	Open - 16-Week Session	3.0	17	51
DH 250	CLINCAL DENTAL HYGIENE II	Open - 16-Week Session	4.0	17	68
DH 250L	CLIN. DENTAL HYGIENE LECT/LAB	Open - 16-Week Session	0.0	8	0
DH 250L	CLIN. DENTAL HYGIENE LECT/LAB	Open - 16-Week Session	0.0	9	0

Cohort driven program   **EN**   **179**   **360**

Good program completion rate

DNT 200	NUTRITION FOR HEALTH SCIENCES	12-Week Session	3.0	25	75
DNT 200	NUTRITION FOR HEALTH SCIENCES	Open - 16-Week Session	3.0	22	66
DNT 200	NUTRITION FOR HEALTH SCIENCES	Open - 16-Week Session	3.0	17	51

     EN   **64**   **192**

I assume there is a reason for offering only 3 sections of this. It seems to be strongly enrolled. I notice ECE

DS 100	ORAL ANATOMY AND PHYSIOLOGY	Open - 16-Week Session	3.0	15	
DS 100L	ORAL ANAT.-PHYSIOLOGY LECT/LA	Open - 16-Week Session	0.0	8	
DS 100L	ORAL ANAT.-PHYSIOLOGY LECT/LA	Open - 16-Week Session	0.0	7	

I assume this is cohort based

ECE 111	PRINCIPLES & PRACTICES IN ECE	12-Week Session	3.0	16	48
ECE 111	PRINCIPLES & PRACTICES IN ECE	12-Week Session	3.0	25	75

ECE 112	MCDCTC:CHILD GROWTH & DEV.I	Accelerated I Session	3.0	14	42
ECE 112	MCDCTC:CHILD GROWTH & DEV.I	Acclerated 2 Session	3.0	14	42
ECE 112	MCDCTC:CHILD GROWTH & DEV.I	Contract	3.0	12	36
ECE 113	MCDCTC PROG. & ACTIVITIES II	Accelerated I Session	3.0	21	63
ECE 113	MCDCTC PROG. & ACTIVITIES II	Acclerated 2 Session	3.0	15	45
ECE 114	CARING FOR INFANTS & TODDLERS	Accelerated I Session	3.0	16	48
ECE 117	GUIDING BEHAVIOR IN YOUNG CHII	Acclerated 2 Session	3.0	17	51
ECE 119	SCHOOL-AGE CHILD CARE	Accelerated I Session	3.0	18	54
ECE 211	Nutrition Hea & Safe for Child	12-Week Session	3.0	9	27
ECE 211	Nutrition Hea & Safe for Child	Cancelled	3.0	0	0
ECE 217	PLAN. & ADMIN. PROG. FOR CHILD	12-Week Session	3.0	11	33
ECE 217	PLAN. & ADMIN. PROG. FOR CHILD	Cancelled	3.0	0	0
ECE 222	Early Childhood Ed Capstone	12-Week Session	3.0	9	27
ECE 222	Early Childhood Ed Capstone	Cancelled	3.0	0	0
		EN		197	591

3 cancelled-16 sch/18% sections cancelled. Strong program completion.

0.1875

ECO 201	AMERICAN ECON I:MACRO	12-Week Session	3.0	23	69
ECO 201	AMERICAN ECON I:MACRO	Open - 16-Week Session	3.0	28	84
ECO 201	AMERICAN ECON I:MACRO	Open - 16-Week Session	3.0	20	60
ECO 201	AMERICAN ECON I:MACRO	Open - 16-Week Session	3.0	22	66
ECO 202	AMERICAN ECON II:MICRO	12-Week Session	3.0	23	69
ECO 202	AMERICAN ECON II:MICRO	Open - 16-Week Session	3.0	6	18
ECO 202	AMERICAN ECON II:MICRO	Open - 16-Week Session	3.0	5	15
	This looks like schedule roll over	EN		127	381

Strong enrollments, but singularly focused. There is room for more classesand course development. No Sat

EDU 200	INTRODUCTION TO EDUCATION	12-Week Session	3	15	45
EDU 215	PROC. & ACQUISI.RDG.COMPETENC`	12-Week Session	3	19	57
EDU 215	PROC. & ACQUISI.RDG.COMPETENC`	Acclerated 2 Session	3	13	39
EDU 215	PROC. & ACQUISI.RDG.COMPETENC`	Cancelled	3	0	0
EDU 225	EFFECT.ASSMENT.& TEACH OF REAl	12-Week Session	3	9	27
EDU 230	TEACH READ.COMP-SELECT/REV/EV	Acclerated 2 Session	3	7	21
EDU 235	LITERACY IN THE CONTENT AREA I	12-Week Session	3	12	36
EDU 240	LITERACY IN THE CONT. AREA II	Acclerated 2 Session	3	14	42
EDU 250	INTRO 2 EFFCTVE ELEM TEACH MET	Cancelled	3	0	0
EDU 255	EDUCATIONAL ASSESSMENT	Acclerated 2 Session	3	13	39
EDU 260	INTRO 2 EFF TEACH MET N 2NDRY/	Cancelled	3	0	0
		EN		102	306

This course selection does not have a balance of web vs face to face. Fall 2018 did not warrant addi

EGN 101	ENGINEERING GRAPHICS	Open - 16-Week Session	3.0	12	36
EGN 102	STATICS	Open - 16-Week Session	3.0	10	30
		EN		22	66

I have seen this before where a college will have high headcount declaired in an Engineering program (107

The course selection here gives evidence that students declare Engineering on their application coming in, t
Studies and then transfer early because they don't see evidence of a real Engineering program. (I found tha

ELC 120	DC CIRCUT ANALYSIS	12-Week Session	3.0	13	39
ELC 120L	DC CIRCUIT ANALYSIS LAB	12-Week Session	0.0	13	0
ELI 80L	Listening & Presentation Skill	English Language Instruction	3.0	11	33
ELI 80L	Listening & Presentation Skill	English Language Instruction	3.0	14	42
ELI 80R	Intermediate Reading & Vocably	English Language Instruction	3.0	14	42
ELI 80R	Intermediate Reading & Vocably	English Language Instruction	3.0	12	36
ELI 80W	Intermediate Grammar & Writing	English Language Instruction	6.0	13	78
ELI 80W	Intermediate Grammar & Writing	English Language Instruction	6.0	16	96
ELI 81G	High Intermediate Grammar	English Language Instruction	3.0	20	60
ELI 81G	High Intermediate Grammar	English Language Instruction	3.0	8	24
ELI 81L	Oral Communication	English Language Instruction	3.0	20	60
ELI 81W	High Intermediate Rdg & Writng	English Language Instruction	6.0	9	54
ELI 81W	High Intermediate Rdg & Writng	English Language Instruction	6.0	20	120
ELI 82G	Advanced Grammar	English Language Instruction	3.0	21	63
ELI 82W	Advanced Reading & Writing	English Language Instruction	6.0	11	66
ELI 82W	Advanced Reading & Writing	English Language Instruction	6.0	18	108
			EN	**207**	**882**

This selection seems to have found a better balance of offerings. Has this program gone through

FTE increase 2017 to 2018	**112.20%**
FTE increase 2018 to 2019	**12.60%**
FTE increase 2017 to 2019	**139%**

EMSP104	Emergency Medical Technician	Cancelled	9.0	0	0
EMSP104	Emergency Medical Technician	Open - 16-Week Session	9.0	23	207
EMSP104	Emergency Medical Technician	Open - 16-Week Session	9.0	25	225
EMSP104L	EMSP LAB	Cancelled	0.0	0	0
EMSP104L	EMSP LAB	Cancelled	0.0	0	0
EMSP104L	EMSP LAB	Cancelled	0.0	0	0
EMSP104L	EMSP LAB	Cancelled	0.0	0	0
EMSP104L	EMSP LAB	Cancelled	0.0	0	0
EMSP104L	EMSP LAB	Cancelled	0.0	0	0
EMSP104L	EMSP LAB	Cancelled	0.0	0	0
EMSP104L	EMSP LAB	Full	0.0	21	0
EMSP104L	EMSP LAB	Open - 16-Week Session	0.0	25	0
EMSP115	Paramedic I	Cancelled	10.0	0	0
EMSP115L	Paramedic I Lab	Cancelled	0.0	0	0

EMSP115L	Paramedic I Lab	Cancelled	0.0	0	0
EMSP115L	Paramedic I Lab	Cancelled	0.0	0	0
EMSP206	Paramedic III	Cancelled	12.0	0	0
EMSP206	Paramedic III	Full	12.0	12	144
EMSP206L	Paramedic 3 Lab	Cancelled	0.0	0	0
EMSP206L	Paramedic 3 Lab	Full	0.0	12	0
			EN	**118**	**576**

FTE increase 2017 to 2018	**15.60%**	
FTE increase 2018 to 2019	**29.70%**	
FTE increase 2017 to 2019	**50%**	

**Not sure what is going on here with all the cancellations. Enrollment is on a growth trend. There se
per year). Is there a pathway that has courses scheduled and support to increase completion?**

ENG 101	ENGLISH WRITING	12-Week Session	3.0	17	51
ENG 101	ENGLISH WRITING	12-Week Session	3.0	25	75
ENG 101	ENGLISH WRITING	12-Week Session	3.0	19	57
ENG 101	ENGLISH WRITING	12-Week Session	3.0	26	78
ENG 101	ENGLISH WRITING	12-Week Session	3.0	23	69
ENG 101	ENGLISH WRITING	12-Week Session	3.0	23	69
ENG 101	ENGLISH WRITING	12-Week Session	3.0	23	69
ENG 101	ENGLISH WRITING	Accelerated I Session	3.0	15	45
ENG 101	ENGLISH WRITING	Accelerated I Session	3.0	25	75
ENG 101	ENGLISH WRITING	Acclerated 2 Session	3.0	15	45
ENG 101	ENGLISH WRITING	Acclerated 2 Session	3.0	22	66
ENG 101	ENGLISH WRITING	Acclerated 2 Session	3.0	12	36
ENG 101	ENGLISH WRITING	Cancelled	3.0	0	0
ENG 101	ENGLISH WRITING	Cancelled	3.0	0	0
ENG 101	ENGLISH WRITING	Cancelled	3.0	0	0
ENG 101	ENGLISH WRITING	Cancelled	3.0	0	0
ENG 101	ENGLISH WRITING	Cancelled	3.0	0	0
ENG 101	ENGLISH WRITING	Cancelled	3.0	0	0
ENG 101	ENGLISH WRITING	Cancelled	3.0	0	0
ENG 101	ENGLISH WRITING	Cancelled	3.0	0	0
ENG 101	ENGLISH WRITING	Contract	3.0	4	12
ENG 101	ENGLISH WRITING	Contract	3.0	19	57
ENG 101	ENGLISH WRITING	Contract	3.0	7	21
ENG 101	ENGLISH WRITING	Contract	3.0	22	66
ENG 101	ENGLISH WRITING	Contract	3.0	19	57
ENG 101	ENGLISH WRITING	Contract	3.0	19	57
ENG 101	ENGLISH WRITING	Contract	3.0	13	39
ENG 101	ENGLISH WRITING	Contract	3.0	22	66
ENG 101	ENGLISH WRITING	Contract	3.0	22	66
ENG 101	ENGLISH WRITING	Contract	3.0	14	42
ENG 101	ENGLISH WRITING	Full	3.0	25	75

ENG 101	ENGLISH WRITING	Full	3.0	25	75
ENG 101	ENGLISH WRITING	Honor	3.0	12	36
ENG 101	ENGLISH WRITING	Open - 16-Week Session	3.0	24	72
ENG 101	ENGLISH WRITING	Open - 16-Week Session	3.0	23	69
ENG 101	ENGLISH WRITING	Open - 16-Week Session	3.0	21	63
ENG 101	ENGLISH WRITING	Open - 16-Week Session	3.0	23	69
ENG 101	ENGLISH WRITING	Open - 16-Week Session	3.0	22	66
ENG 101	ENGLISH WRITING	Open - 16-Week Session	3.0	22	66
ENG 101	ENGLISH WRITING	Open - 16-Week Session	3.0	17	51
ENG 101	ENGLISH WRITING	Open - 16-Week Session	3.0	22	66
ENG 101	ENGLISH WRITING	Open - 16-Week Session	3.0	22	66
ENG 102	INTRO TO TERM PAPER	12-Week Session	3.0	22	66
ENG 102	INTRO TO TERM PAPER	Accelerated I Session	3.0	11	33
ENG 102	INTRO TO TERM PAPER	Acclerated 2 Session	3.0	27	81
ENG 102	INTRO TO TERM PAPER	Acclerated 2 Session	3.0	12	36
ENG 102	INTRO TO TERM PAPER	Acclerated 2 Session	3.0	13	39
ENG 102	INTRO TO TERM PAPER	Acclerated 2 Session	3.0	13	39
ENG 102	INTRO TO TERM PAPER	Cancelled	3.0	0	0
ENG 102	INTRO TO TERM PAPER	Full	3.0	26	78
ENG 102	INTRO TO TERM PAPER	Open - 16-Week Session	3.0	20	60
ENG 200	INTRODUCTION TO LITERATURE	Accelerated I Session	3.0	8	24
ENG 200	INTRODUCTION TO LITERATURE	Accelerated I Session	3.0	19	57
ENG 200	INTRODUCTION TO LITERATURE	Accelerated I Session	3.0	20	60
ENG 200	INTRODUCTION TO LITERATURE	Acclerated 2 Session	3.0	18	54
ENG 200	INTRODUCTION TO LITERATURE	Acclerated 2 Session	3.0	12	36
ENG 200	INTRODUCTION TO LITERATURE	Acclerated 2 Session	3.0	18	54
ENG 200	INTRODUCTION TO LITERATURE	Acclerated 2 Session	3.0	17	51
ENG 200	INTRODUCTION TO LITERATURE	Cancelled	3.0	0	0
ENG 200	INTRODUCTION TO LITERATURE	Cancelled	3.0	0	0
ENG 200	INTRODUCTION TO LITERATURE	Cancelled	3.0	0	0
ENG 200	INTRODUCTION TO LITERATURE	Full	3.0	25	75
ENG 200	INTRODUCTION TO LITERATURE	Open - 16-Week Session	3.0	22	66
ENG 200	INTRODUCTION TO LITERATURE	Open - 16-Week Session	3.0	22	66
ENG 205	THE WOMAN IN LITERATURE	Cancelled	3.0	0	0
ENG 210	AFRICAN AMERICAN LITERATURE	Acclerated 2 Session	3.0	24	72
ENG 210	AFRICAN AMERICAN LITERATURE	Cancelled	3.0	0	0

14 cancelled/67 offered/21% sections cancelled

EN	1013	3039

May try a few more web classes in ENG 101 and 102 and less web in Lit classes. Why is African Ameri

FTE increase 2017 to 2018	12.30%
FTE increase 2018 to 2019	0.06%
FTE increase 2017 to 2019	12.90%

ES 110	ENVIRONMENTAL SCIENCE	12-Week Session	3.0	19	

FASH101	APPAREL TECHNOLOGY	Open - 16-Week Session	3.0	8	24
FASH101	APPAREL TECHNOLOGY	Open - 16-Week Session	3.0	10	30
FASH101	APPAREL TECHNOLOGY	Open - 16-Week Session	3.0	17	51
FASH103	FASHION DESIGN CONCEPTS	Open - 16-Week Session	3.0	20	60
FASH104	FLAT PATTERN DESIGN	Open - 16-Week Session	3.0	9	27
FASH106	APPAREL BUYING AND RETAILING	Cancelled	3.0	0	0
FASH108	SURVEY OF TEXTILES	Open - 16-Week Session	3.0	15	45
FASH201	TECHNICAL FASHION ILLUSTRATIO	Open - 16-Week Session	3.0	18	54
FASH202	COMPUTER-AIDED PATTERN DESIGN	Cancelled	3.0	0	0
FASH203	DESIGN BY DRAPING I	Cancelled	3.0	0	0
FASH203	DESIGN BY DRAPING I	Open - 16-Week Session	3.0	6	18
FASH206	FASHION ENTREPRENEURSHIP	Cancelled	3.0	0	0
FASH206	FASHION ENTREPRENEURSHIP	Open - 16-Week Session	3.0	15	45

4 cancelled/13 offered/31% sections cancelled | | | **EN** | **118** | **354** |

I think there are about 80+ students in the program; however, there have only been 16 completers
Does the scheduling support program completion. Should be easy to get the data.
Probably should look into why students aren't completing.

GEO 102	ELEMENTS OF CULTURAL GEOGRAP	12-Week Session	3.0	17	
H 101	HISTORY OF AMERICAN CIV. I	Accelerated I Session	3.0	11	33
H 101	HISTORY OF AMERICAN CIV. I	Open - 16-Week Session	3.0	26	78
H 101	HISTORY OF AMERICAN CIV. I	Open - 16-Week Session	3.0	20	60
H 101	HISTORY OF AMERICAN CIV. I	Open - 16-Week Session	3.0	30	90
H 102	HISTORY OF AMERICAN CIV. II	Acclerated 2 Session	3.0	24	72
H 102	HISTORY OF AMERICAN CIV. II	Open - 16-Week Session	3.0	11	33
H 110	AFRICAN AMERICAN HISTORY I	Accelerated I Session	3.0	24	72
H 110	AFRICAN AMERICAN HISTORY I	Open - 16-Week Session	3.0	18	54
H 110	AFRICAN AMERICAN HISTORY I	Open - 16-Week Session	3.0	27	81
H 111	AFRICAN AMERICAN HISTORY II	Acclerated 2 Session	3.0	28	84
H 151	WORLD HISTORY I	Open - 16-Week Session	3.0	19	57
H 151	WORLD HISTORY I	Open - 16-Week Session	3.0	16	48
H 152	WORLD HISTORY II	Acclerated 2 Session	3.0	16	48
H 152	WORLD HISTORY II	Acclerated 2 Session	3.0	22	66

No cancellations | | | **EN** | **292** | **876** |

Only 1 evening class-No Friday classes-No 200 Level courses. Only one (4 sections) special topics course.

HEA 102	FIRST AID, CPR, AND SAFETY	Open - 16-Week Session	1.0	8	8
HEA 205	HUMAN SEXUALITY	Open - 16-Week Session	3.0	26	78
HEA 205	HUMAN SEXUALITY	Open - 16-Week Session	3.0	28	84
HEA 205	HUMAN SEXUALITY	Open - 16-Week Session	3.0	23	69

HEA 205	HUMAN SEXUALITY	Open - 16-Week Session	3.0	26	78
HEA 205	HUMAN SEXUALITY	Open - 16-Week Session	3.0	18	54

Don't know why an additional face to face was not added.

	EN	129	371

FTE increase 2017 to 2018	**63.4%**
FTE increase 2018 to 2019	**6.9%**
FTE increase 2017 to 2019	**74.6%**

This is an area that additional course development could occur-Nutrition And Stress Management

HIT 120	HEALTH INFORMATION SYSTEMS	Open - 16-Week Session	4.0	7	28
HIT 120L	HEALTH INFO. SYSTEMS LECT/LAB	Open - 16-Week Session	0.0	7	0
HIT 132	CPT CODING PRIN/RNU/APG	Open - 16-Week Session	2.0	7	14
HIT 226	CODING PRACTICUM II	Open - 16-Week Session	3.0	5	15
HIT 231	HEALTH INFORM PRAC II	12-Week Session	1.0	7	7
HIT 231	HEALTH INFORM PRAC II	Cancelled	1.0	0	0
HIT 241	ADVANCED ICD-10-CM CODING	Open - 16-Week Session	2.0	5	10
HIT 241L	ADV ICD-10-CM COD LAB	Open - 16-Week Session	0.0	5	0
HIT 252	CLIN QUAL ASSUR & CQI	Open - 16-Week Session	3.0	6	18
HIT 262	ELECTRONIC HEALTH RECORD	Open - 16-Week Session	2.0	3	6

	EN	52	98

FTE decrease 2017 to 2018	**-13.3**
FTE increase 2018 to 2019	**153.8%**
FTE increase 2017 to 2019	**120%**

Only 6 student headcount for Fa with 0 in 2019. I question the via formal program review?

HLF 100	WEIGHT TRAIN/JOGGING/FITNESS	Accelerated I Session	1.0	18	18
HLF 100	WEIGHT TRAIN/JOGGING/FITNESS	Full	1.0	16	16
HLF 142	WEIGHT REDUCTION	Open - 16-Week Session	2.0	13	26
HLF 142	WEIGHT REDUCTION	Open - 16-Week Session	2.0	15	30
HLF 160	BASKETBALL	Open - 16-Week Session	1.0	19	19
HLF 166	WEIGHT TRAINING	Acclerated 2 Session	1.0	15	15
HLF 166	WEIGHT TRAINING	Open - 16-Week Session	1.0	19	19
HLF 167	JOGGING	Full	1.0	16	16
HLF 201	PERSONA/COMMUNITY HEALTH	Accelerated I Session	3.0	28	84
HLF 201	PERSONA/COMMUNITY HEALTH	Accelerated I Session	3.0	28	84
HLF 201	PERSONA/COMMUNITY HEALTH	Acclerated 2 Session	3.0	22	66
HLF 201	PERSONA/COMMUNITY HEALTH	Open - 16-Week Session	3.0	22	66
HLF 201	PERSONA/COMMUNITY HEALTH	Open - 16-Week Session	3.0	24	72
HLF 201	PERSONA/COMMUNITY HEALTH	Open - 16-Week Session	3.0	23	69
HLF 210	PHYSICAL FITNESS & HEALTH	Accelerated I Session	2.0	20	40
HLF 210	PHYSICAL FITNESS & HEALTH	Accelerated I Session	2.0	20	40
HLF 210	PHYSICAL FITNESS & HEALTH	Accelerated I Session	2.0	28	56
HLF 210	PHYSICAL FITNESS & HEALTH	Contract	2.0	2	4
HLF 210	PHYSICAL FITNESS & HEALTH	Full	2.0	26	52
HLF 210	PHYSICAL FITNESS & HEALTH	Full	2.0	20	40

	EN	394	832

Could add more sections-No cancellations-No Fridays-only one 5:30 class-could offer more evening sections (Yoga and Tai Chi). This looks like my highschool transcript from 1977. Just kidding, I had some shop clas Has this are done a formal academic program review?

HUM 202	SURVEY ART,LIT,MUS 19/20	12-Week Session	3.0	15	45
HUM 202	SURVEY ART,LIT,MUS 19/20	Acclerated 2 Session	3.0	23	69
HUM 205	LIT & HEAL:MORAL,ETH,LEG	Acclerated 2 Session	3.0	24	72
HUM 205	LIT & HEAL:MORAL,ETH,LEG	Cancelled	3.0	0	0

Why all web classes? | | EN | 62 | 186 |

FTE decrease 2017 to 2018	**-28.5%**			**Room for mc**
FTE decrease 2018 to 2019	**-4.6%**			
FTE decrease 2017 to 2019	**-31.9%**			

ITNT235	Networking With TCP/IP	Full	3.0	20	60
ITNT235	Networking With TCP/IP	Open - 16-Week Session	3.0	16	48
ITNT235	Networking With TCP/IP	Open - 16-Week Session	3.0	2	6
ITNT235	Networking With TCP/IP	Open - 16-Week Session	3.0	12	36
ITSA125	Security Fund, Princip & Ethic	12-Week Session	3.0	9	27
ITSA125	Security Fund, Princip & Ethic	Cancelled	3.0	1	3
ITSA125	Security Fund, Princip & Ethic	Full	3.0	25	75
ITSA125	Security Fund, Princip & Ethic	Open - 16-Week Session	3.0	18	54
ITSA125L	Security Fund Lab	12-Week Session	0.0	9	0
ITSA125L	Security Fund Lab	Cancelled	0.0	3	0
ITSA125L	Security Fund Lab	Full	0.0	25	0
ITSA125L	Security Fund Lab	Open - 16-Week Session	0.0	18	0
ITSA233	Ethical Hacking	12-Week Session	3.0	5	15
ITSA233	Ethical Hacking	Cancelled	3.0	1	3
ITSA233	Ethical Hacking	Open - 16-Week Session	3.0	18	54
ITSA233L	Ethical Hacking Lab	12-Week Session	0.0	5	0
ITSA233L	Ethical Hacking Lab	Cancelled	0.0	1	0
ITSA233L	Ethical Hacking Lab	Open - 16-Week Session	0.0	18	0
ITSA242	Computer Fores & Investigation	Open - 16-Week Session	3.0	11	33
ITSA242L	Computer fores & Investigation	Open - 16-Week Session	0.0	11	0
ITSA245	Cyber Security Implementation	Cancelled	3.0	0	0
ITSA245	Cyber Security Implementation	Open - 16-Week Session	3.0	12	36
ITSA245	Cyber Security Implementation	Open - 16-Week Session	3.0	6	18
ITSA245	Cyber Security Implementation	Open - 16-Week Session	3.0	0	0
ITSA245L	Cyber Security Implementation	Open - 16-Week Session	0.0	12	0
ITSA253	Operating Systems& Network Sec	12-Week Session	3.0	15	45
ITSA253	Operating Systems& Network Sec	Cancelled	3.0	0	0
ITSA253	Operating Systems& Network Sec	Open - 16-Week Session	3.0	4	12
ITSA253L	Operating Sys & Network Sec	12-Week Session	0.0	14	0
ITSA253L	Operating Sys & Network Sec	Open - 16-Week Session	0.0	4	0
ITSA270	Bus&Continuity Disaster Recove	Open - 16-Week Session	3.0	6	18
ITSA270L	Bus & continuity Disaster Reco	Open - 16-Week Session	0.0	6	0

6 cancelled-32 offered-18.8% sections cancelled.

				EN	307	543

No Saturday classes- Healthy program and current. Must be a newly developed program.

	FTE increase 2017 to 2018	**34.9%**
	FTE increase 2018 to 2019	**6.5%**
	FTE increase 2017 to 2019	**43.7%**

Code	Title	Session	Cr	Enr	FTE
LSS 101	LABORATORY COMMUNIC. SKILLS	Acclerated 2 Session	3.0	8	24
LSS 102	Lab Math, Comp. Skills & Infor	12-Week Session	3.0	9	27
LSS 102	Lab Math, Comp. Skills & Infor	Contract	3.0	13	39
LSS 103	Lab. & Sterilization Mgmt.	12-Week Session	3.0	9	27
LSS 105	Intro to Lab Animal Science	12-Week Session	3.0	12	36
			EN	51	153

	FTE increase 2017 to 2019	**75.9%**

Code	Title	Session	Cr	Enr	FTE
MAT 86	Integ Pre & Intro Algebra	12-Week Session	5.0	19	95
MAT 86	Integ Pre & Intro Algebra	12-Week Session	5.0	25	125
MAT 86	Integ Pre & Intro Algebra	12-Week Session	5.0	13	65
MAT 86	Integ Pre & Intro Algebra	12-Week Session	5.0	15	75
MAT 86	Integ Pre & Intro Algebra	Cancelled	5.0	1	5
MAT 86	Integ Pre & Intro Algebra	Cancelled	5.0	0	0
MAT 86	Integ Pre & Intro Algebra	Cancelled	5.0	0	0
MAT 86	Integ Pre & Intro Algebra	Contract	5.0	19	95
MAT 86	Integ Pre & Intro Algebra	Full	5.0	24	120
MAT 86	Integ Pre & Intro Algebra	Full	5.0	20	100
MAT 86	Integ Pre & Intro Algebra	Full	5.0	21	105
MAT 86	Integ Pre & Intro Algebra	Full	5.0	20	100
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	23	115
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	23	115
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	19	95
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	24	120
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	19	95
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	16	80
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	19	95
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	17	85
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	19	95
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	19	95
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	23	115
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	17	85
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	23	115
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	16	80
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	23	115
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	22	110
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	19	95
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	23	115
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	17	85

MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	15	75
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	16	80
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	16	80
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	20	100
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	19	95
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	21	105
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	20	100
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	18	90
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	19	95
MAT 86	Integ Pre & Intro Algebra	Open - 16-Week Session	5.0	21	105
MAT 86	Integ Pre & Intro Algebra	Promise Academy	5.0	21	105
MAT 86	Integ Pre & Intro Algebra	Reserved	5.0	0	0
MAT 86M	MODULAR INTEGRATED PRE-ALGEE	Cancelled	5.0	0	0
MAT 86M	MODULAR INTEGRATED PRE-ALGEE	Open - 16-Week Session	5.0	19	95
MAT 86M	MODULAR INTEGRATED PRE-ALGEE	Open - 16-Week Session	5.0	19	95
MAT 86M	MODULAR INTEGRATED PRE-ALGEE	Open - 16-Week Session	5.0	20	100
MAT 86M	MODULAR INTEGRATED PRE-ALGEE	Open - 16-Week Session	5.0	20	100
MAT 86M	MODULAR INTEGRATED PRE-ALGEE	Open - 16-Week Session	5.0	15	75
MAT 86M	MODULAR INTEGRATED PRE-ALGEE	Reserved	5.0	0	0
MAT 92	Intermediate Algebra	12-Week Session	4.0	22	88
MAT 92	Intermediate Algebra	Contract	4.0	17	68
MAT 92	Intermediate Algebra	Open - 16-Week Session	4.0	13	52
MAT 92	Intermediate Algebra	Open - 16-Week Session	4.0	13	52
MAT 92	Intermediate Algebra	Open - 16-Week Session	4.0	11	44
MAT 92	Intermediate Algebra	Open - 16-Week Session	4.0	12	48
MAT 92	Intermediate Algebra	Open - 16-Week Session	4.0	18	72
MAT 107	MODERN ELEMENTARY STATISTICS	12-Week Session	3.0	24	72
MAT 107	MODERN ELEMENTARY STATISTICS	12-Week Session	3.0	17	51
MAT 107	MODERN ELEMENTARY STATISTICS	12-Week Session	3.0	14	42
MAT 107	MODERN ELEMENTARY STATISTICS	12-Week Session	3.0	27	81
MAT 107	MODERN ELEMENTARY STATISTICS	Acclerated 2 Session	3.0	16	48
MAT 107	MODERN ELEMENTARY STATISTICS	Acclerated 2 Session	3.0	16	48
MAT 107	MODERN ELEMENTARY STATISTICS	Acclerated 2 Session	3.0	23	69
MAT 107	MODERN ELEMENTARY STATISTICS	Cancelled	3.0	0	0
MAT 107	MODERN ELEMENTARY STATISTICS	Cancelled	3.0	0	0
MAT 107	MODERN ELEMENTARY STATISTICS	Cancelled	3.0	0	0
MAT 107	MODERN ELEMENTARY STATISTICS	Cancelled	3.0	0	0
MAT 107	MODERN ELEMENTARY STATISTICS	Cancelled	3.0	0	0
MAT 107	MODERN ELEMENTARY STATISTICS	Contract	3.0	20	60
MAT 107	MODERN ELEMENTARY STATISTICS	Contract	3.0	19	57
MAT 107	MODERN ELEMENTARY STATISTICS	Full	3.0	30	90
MAT 107	MODERN ELEMENTARY STATISTICS	Open - 16-Week Session	3.0	28	84
MAT 107	MODERN ELEMENTARY STATISTICS	Open - 16-Week Session	3.0	7	21
MAT 107	MODERN ELEMENTARY STATISTICS	Open - 16-Week Session	3.0	23	69
MAT 107	MODERN ELEMENTARY STATISTICS	Open - 16-Week Session	3.0	25	75
MAT 107	MODERN ELEMENTARY STATISTICS	Open - 16-Week Session	3.0	28	84
MAT 107	MODERN ELEMENTARY STATISTICS	Open - 16-Week Session	3.0	12	36

MAT 107	MODERN ELEMENTARY STATISTICS	Open - 16-Week Session	3.0	28	84
MAT 107	MODERN ELEMENTARY STATISTICS	Open - 16-Week Session	3.0	30	90
MAT 107	MODERN ELEMENTARY STATISTICS	Open - 16-Week Session	3.0	24	72
MAT 107	MODERN ELEMENTARY STATISTICS	Open - 16-Week Session	3.0	18	54
MAT 107	MODERN ELEMENTARY STATISTICS	Open - 16-Week Session	3.0	19	57
MAT 107	MODERN ELEMENTARY STATISTICS	Open - 16-Week Session	3.0	16	48
MAT 113	Math. Concepts & Structures I	Accelerated I Session	4.0	6	24
MAT 125	FINITE MATHEMATICS	12-Week Session	3.0	14	42
MAT 125	FINITE MATHEMATICS	Contract	3.0	19	57
MAT 125	FINITE MATHEMATICS	Open - 16-Week Session	3.0	11	33
MAT 128	PRECALCULUS I: COLLEGE ALGEBR.	Open - 16-Week Session	4.0	21	84
MAT 128	PRECALCULUS I: COLLEGE ALGEBR.	Open - 16-Week Session	4.0	19	76
MAT 128	PRECALCULUS I: COLLEGE ALGEBR.	Open - 16-Week Session	4.0	29	116
MAT 128	PRECALCULUS I: COLLEGE ALGEBR.	Open - 16-Week Session	4.0	10	40
MAT 128	PRECALCULUS I: COLLEGE ALGEBR.	Open - 16-Week Session	4.0	21	84
MAT 129	TRIGONOMETRY/PRE-CALCULUS II	Cancelled	4.0	0	0
MAT 129	TRIGONOMETRY/PRE-CALCULUS II	Open - 16-Week Session	4.0	18	72
MAT 129	TRIGONOMETRY/PRE-CALCULUS II	Open - 16-Week Session	4.0	8	32
MAT 140	CALCULUS I	Cancelled	4.0	0	0
MAT 140	CALCULUS I	Open - 16-Week Session	4.0	13	52
MAT 140	CALCULUS I	Open - 16-Week Session	4.0	12	48
MAT 141	CALCULUS II	Open - 16-Week Session	4.0	17	68
MAT 141	CALCULUS II	Reserved	4.0	0	0
MAT 210	ADVANCED CALCULUS	Cancelled	4.0	0	0
MAT 211	DIFFEREN EQUATIONS	Cancelled	4.0	0	0
MAT 211	DIFFEREN EQUATIONS	Open - 16-Week Session	4.0	8	32
MAT 212	LINEAR ALGEBRA	Cancelled	4.0	0	0
			EN	**1653**	**6961**

Seem to have found a better balance in 2019 for day classes. Might try more Friday and Saturday and later eve

FTE increase 2017 to 2018	**13.80%**
FTE increase 2018 to 2019	**0%**

MGMT102	PRINCIPLES OF SUPERVISION	Open - 16-Week Session	3.0	32	96
MGMT102	PRINCIPLES OF SUPERVISION	Open - 16-Week Session	3.0	22	66
MGMT170	SMALL BUSINESS MANAGEMENT	Open - 16-Week Session	3.0	20	60
MGMT170	SMALL BUSINESS MANAGEMENT	Open - 16-Week Session	3.0	29	87
MGMT180	PERSONAL FINANCIAL MANAGEMEI	12-Week Session	3.0	23	69
MGMT180	PERSONAL FINANCIAL MANAGEMEI	Open - 16-Week Session	3.0	19	57
MGMT219	HUMAN RESOURCE MANAGEMENT	Independent Study	3.0	1	3
MGMT222	PRINCIPLES OF BUSINESS MGMNT.	Contract	3.0	29	87
MGMT222	PRINCIPLES OF BUSINESS MGMNT.	Contract	3.0	1	3
MGMT222	PRINCIPLES OF BUSINESS MGMNT.	Contract	3.0	19	57
MGMT222	PRINCIPLES OF BUSINESS MGMNT.	Open - 16-Week Session	3.0	22	66
MGMT222	PRINCIPLES OF BUSINESS MGMNT.	Open - 16-Week Session	3.0	13	39
MGMT229	PRINCIPLES OF LEADERSHIP	Independent Study	3.0	1	3
MKTG210	RETAILING	Accelerated I Session	3.0	7	21
MKTG211	ADVERTISING	Acclerated 2 Session	3.0	8	24
MKTG212	PRINCIPLES OF SELLING	Acclerated 2 Session	3.0	4	12
MKTG223	MARKETING	Contract	3.0	16	48
MKTG223	MARKETING	Contract	3.0	15	45

MKTG223	MARKETING	Contract	3.0	16	48
MKTG223	MARKETING	Open - 16-Week Session	3.0	18	54
			EN	**315**	**945**

Like Accounting, these courses don't feel like they have been through a formal program review. Th
FTE increase 2018 to 2019   36.9%

MUS 100	INTRO TO MUSIC FUNDAMENT	Open - 16-Week Session	3.0	13	39
MUS 102	THEORY OF MUSIC II	Cancelled	3.0	0	0
MUS 103	MUSIC APPRECIATION	Accelerated I Session	3.0	20	60
MUS 103	MUSIC APPRECIATION	Open - 16-Week Session	3.0	19	57
MUS 106	AFRO-AMERICAN MUSIC	Full	3.0	21	63
MUS 128	CHOIR I	Cancelled	2.0	0	0
MUS 191	EAR TRAINING I	Open - 16-Week Session	2.0	6	12
MUS 192	EAR TRAINING II	Cancelled	1.0	0	0
MUS 195	CHOIR I	12-Week Session	1.0	11	11
MUS 273	PIANO II	Cancelled	2.0	0	0
			EN	**90**	**242**

The headcount in this program has increased 53% (17 to 26); however this is a small program a
There is a lot more going on in music programs today, and though most programs still support
lighting, sound, and recording engineering are solid career options. In addition, because of the

NUR 111	CALCULATION OF MEDS IN NURSIN(	Open - 16-Week Session	1.0	16	16
NUR 111	CALCULATION OF MEDS IN NURSIN(	Open - 16-Week Session	1.0	15	15
NUR 111	CALCULATION OF MEDS IN NURSIN(	Open - 16-Week Session	1.0	16	16
NUR 111	CALCULATION OF MEDS IN NURSIN(	Open - 16-Week Session	1.0	15	15
NUR 120	INTRO. TO NURSING PRACTICE	Open - 16-Week Session	8.0	19	152
NUR 120	INTRO. TO NURSING PRACTICE	Open - 16-Week Session	8.0	54	432
NUR 120L	INTRO.-NURSING PRACT LECT/LAB	Full	0.0	12	0
NUR 120L	INTRO.-NURSING PRACT LECT/LAB	Open - 16-Week Session	0.0	6	0
NUR 120L	INTRO.-NURSING PRACT LECT/LAB	Open - 16-Week Session	0.0	7	0
NUR 120L	INTRO.-NURSING PRACT LECT/LAB	Open - 16-Week Session	0.0	7	0
NUR 120L	INTRO.-NURSING PRACT LECT/LAB	Open - 16-Week Session	0.0	6	0
NUR 120L	INTRO.-NURSING PRACT LECT/LAB	Open - 16-Week Session	0.0	7	0
NUR 120L	INTRO.-NURSING PRACT LECT/LAB	Open - 16-Week Session	0.0	7	0
NUR 120L	INTRO.-NURSING PRACT LECT/LAB	Open - 16-Week Session	0.0	1	0
NUR 120L	INTRO.-NURSING PRACT LECT/LAB	Open - 16-Week Session	0.0	6	0
NUR 120L	INTRO.-NURSING PRACT LECT/LAB	Open - 16-Week Session	0.0	6	0
NUR 120L	INTRO.-NURSING PRACT LECT/LAB	Open - 16-Week Session	0.0	7	0
NUR 122	MED.- SURG. NURS. OF ADULTS I	Open - 16-Week Session	8.0	57	456
NUR 122L	MED. SURG. CLINICAL LECT/LAB	Full	0.0	7	0
NUR 122L	MED. SURG. CLINICAL LECT/LAB	Full	0.0	8	0
NUR 122L	MED. SURG. CLINICAL LECT/LAB	Full	0.0	7	0
NUR 122L	MED. SURG. CLINICAL LECT/LAB	Full	0.0	7	0

NUR 122L	MED. SURG. CLINICAL LECT/LAB	Full	0.0	13	0
NUR 122L	MED. SURG. CLINICAL LECT/LAB	Open - 16-Week Session	0.0	6	0
NUR 122L	MED. SURG. CLINICAL LECT/LAB	Open - 16-Week Session	0.0	7	0
NUR 122L	MED. SURG. CLINICAL LECT/LAB	Open - 16-Week Session	0.0	0	0
NUR 122L	MED. SURG. CLINICAL LECT/LAB	Open - 16-Week Session	0.0	2	0
NUR 216	PERSPECTIVES & ISSUES IN NURS.	Open - 16-Week Session	1.0	29	29
NUR 218	MATERNAL & CHILD HEALTH NUR.	Accelerated I Session	6.0	12	72
NUR 218	MATERNAL & CHILD HEALTH NUR.	Acclerated 2 Session	6.0	18	108
NUR 218L	MATERNAL & CHILD HEALTH NUR.	Accelerated I Session	0.0	6	0
NUR 218L	MATERNAL & CHILD HEALTH NUR.	Accelerated I Session	0.0	4	0
NUR 218L	MATERNAL & CHILD HEALTH NUR.	Accelerated I Session	0.0	2	0
NUR 218L	MATERNAL & CHILD HEALTH NUR.	Acclerated 2 Session	0.0	9	0
NUR 218L	MATERNAL & CHILD HEALTH NUR.	Acclerated 2 Session	0.0	6	0
NUR 218L	MATERNAL & CHILD HEALTH NUR.	Open - 16-Week Session	0.0	3	0
NUR 220	MEDICAL-SURGICAL NUR. ADULT II	Open - 16-Week Session	8.0	33	264
NUR 220L	MED./SURGICAL NUR.OF ADULTS II	Full	0.0	14	0
NUR 220L	MED./SURGICAL NUR.OF ADULTS II	Full	0.0	9	0
NUR 220L	MED./SURGICAL NUR.OF ADULTS II	Full	0.0	10	0
NUR 220L	MED./SURGICAL NUR.OF ADULTS II	Open - 16-Week Session	0.0	0	0
NUR 220L	MED./SURGICAL NUR.OF ADULTS II	Open - 16-Week Session	0.0	0	0
NUR 222	CLIENT CARE-MENTAL HEALTH PRC	Accelerated I Session	4.0	13	52
NUR 222	CLIENT CARE-MENTAL HEALTH PRC	Acclerated 2 Session	4.0	16	64
NUR 222L	CLIENT CARE MENTAL HEALTH PRC	Accelerated I Session	0.0	7	0
NUR 222L	CLIENT CARE MENTAL HEALTH PRC	Accelerated I Session	0.0	6	0
NUR 222L	CLIENT CARE MENTAL HEALTH PRC	Accelerated I Session	0.0	0	0
NUR 222L	CLIENT CARE MENTAL HEALTH PRC	Acclerated 2 Session	0.0	8	0
NUR 222L	CLIENT CARE MENTAL HEALTH PRC	Acclerated 2 Session	0.0	4	0
NUR 222L	CLIENT CARE MENTAL HEALTH PRC	Acclerated 2 Session	0.0	4	0
			EN	**534**	**1691**

FTE increase 2017 to 2019   **29.40%**   **Cohort and accreditation dr**

OFAD100	OFFICE PROCEDURES	Cancelled	3.0	0
OFAD100	OFFICE PROCEDURES	Open - 16-Week Session	3.0	14
OFAD117	Records Management	Cancelled	3.0	0
OFAD123	DOCUMENT FORMATTING I	Cancelled	3.0	0
OFAD215	OFFICE MANAGEMENT	Cancelled	3.0	0

I haven't seen these courses in a long time. Move to CE or discontinue.

PHI 101	INTRODUCTION TO PHILOSOPHY	Open - 16-Week Session	3.0	26	78
PHI 101	INTRODUCTION TO PHILOSOPHY	Open - 16-Week Session	3.0	29	87
PHI 101	INTRODUCTION TO PHILOSOPHY	Open - 16-Week Session	3.0	29	87
PHI 101	INTRODUCTION TO PHILOSOPHY	Open - 16-Week Session	3.0	22	66
PHI 104	CRITICAL THINKING AND LOGIC	12-Week Session	3.0	22	66
PHI 104	CRITICAL THINKING AND LOGIC	Open - 16-Week Session	3.0	11	33

PHI 105	INTRO TO PROFESSIONAL ETHICS	12-Week Session	3.0	20	60
			EN	159	477

Strong enrollment-no cancellations-no Monday, Wednesday, Friday or Saturday classes. Cruise control.

PHSC110	Physical Science	Open - 16-Week Session	4.0	11	
PHSC110L	Physical Science LAB	Open - 16-Week Session	0.0	11	

Why only one physical science class at 5:30 pm? 5:30 is not a highly desirable start time.

PHTT260	CLINICAL EDUCATION I	Open - 16-Week Session	4.0	6	
PHTT260	CLINICAL EDUCATION I	Open - 16-Week Session	4.0	5	
PHY 101	FUNDAMENTALS OF PHYSICS I	Open - 16-Week Session	4.0	22	88
PHY 101L	FUND OF PHYSICS I LECT/LAB	Open - 16-Week Session	0.0	22	0
PHY 102	FUNDAMENTALS OF PHYSICS	Cancelled	4.0	0	0
PHY 102L	FUNDAMENTALS OF PHYSICS LAB	Cancelled	0.0	0	0
PHY 203	GENERAL PHYSICS I	Open - 16-Week Session	5.0	11	55
PHY 203L	GENERAL PHYSICS I LABORATORY	Open - 16-Week Session	0.0	11	0

No evening or Saturday courses

			EN	66	143

FTE decrease 2017 to 2018	**-18.2**	
FTE decrease 2018 to 2019	**-23.8**	**This is a consistent and consid**
FTE decrease 2017 to 2019	**-37.7**	

PLA 101	GENERAL LAW I	Open - 16-Week Session	3.0	20	60
PLA 106	LEGAL WRITING	12-Week Session	3.0	9	27
PLA 256	LEGAL SPECIALITY FAMILY LAW	Open - 16-Week Session	3.0	14	42
PLA 262	MEDIATION AND ARBITRATION	Open - 16-Week Session	3.0	7	21
PLA 265	COMPUTER-ASSIST.LEGAL RESEARC	12-Week Session	3.0	7	21
			EN	57	171

FTE increase 2017 to 2018	**114.30%**	
FTE decrease 2018 to 2019	**-5.00%**	
FTE increase 2017 to 2019	**103.6%**	**Student Headcount**
		LEGAL ASSISTANT

The number of students in the program and FTE are increasing. The same faculty member has tau

PRE 100	PREP.FOR ACADEMIC ACHIEVEMEN	Accelerated I Session	1.0	20	20
PRE 100	PREP.FOR ACADEMIC ACHIEVEMEN	Accelerated I Session	1.0	16	16
PRE 100	PREP.FOR ACADEMIC ACHIEVEMEN	Accelerated I Session	1.0	16	16
PRE 100	PREP.FOR ACADEMIC ACHIEVEMEN	Accelerated I Session	1.0	20	20
PRE 100	PREP.FOR ACADEMIC ACHIEVEMEN	Accelerated I Session	1.0	19	19
PRE 100	PREP.FOR ACADEMIC ACHIEVEMEN	Accelerated I Session	1.0	21	21

PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	20	20
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	21	21
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	24	24
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	18	18
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	18	18
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	19	19
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	21	21
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	24	24
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	25	25
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	20	20
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	20	20
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	22	22
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	19	19
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	17	17
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	17	17
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	22	22
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	11	11
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Accelerated I Session	1.0	17	17
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	6	6
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	15	15
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	16	16
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	9	9
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	17	17
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	18	18
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	12	12
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	12	12
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	24	24
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	16	16
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	19	19
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	22	22
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	19	19
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	21	21
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	12	12
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	17	17
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	17	17
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Acclerated 2 Session	1.0	17	17
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Cancelled	1.0	0	0
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Cancelled	1.0	0	0
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Cancelled	1.0	0	0
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Contract	1.0	13	13
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Contract	1.0	14	14
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Contract	1.0	1	1
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Contract	1.0	20	20
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Contract	1.0	24	24
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Contract	1.0	22	22
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Honor	1.0	14	14
PRE 100	PREP.FOR ACADEMIC ACHIEVEMENT	Reserved	1.0	0	0

			EN	**864**	**864**

I assume this is a captive audience and enrollment in these courses are driven by who is new to coll

| PS 101 | AMERICAN GOVERNMENT | 12-Week Session | 3.0 | 9 | |
| PS 101 | AMERICAN GOVERNMENT | Cancelled | 3.0 | 0 | |

Why just online? Why offer this course, as it doesn't seem viable. Doesn't seem to anchored by FT

PSY 101	INTRODUCTORY PSYCHOLOGY	12-Week Session	3.0	25	75
PSY 101	INTRODUCTORY PSYCHOLOGY	Accelerated I Session	3.0	27	81
PSY 101	INTRODUCTORY PSYCHOLOGY	Acclerated 2 Session	3.0	26	78
PSY 101	INTRODUCTORY PSYCHOLOGY	Full	3.0	31	93
PSY 101	INTRODUCTORY PSYCHOLOGY	Honor	3.0	20	60
PSY 101	INTRODUCTORY PSYCHOLOGY	Open - 16-Week Session	3.0	27	81
PSY 101	INTRODUCTORY PSYCHOLOGY	Open - 16-Week Session	3.0	24	72
PSY 101	INTRODUCTORY PSYCHOLOGY	Open - 16-Week Session	3.0	28	84
PSY 101	INTRODUCTORY PSYCHOLOGY	Open - 16-Week Session	3.0	27	81
PSY 101	INTRODUCTORY PSYCHOLOGY	Open - 16-Week Session	3.0	22	66
PSY 101	INTRODUCTORY PSYCHOLOGY	Open - 16-Week Session	3.0	28	84
PSY 101	INTRODUCTORY PSYCHOLOGY	Open - 16-Week Session	3.0	28	84
PSY 101	INTRODUCTORY PSYCHOLOGY	Open - 16-Week Session	3.0	29	87
PSY 101	INTRODUCTORY PSYCHOLOGY	Open - 16-Week Session	3.0	25	75
PSY 101	INTRODUCTORY PSYCHOLOGY	Open - 16-Week Session	3.0	23	69
PSY 104	DEVELOPMENTAL PSYCHOLOGY	Acclerated 2 Session	3.0	24	72
PSY 104	DEVELOPMENTAL PSYCHOLOGY	Open - 16-Week Session	3.0	24	72
PSY 104	DEVELOPMENTAL PSYCHOLOGY	Open - 16-Week Session	3.0	28	84
PSY 104	DEVELOPMENTAL PSYCHOLOGY	Open - 16-Week Session	3.0	28	84
PSY 104	DEVELOPMENTAL PSYCHOLOGY	Open - 16-Week Session	3.0	24	72
PSY 201	EDUCATIONAL PSYCHOLOGY	Open - 16-Week Session	3.0	24	72
PSY 204	INTRODUCTION TO ABNORMAL PSY	12-Week Session	3.0	15	45
PSY 204	INTRODUCTION TO ABNORMAL PSY	Open - 16-Week Session	3.0	23	69

PSY 207	PSY OF HUMAN LEARN & BEHAVIOR	Acclerated 2 Session	3.0	9	27
PSY 210	Intro to Methods/Psy Research	Open - 16-Week Session	4.0	8	32
		EN		597	1799

No cancellations-No Friday or Saturday classes-limited evenings-52% of the classes are onli

PTT 112	INTRO TO P.T. ASSISTING	Open - 16-Week Session	2.0	19	38
PTT 120	P. T. A. PROCEDURES I	Cancelled	5.0	0	0
PTT 120	P. T. A. PROCEDURES I	Cancelled	5.0	0	0
PTT 120	P. T. A. PROCEDURES I	Open - 16-Week Session	5.0	14	70
PTT 120	P. T. A. PROCEDURES I	Open - 16-Week Session	5.0	5	25
PTT 120L	PTA PROCEDURES I LECT/LAB	Open - 16-Week Session	0.0	3	0
PTT 120L	PTA PROCEDURES I LECT/LAB	Open - 16-Week Session	0.0	4	0
PTT 120L	PTA PROCEDURES I LECT/LAB	Open - 16-Week Session	0.0	4	0
PTT 120L	PTA PROCEDURES I LECT/LAB	Open - 16-Week Session	0.0	3	0
PTT 120L	PTA PROCEDURES I LECT/LAB	Open - 16-Week Session	0.0	1	0
PTT 120L	PTA PROCEDURES I LECT/LAB	Open - 16-Week Session	0.0	2	0
PTT 120L	PTA PROCEDURES I LECT/LAB	Open - 16-Week Session	0.0	2	0
PTT 240	P.T. ASSIST. PROC. III.	Open - 16-Week Session	5.0	11	55
PTT 240L	PTT ASST. PRAC. III LECT/LAB	Open - 16-Week Session	0.0	6	0
PTT 240L	PTT ASST. PRAC. III LECT/LAB	Open - 16-Week Session	0.0	6	0
		EN		80	188

Cohort driven program?

| RBT 105 | INTRO.TO ROBOTICS/MECHATRONIC | 12-Week Session | 4.0 | 15 | |
| RBT 150 | COMPUTER ASST. MANUFACTURING | Cancelled | 4.0 | 0 | |

Specialized offering?

RC 111	CARDIORESPIRATORY SCIENCE I	Open - 16-Week Session	2.0	16	
RC 112	CARDIORESPIRATORY EQUIPMENT I	Open - 16-Week Session	1.0	8	
RC 112	CARDIORESPIRATORY EQUIPMENT I	Open - 16-Week Session	1.0	8	
RC 211	CARDIORESPIRATORY SCIENCES II	Open - 16-Week Session	2.0	10	
RC 212	CARDIORESPIRATORY EQUIP. III	Open - 16-Week Session	1.0	5	
RC 212	CARDIORESPIRATORY EQUIP. III	Open - 16-Week Session	1.0	5	
RC 213	CARDIORESPIRATORY DIAGNOSTIC	Open - 16-Week Session	2.0	10	
RC 214	CARDIORESPIRATORY DIAGNOSTIC	Open - 16-Week Session	1.0	10	
RC 215	CLINICAL PRACTICUM IV	Open - 16-Week Session	4.0	10	
RC 215L	CLINICAL PRACTICUM IV LAB	Open - 16-Week Session	0.0	3	
RC 215L	CLINICAL PRACTICUM IV LAB	Open - 16-Week Session	0.0	4	
RC 215L	CLINICAL PRACTICUM IV LAB	Open - 16-Week Session	0.0	3	

Cohort driven program

RENG 91	Reading & English Skills	12-Week Session	4.0	16	64
RENG 91	Reading & English Skills	12-Week Session	4.0	17	68
RENG 91	Reading & English Skills	12-Week Session	4.0	15	60
RENG 91	Reading & English Skills	12-Week Session	4.0	16	64
RENG 91	Reading & English Skills	12-Week Session	4.0	14	56
RENG 91	Reading & English Skills	12-Week Session	4.0	18	72
RENG 91	Reading & English Skills	12-Week Session	4.0	11	44
RENG 91	Reading & English Skills	Accelerated I Session	4.0	19	76
RENG 91	Reading & English Skills	Accelerated I Session	4.0	18	72
RENG 91	Reading & English Skills	Accelerated I Session	4.0	15	60
RENG 91	Reading & English Skills	Acclerated 2 Session	4.0	13	52
RENG 91	Reading & English Skills	Cancelled	4.0	4	16
RENG 91	Reading & English Skills	Contract	4.0	17	68
RENG 91	Reading & English Skills	Contract	4.0	18	72
RENG 91	Reading & English Skills	Contract	4.0	19	76
RENG 91	Reading & English Skills	Open - 16-Week Session	4.0	14	56
RENG 91	Reading & English Skills	Open - 16-Week Session	4.0	13	52
RENG 91	Reading & English Skills	Open - 16-Week Session	4.0	19	76
RENG 91	Reading & English Skills	Open - 16-Week Session	4.0	11	44
RENG 91	Reading & English Skills	Open - 16-Week Session	4.0	14	56
RENG 91	Reading & English Skills	Open - 16-Week Session	4.0	16	64
RENG 91	Reading & English Skills	Open - 16-Week Session	4.0	13	52
RENG 91	Reading & English Skills	Open - 16-Week Session	4.0	18	72
RENG 91	Reading & English Skills	Open - 16-Week Session	4.0	16	64
RENG 91	Reading & English Skills	Open - 16-Week Session	4.0	17	68
RENG 91	Reading & English Skills	Open - 16-Week Session	4.0	19	76
RENG 91	Reading & English Skills	Promise Academy	4.0	14	56
RENG 91	Reading & English Skills	Promise Academy	4.0	7	28
RENG 92	Reading & English Skills II	12-Week Session	4.0	17	68
RENG 92	Reading & English Skills II	12-Week Session	4.0	12	48
RENG 92	Reading & English Skills II	12-Week Session	4.0	17	68
RENG 92	Reading & English Skills II	12-Week Session	4.0	12	48
RENG 92	Reading & English Skills II	12-Week Session	4.0	17	68
RENG 92	Reading & English Skills II	Accelerated I Session	4.0	20	80
RENG 92	Reading & English Skills II	Accelerated I Session	4.0	17	68
RENG 92	Reading & English Skills II	Acclerated 2 Session	4.0	11	44
RENG 92	Reading & English Skills II	Acclerated 2 Session	4.0	14	56
RENG 92	Reading & English Skills II	Acclerated 2 Session	4.0	17	68
RENG 92	Reading & English Skills II	Acclerated 2 Session	4.0	15	60
RENG 92	Reading & English Skills II	Acclerated 2 Session	4.0	14	56
RENG 92	Reading & English Skills II	Acclerated 2 Session	4.0	15	60
RENG 92	Reading & English Skills II	Acclerated 2 Session	4.0	12	48
RENG 92	Reading & English Skills II	Acclerated 2 Session	4.0	14	56
RENG 92	Reading & English Skills II	Acclerated 2 Session	4.0	11	44
RENG 92	Reading & English Skills II	Cancelled	4.0	0	0

RENG 92	Reading & English Skills II	Cancelled	4.0	0	0
RENG 92	Reading & English Skills II	Cancelled	4.0	0	0
RENG 92	Reading & English Skills II	Cancelled	4.0	0	0
RENG 92	Reading & English Skills II	Cancelled	4.0	0	0
RENG 92	Reading & English Skills II	Contract	4.0	16	64
RENG 92	Reading & English Skills II	Contract	4.0	19	76
RENG 92	Reading & English Skills II	Contract	4.0	22	88
RENG 92	Reading & English Skills II	Contract	4.0	20	80
RENG 92	Reading & English Skills II	Contract	4.0	18	72
RENG 92	Reading & English Skills II	Contract	4.0	16	64
RENG 92	Reading & English Skills II	Contract	4.0	17	68
RENG 92	Reading & English Skills II	Contract	3.0	10	30
RENG 92	Reading & English Skills II	Open - 16-Week Session	4.0	17	68
RENG 92	Reading & English Skills II	Open - 16-Week Session	4.0	12	48
RENG 92	Reading & English Skills II	Open - 16-Week Session	4.0	17	68
RENG 92	Reading & English Skills II	Open - 16-Week Session	4.0	18	72
RENG 92	Reading & English Skills II	Open - 16-Week Session	4.0	19	76
RENG 92	Reading & English Skills II	Open - 16-Week Session	4.0	17	68
RENG 92	Reading & English Skills II	Open - 16-Week Session	4.0	17	68
RENG 92	Reading & English Skills II	Open - 16-Week Session	4.0	19	76
			EN	930	3710

FTE increase 2017 to 2018   **103.6%**
FTE decrease 2018 to 2019   **-12.1%**
FTE increase 2017 to 2019   **33.3%**

Section Distribution by Time		
Before noon	34	52.3%
Noon to 4:30	17	26.2%
Evening	6	9.2%
Web	8	12.3%
Total Sections	65	

Secti
MTWR
MWF
MW
W
TTH
F
S
Web

MTWR
MTWR
MWF
TR

Looks like your trying to get the right balance of courses. In 2017, 50 sections were offered, with 6 cancellations. Course offerings were significantly increased (74%) in 2018, with 23% (20 sections) being cancelled. The increase in sections yielded a 103.6% increase in FTE. In 2019, sections offered were reduced by 25.3% (65); however, only 6 sections were cancelled (9.0%). FTE decreased by 12.0% from 2018 to 2019; however, the cancellation rate for 2019 was good. the increase from 2017 to 2019 was 33%, which is good, as well. Strategically increasing sections (maybe by 4) one on Friday during the day, one on Saturday at noon, 2 MW evenings would bring the FTE up without increasing cancellations.

RESP113	CARDIO. ANATOMY & PHYSIOLOGY	Open - 16-Week Session	3.0	15	45
RESP113	CARDIO. ANATOMY & PHYSIOLOGY	Open - 16-Week Session	3.0	1	3
RESP115	CLINICAL PRACTICUM I	Open - 16-Week Session	2.0	15	30
RESP115	CLINICAL PRACTICUM I	Open - 16-Week Session	2.0	1	2
RESP115L	CLINICAL PRACTICUM LAB	Open - 16-Week Session	0.0	7	0
RESP115L	CLINICAL PRACTICUM LAB	Open - 16-Week Session	0.0	4	0
RESP115L	CLINICAL PRACTICUM LAB	Open - 16-Week Session	0.0	5	0
Cohort driven program			EN	48	80

| SCI 100 | ELEMENTS OF EARTH SCIENCE | Open - 16-Week Session | 3.0 | 9 | |
| SCI 106 | INTRODUCTORY OCEANOGRAPHY | 12-Week Session | 3.0 | 21 | |

Why only web offerings?

SED 220	SPECIAL EDUCATION AN OVERVIEW	12-Week Session	3.0	10	30
SED 220	SPECIAL EDUCATION AN OVERVIEW	Acclerated 2 Session	3.0	20	60
SED 260	COMM & CONSULT IN SPECIAL EDU	Acclerated 2 Session	3.0	5	15
			EN	35	105

Education Graduates				
	2017	2018	2019	3 Year
Early Childhood Education	7	20.0	18	45
Teacher Education Transfer	5	1.0	3	9
Teacher Ed - Math/Science	0	3.0	1	4
Early Childhood Education	3	0.0	0	3
Elementary Ed/Gen Sp Ed PreK-12	0	1.0	0	1
Overall Education	15	25.0	22	62

SGT 101	INSTRUMENTATION	Open - 16-Week Session	3.0	9	27
SGT 101L	INSTRUMENTATION LECT/LAB	Open - 16-Week Session	0.0	9	0
SGT 201	HOSPITAL CLINICAL II	Open - 16-Week Session	4.0	5	20
SGT 205	MORE ADVANCED SURGICAL PROCE	Open - 16-Week Session	3.0	5	15
SGT 205L	MORE ADVANCE SURGICAL PROCE	Open - 16-Week Session	0.0	5	0
Cohort driven program			EN	33	62

| SOC 101 | INTRODUCTION TO SOCIOLOGY | Accelerated I Session | 3.0 | 25 | 75 |
| SOC 101 | INTRODUCTION TO SOCIOLOGY | Acclerated 2 Session | 3.0 | 23 | 69 |

SOC 101	INTRODUCTION TO SOCIOLOGY	Open - 16-Week Session	3.0	29	87
SOC 101	INTRODUCTION TO SOCIOLOGY	Open - 16-Week Session	3.0	26	78
SOC 101	INTRODUCTION TO SOCIOLOGY	Open - 16-Week Session	3.0	19	57
SOC 101	INTRODUCTION TO SOCIOLOGY	Open - 16-Week Session	3.0	28	84
SOC 101	INTRODUCTION TO SOCIOLOGY	Open - 16-Week Session	3.0	19	57
SOC 101	INTRODUCTION TO SOCIOLOGY	Open - 16-Week Session	3.0	25	75
SOC 101	INTRODUCTION TO SOCIOLOGY	Open - 16-Week Session	3.0	23	69
SOC 108	ANTHROPOLOGY	Acclerated 2 Session	3.0	22	66
SOC 150	CULTURAL DIVERSITY: WORKPLACE	Accelerated I Session	3.0	20	60
SOC 150	CULTURAL DIVERSITY: WORKPLACE	Acclerated 2 Session	3.0	20	60
			EN	279	837

In 2019, 12 sections were offered, a 25% decrease in sections. No classes were cancelled. There was a 1.8%
One less section was offered in 2019 than in 2017. No Friday or Saturday classes and only 1 evening section
This discipline should have more variety of course offerings with 200 level courses and special topics. More
on Saturday, Friday, and in the evening. At least one face to face Anthropology course would probably run

FTE decrease 2017 to 2018	**-14.2%**
FTE decrease 2018 to 2019	**-1.8%**
FTE decrease 2017 to 2019	**-15.7%**

SP 101	FUND.OF SPEECH COMMUNICATION	Accelerated I Session	3.0	25	75
SP 101	FUND.OF SPEECH COMMUNICATION	Acclerated 2 Session	3.0	20	60
SP 101	FUND.OF SPEECH COMMUNICATION	Acclerated 2 Session	3.0	28	84
SP 101	FUND.OF SPEECH COMMUNICATION	Acclerated 2 Session	3.0	20	60
SP 101	FUND.OF SPEECH COMMUNICATION	Contract	3.0	21	63
SP 101	FUND.OF SPEECH COMMUNICATION	Full	3.0	26	78
SP 101	FUND.OF SPEECH COMMUNICATION	Open - 16-Week Session	3.0	24	72
SP 101	FUND.OF SPEECH COMMUNICATION	Open - 16-Week Session	3.0	22	66
SP 101	FUND.OF SPEECH COMMUNICATION	Open - 16-Week Session	3.0	17	51
SP 101	FUND.OF SPEECH COMMUNICATION	Open - 16-Week Session	3.0	24	72
SP 101	FUND.OF SPEECH COMMUNICATION	Open - 16-Week Session	3.0	24	72
SP 101	FUND.OF SPEECH COMMUNICATION	Open - 16-Week Session	3.0	24	72
SP 101	FUND.OF SPEECH COMMUNICATION	Open - 16-Week Session	3.0	22	66
SP 101	FUND.OF SPEECH COMMUNICATION	Open - 16-Week Session	3.0	19	57
SP 101	FUND.OF SPEECH COMMUNICATION	Open - 16-Week Session	3.0	19	57
SP 101	FUND.OF SPEECH COMMUNICATION	Open - 16-Week Session	3.0	22	66
SP 101	FUND.OF SPEECH COMMUNICATION	Open - 16-Week Session	3.0	19	57
			EN	376	1128

In 2019, section offerings were reduced 13.1% (22 to17). There were no cancellations. No Friday or Saturday
should not have been reduced, but offered on Friday and Saturday. This should be one of the strongest disc
for growth and course development. There is only one introductory class. There has been a lot of growth in
add at least 5 new courses, with at least two of them being 200 level courses.

| THEA101 | Introduction to the Theatre | Cancelled | 3.0 | 0 |

It takes a lot of work and support to sustain a theater program at a community college; however, I have seen a have seen support transfer; however, they do much more to get students on stage working as actors, stage ma can begin working locally. I think you have a FT Theater faculty member, has she done a formal program review

| TSCM101 | INTRO. TO TRANSPORT SYSTEMS | Open - 16-Week Session | 3.0 | 3 |

Location	Meeting Days	Class Start Time	Begin Date		Course	Course Description
MNB 230	S	9:00	20190923		ACCT221	Principles of Financial A
WEB CRSE	TBA	TB:A	20190826		ACCT221	Principles of Financial A
MNB 125	TR	17:00	20190826		ACCT221	Principles of Financial A
MNB 230	TR	13:00	20190826		ACCT221	Principles of Financial A
MNB 230	MW	10:00	20190826		ACCT221	Principles of Financial A
WEB CRSE	TBA	TB:A	20190923		ACCT222	Principles of Managerial
MNB 230	TR	11:00	20190826		ACCT222	Principles of Managerial
MNB 230	T	18:00	20190826		ACCT230	INTERMEDIATE ACC
WEB CRSE	TBA	TB:A	20190826		ACCT231	INTERMEDIATE ACC
MNB 230	M	18:00	20190826		ACCT235	COST ACCOUNTING
WEB CRSE	TBA	TB:A	20190923		ACCT241	AUDITING CONCEPT
WEB CRSE	TBA	TB:A	20190923		ACCT261	ACCT.APPL.ON MICR
17.6	FTE				ACCT265	INCOME TAX ACCOU

iew? The courses seem dated, particularly ACCT261.

try an 8 or 9 am class
nent would be needed?

Location	Meeting Days	Class Start Time	Begin Date		Course	Course Description
WEB CRSE	TBA	TB:A	20190923		ADC 106	FUND OF CHEMICAL
MNB 256	TR	9:30	20190826		ADC 106	FUND OF CHEMICAL
MNB 256	TR	8:00	20190826		ADC 108	PHARMACOLOGY OF
WEB CRSE	TBA	TB:A	20190826		ADC 201	CHEM. DEPENDENCY
WEB CRSE	TBA	TB:A	20191021		ADC 202	ASSESSMENT&TREA
MNB 310	T	12:30	20190923		ADC 205	CLINICAL FIELDWOF
MNB 118	T	12:30	20190826			
10.9	FTE					

Location	Meeting Days	Class Start Time	Begin Date		Course	Course Description
WEB CRSE	TBA	TB:A	20190826		AH 110	MED. JURISPRUDENC
NRS 100	W	18:00	20190826		AH 130	MEDICAL TERMINOL
NRS 100	TR	9:30	20190826		AH 130	MEDICAL TERMINOL
WEB CRSE	TBA	TB:A	20190826		AH 130	MEDICAL TERMINOL
NRS 100	R	9:30	20190826		AH 135	ALLIED HEALTH PHA
WEB CRSE	TBA	TB:A	20190826		AH 230	STUDY OF DISEASE I
WEB CRSE	TBA	TB:A	20190826			
7.9	FTE					

Location	Meeting Days	Class Start Time	Begin Date		Course	Course Description
LSB 304	TR	9:30	20190826		AHS 100	INTRODUCTION TO I
MNB 256	T	18:00	20190826		AHS 100	INTRODUCTION TO I
NRS 313	TR	11:00	20190826		AHS 101	CLIN/FILEDWORK I:I
MNB 256	T	18:00	20190826		AHS 101	CLIN/FILEDWORK I:I
MNB 114	R	18:00	20190826		AHS 102	CLIN/FIELDWORK II:

Course	Days	Time	Date
MNB 128	TR	11:00	20190826
MNB 318	R	18:00	20190826
MNB 304	TR	9:30	20190826
LSB 256	TR	11:00	20190826
MNB 256	TR	11:00	20190826
MNB 258	TR	13:00	20190826
MNB 306	TR	13:00	20191021

19.9	**FTE**

:days?

Course	Days	Time	Date
MNB 062A	TR	13:00	20190826
MNB 62A	TR	11:00	20190826
MNB 062A	MW	9:00	20191021
LSB 240	TR	9:00	20190826
MNB 160	R	18:00	20190826
MNB 065A	F	9:00	20190826
LSB 304	TR	13:00	20190826
MNB 160	T	18:00	20190826
MNB 154	R	18:00	20190826
MNB 114	T	18:00	20190923
MNB 154	M	10:00	20190826
WEB CRSE	TBA	TB:A	20190826
MNB 154	TR	11:00	20190826

17.7	**FTE**

ay class. No Drawing in the evening-Do you

Course	Days	Time	Date
MNB 230	MW	15:30	20190923
MNB 320	TR	14:00	20190826
MNB 302	MW	14:00	20190826
MNB 326	TR	13:00	20190826
MNB 326	TR	9:00	20190826
WEB CRSE	TBA	TB:A	20190826
MNB 326	M	17:30	20190826
MNB 326	TR	11:00	20190826
MNB 327	MW	11:00	20190826
MNB 327	M	17:30	20190826
MNB 151	TR	13:00	20190826
MNB 327	T	17:30	20190826
MNB 327	TR	11:00	20190826
MNB 320	TR	9:00	20190826
MNB 162	MW	14:00	20190826
MNB 327	MW	9:00	20190826
WEB CRSE	TBA	TB:A	20190826

Right column:

Course	Title
AHS 102	CLIN/FIELDWORK II:
AHS 103	GROUP DYNAMICS:S
AHS 104	ACTIVITY THERAPIE
AHS 104	ACTIVITY THERAPIE

Course	Title
ART 101	BEGINNING DRAWIN
ART 101	BEGINNING DRAWIN
ART 105	FUNDAMENTALS OF
ART 105	FUNDAMENTALS OF
ART 106	ART IN THE CULTUR
ART 106	ART IN THE CULTUR
ART 106	ART IN THE CULTUR
ART 108	ADVANCED PHOTOG
ART 113	HISTORY OF ART I
ART 125	BASIC JEWELRY
ART 125	BASIC JEWELRY
ART 207	BASIC CERAMICS
ART 225	INTRODUCTION TO F
ART 225	INTRODUCTION TO F

6 cancelled	**43%**

	Course	Title
Cancelled?	BCAP104	INTRO.TO OPER SYST
	BCAP104	INTRO.TO OPER SYST
	BCAP104	INTRO.TO OPER SYST
	BCAP104	INTRO.TO OPER SYST
	BCAP104	INTRO.TO OPER SYST
	BCAP104	INTRO.TO OPER SYST
	BCAP104	INTRO.TO OPER SYST
	BCAP104	INTRO.TO OPER SYST
	BCAP104	INTRO.TO OPER SYST
	BCAP126	COMPREHENSIVE SP
	BCAP126	COMPREHENSIVE SP
	BCAP136	DATABASE MANAGE
	BCAP136	DATABASE MANAGE
	BCAP270	INTRO. TO HELP DES
	BCAP270	INTRO. TO HELP DES
	BCAP270	INTRO. TO HELP DES

MNB 324	MW	13:00	20190826		BCAP270	INTRO. TO HELP DES
27.7	**FTE**				BCAP270	INTRO. TO HELP DES

r Saturday classes   **May need to re-calculat**

LSB 304	MW	15:00	20190923	BIO 101	GENERAL BIOLOGY
LSB 306	MW	16:00	20190923	BIO 101	GENERAL BIOLOGY
LSB 306	MW	16:00	20190826	BIO 101	GENERAL BIOLOGY
LSB 240	TR	11:00	20190826	BIO 101	GENERAL BIOLOGY
WEB CRSE	TBA	TB:A	20190826	BIO 101	GENERAL BIOLOGY
LSB 304	F	17:30	20190826	BIO 101	GENERAL BIOLOGY
LSB 306	MW	10:30	20190826	BIO 102	PRINCIPLES OF BIOL
LSB 304	M	19:00	20190826	BIO 102	PRINCIPLES OF BIOL
LSB 356	TR	11:00	20190826	BIO 102	PRINCIPLES OF BIOL
LSB 304	TR	8:00	20190826	BIO 102	PRINCIPLES OF BIOL
BIOP230	MW	9:00	20190826	BIO 102	PRINCIPLES OF BIOL
LSB 356	MW	10:30	20190826	BIO 102	PRINCIPLES OF BIOL
LSB 356	TR	14:00	20190826	BIO 102	PRINCIPLES OF BIOL
LSB 241	F	17:30	20190826	BIO 102	PRINCIPLES OF BIOL
LSB 304	W	18:00	20190826	BIO 102L	PRINCIPLES OF BIOL
WEB CRSE	TBA	TB:A	20190826	BIO 102L	PRINCIPLES OF BIOL
LSB 356	M	13:00	20190826	BIO 102L	PRINCIPLES OF BIOL
LSB 356	W	14:00	20190826	BIO 102L	PRINCIPLES OF BIOL
LSB 354	S	9:00	20190826	BIO 102L	PRINCIPLES OF BIOL
LSB 354	F	13:00	20190826	BIO 102L	PRINCIPLES OF BIOL
LSB 356	T	16:00	20190826	BIO 102L	PRINCIPLES OF BIOL
LSB 354	T	13:00	20190826	BIO 102L	PRINCIPLES OF BIOL
LSB 354	R	17:30	20190826	BIO 102L	PRINCIPLES OF BIOL
BIOP205	M	11:00	20190826	BIO 107	ANATOMY AND PHY
LSB 356	F	8:00	20190826	BIO 107	ANATOMY AND PHY
LSB 419	MW	16:00	20190826	BIO 107L	ANATOMY AND PHY
LSB 419	MW	16:00	20190923	BIO 107L	ANATOMY AND PHY
LSB 419	TR	18:00	20190826	BIO 199	INDIVIDUAL STUDY
LSB 419	MW	8:00	20190826	BIO 202	ANATOMY AND PHY
LSB 419	F	16:00	20190826	BIO 202	ANATOMY AND PHY
LSB 419	F	16:00	20190923	BIO 202	ANATOMY AND PHY
LSB 419	MW	9:30	20190826	BIO 202	ANATOMY AND PHY
LSB 419	TR	19:30	20190826	BIO 202	ANATOMY AND PHY
BIOP	TBA	TB:A	20190826	BIO 202	ANATOMY AND PHY
LSB 323	MW	18:00	20190923	BIO 202	ANATOMY AND PHY
LSB 414	MW	16:00	20190826	BIO 202	ANATOMY AND PHY
LSB 120	MW	9:30	20190826	BIO 202	ANATOMY AND PHY
LSB 120	S	9:00	20190826	BIO 202	ANATOMY AND PHY
LSB 120	TR	11:00	20190826	BIO 202L	ANATOMY AND PHY
BIOP228	TR	9:30	20190826	BIO 202L	ANATOMY AND PHY
LSB 120	MW	18:00	20190826	BIO 202L	ANATOMY AND PHY
WEB CRSE	TBA	TB:A	20190826	BIO 202L	ANATOMY AND PHY

LSB 241	TR	17:30	20190826	BIO 202L	ANATOMY AND PHY
LSB 241	MW	16:00	20190923	BIO 202L	ANATOMY AND PHY
LSB 419	MW	20:00	20190923	BIO 202L	ANATOMY AND PHY
LSB 415	F	16:00	20190826	BIO 202L	ANATOMY AND PHY
LSB 415	TR	13:30	20190826	BIO 202L	ANATOMY AND PHY
LSB 415	TR	19:00	20190826	BIO 202L	ANATOMY AND PHY
LSB 415	MW	8:00	20190826	BIO 202L	ANATOMY AND PHY
LSB 415	TR	9:30	20190826	BIO 203	ANATOMY AND PHY
BIOP213	TR	11:00	20190826	BIO 203	ANATOMY AND PHY
LSB 415	MW	13:30	20190826	BIO 203	ANATOMY AND PHY
LSB 415	MW	16:30	20190826	BIO 203	ANATOMY AND PHY
LSB 415	MW	19:30	20190826	BIO 203	ANATOMY AND PHY
LSB 415	F	16:00	20190923	BIO 203	ANATOMY AND PHY
LSB 415	S	12:30	20190826	BIO 203L	ANATOMY AND PHY
WEB CRSE	TBA	TB:A	20190826	BIO 203L	ANATOMY AND PHY
LSB 241	MW	18:00	20190826	BIO 203L	ANATOMY AND PHY
LSB 241	MW	9:30	20190826	BIO 203L	ANATOMY AND PHY
LSB 241	TR	9:30	20190826	BIO 203L	ANATOMY AND PHY
BIOP228	TR	17:30	20190826	BIO 203L	ANATOMY AND PHY
LSB 241	S	9:00	20190826	BIO 203L	ANATOMY AND PHY
LSB 414	MW	16:00	20190923	BIO 207	GENETICS
LSB 414	MW	19:30	20190826	BIO 207L	GENETICS LAB
LSB 414	TR	11:00	20190826	BIO 212	MICROBIOLOGY
LSB 414	TR	8:00	20190826	BIO 212	MICROBIOLOGY
LSB 414	S	12:30	20190826	BIO 212	MICROBIOLOGY
LSB 414	MW	11:00	20190826	BIO 212	MICROBIOLOGY
LSB 414	TR	13:00	20190826	BIO 212	MICROBIOLOGY
BIOP213	TR	19:00	20190826	BIO 212	MICROBIOLOGY
LSB 414	F	16:00	20190923	BIO 212	MICROBIOLOGY
BIOP225	T	8:00	20190826	BIO 212L	MICROBIOLOGY LEC
BIOP225	T	9:00	20190826	BIO 212L	MICROBIOLOGY LEC
BIOP225	R	8:00	20190826	BIO 212L	MICROBIOLOGY LEC
BIOP225	R	9:00	20190826	BIO 212L	MICROBIOLOGY LEC
LSB 120	TR	14:00	20190826	BIO 212L	MICROBIOLOGY LEC
LSB 241	T	19:00	20190826	BIO 212L	MICROBIOLOGY LEC
LSB 255	S	9:00	20190826	BIO 212L	MICROBIOLOGY LEC
BIOP228	MW	8:00	20190826	BIO 212L	MICROBIOLOGY LEC
LSB 120	MW	13:30	20190826	BIO 212L	MICROBIOLOGY LEC
WEB CRSE	TBA	TB:A	20190826	BIO 212L	MICROBIOLOGY LEC
BIOP228	M	17:30	20190826	BTC 103	Special Topics Biotechn
LSB 413	F	10:00	20190826	BTC 104	Special Topics/Biotechn
LSB 413	R	15:30	20190826	BTC 105	TECHNQ INSTRU/BIO
LSB 413	R	9:00	20190826	BTC 105L	SPEC.TOPICS BIOTEC
BIOP221	W	18:00	20190826		
LSB 413	T	9:00	20190826		
LSB 413	R	19:00	20190826		

BIOP221	M	9:30	20190826			
BIOP221	W	9:30	20190826		FTE increase
LSB 413	S	12:30	20190826		FTE increase
BIOP229	TR	10:00	20190826		FTE increase
BIOP225	TR	12:00	20190826		
BIOP225	T	13:30	20190826		How close are
BIOP225	T	13:30	20190826		Note: 4 of the 9 classe
BIOP225	R	13:30	20190826		
BIOP225	R	13:30	20190826		
132.1	**FTE**				

WEB CRSE	TBA	TB:A	20190923		BUAD100	INTRODUCTION TO I
MNB 306	TR	14:00	20190826		BUAD100	INTRODUCTION TO I
MNB 222	TR	8:30	20190826		BUAD100	INTRODUCTION TO I
MNB 302	TR	14:00	20190826		BUAD100	INTRODUCTION TO I
TBA TBA	MW	16:00	20190923		BUAD100	INTRODUCTION TO I
MNB 304	TR	11:00	20190826		BUAD100	INTRODUCTION TO I
MNB 318	T	17:30	20190826		BUAD100	INTRODUCTION TO I
MNB 312	MWF	10:00	20190826		BUAD112	COMPUTERS FOR BU
MNB 327	S	9:00	20190923		BUAD112	COMPUTERS FOR BU
MNB 327	MW	14:00	20191021		BUAD112	COMPUTERS FOR BU
MNB 327	MW	14:00	20190826		BUAD112	COMPUTERS FOR BU
MNB 222	MW	9:00	20190826		BUAD112	COMPUTERS FOR BU
MNB 328	MW	14:00	20190826		BUAD112	COMPUTERS FOR BU
MNB 326	MW	14:00	20190826		BUAD112	COMPUTERS FOR BU
MNB 302	MW	8:00	20190826		BUAD112	COMPUTERS FOR BU
MNB 302	TR	9:30	20190826		BUAD112	COMPUTERS FOR BU
MNB 162	MF	12:30	20190826		BUAD112	COMPUTERS FOR BU
MNB 252	TR	14:30	20190826		BUAD112	COMPUTERS FOR BU
MNB 326	W	17:30	20190826		BUAD112	COMPUTERS FOR BU
WEB CRSE	TBA	TB:A	20190826		BUAD207	BUSINESS LAW
MNB 302	MW	9:30	20190826		BUAD207	BUSINESS LAW
WEB CRSE	TBA	TB:A	20190826			
MNB 318	MWF	10:00	20190826		FTE increase 2017 to 201
41.4	**FTE**				FTE increase 2018 to 201

st yield programs

FTE increase 2017 to 201

on seems dated and does not have the

LSB 244	M	12:00	20190826		CADD101	INTRO-COMP. AIDED
LSB 244	M	14:00	20190826		CADD101L	INTRO-COMP.AIDED
LSB 244	T	12:00	20190826		CADD140	CADD 3D MODELING
LSB 244	T	14:00	20190826		CADD140L	CADD 3D MODELING
LSB 244	T	18:00	20190826		CADD151	TECHNICAL GRAPHIC
LSB 244	T	20:00	20190826		CADD151L	TECHNICAL GRAPHIC

LSB 244	R	12:00	20190826	CADD200	GEOGRAPHIC INFO. S
LSB 244	R	14:00	20190826	CADD200L	GEOGRAPHI INFO. SY
LSB 244	F	12:00	20190826	CADD205	CADD ENGINEERING
LSB 244	F	14:00	20190826	CADD205L	CADD ENGINEERING
LSB 244	M	18:00	20190826	CADD222	CADD ARCHITECTUF
LSB 244	M	20:00	20190826	CADD222L	CADD ARCHITECT. A

4.7   FTE

LSB 255	TR	17:30	20190923	CHE 101	GENERAL CHEMISTR
LSB 402	TR	12:00	20190826	CHE 101	GENERAL CHEMISTR
BIOP228	S	9:00	20190826	CHE 101	GENERAL CHEMISTR
LSB 402	M	8:30	20190826	CHE 101	GENERAL CHEMISTR
BIOP230	T	9:00	20190826	CHE 101	GENERAL CHEMISTR
LSB 306	T	18:00	20190826	CHE 101	GENERAL CHEMISTR
WEB CRSE	TBA	TB:A	20190826	CHE 101	GENERAL CHEMISTR
LSB 306	MW	14:00	20190826	CHE 101	GENERAL CHEMISTR
LSB 401	W	17:30	20190923	CHE 101L	GENERAL CHEMISTR
LSB 405	W	15:30	20190826	CHE 101L	GENERAL CHEMISTR
LSB 405	R	18:30	20190826	CHE 101L	GENERAL CHEMISTR
BIOP215	S	12:30	20190826	CHE 101L	GENERAL CHEMISTR
BIOP215	W	18:30	20190826	CHE 101L	GENERAL CHEMISTR
BIOP215	R	9:00	20190826	CHE 101L	GENERAL CHEMISTR
LSB 405	T	11:00	20190826	CHE 101L	GENERAL CHEMISTR
LSB 306	M	18:00	20190826	CHE 102	GENERAL CHEMISTR
BIOP230	MW	12:30	20190826	CHE 102	GENERAL CHEMISTR
LSB 405	W	18:30	20190826	CHE 102L	GENERAL CHEMISTR
BIOP215	W	14:00	20190826	CHE 102L	GENERAL CHEMISTR
LSB 237	W	10:00	20190826	CHE 105	INTRO BIOCHEMISTF
BIOP231	MW	14:00	20190826	CHE 213	Organic Chemistry I
LSB 255	MW	14:00	20190826	CHE 213L	Organic Chemistry I Lab
BIOP215	M	15:30	20190826	CHE 214	Organic Chemistry II
LSB 401	M	15:30	20190826	CHE 214L	Organic Chemistry II La
LSB 306	TR	8:00	20190826		
LSB 401	R	13:00	20190826		

22.7   FTE

much lab capacity is left?

MNB 230	TR	15:30	20190923	CISS105	INTRO TO UNIX: THE
MNB 324	M	17:30	20190826	CISS105	INTRO TO UNIX: THE
MNB 324	MW	11:00	20190826	CISS105	INTRO TO UNIX: THE
SP TBA	TR	9:00	20190826	CISS105	INTRO TO UNIX: THE
LSB 243	MW	9:00	20190826	CISS109	PRIN OF COMPUTER
MNB 302	R	17:30	20190826	CISS109	PRIN OF COMPUTER

MNB 324	MW	9:00	20190826	CISS109	PRIN OF COMPUTER
WEB CRSE	TBA	TB:A	20190826	CISS109	PRIN OF COMPUTER
MNB 326	TR	15:00	20190826	CISS109	PRIN OF COMPUTER
MNB 324	T	17:30	20190826	CISS109	PRIN OF COMPUTER
MNB 327	TR	13:00	20190826	CISS109	PRIN OF COMPUTER
MNB 324	T	11:00	20190826	CISS109	PRIN OF COMPUTER
MNB 324	R	11:00	20190826	CISS109	PRIN OF COMPUTER
MNB 230	**MW**	**13:00**	**20190826**	CISS109	PRIN OF COMPUTER
MNB 324	TR	13:00	20190826	CISS116	STRUCTURED DESIG
MNB 304	T	18:00	20190826	CISS116	STRUCTURED DESIG
MNB 230	MW	13:00	20190923	**CISS118**	**PROGRAMMING WIT**
MNB 222	TR	13:00	20190923	CISS118	PROGRAMMING WIT
MNB 222	**TR**	**13:00**	**20190826**	**CISS118L**	**PROGRAMMING W/V**
MNB 324	R	17:30	20190826	CISS118L	PROGRAMMING W/V
LSB 245	T	13:00	20190923	CISS201	SYSTEM ANALYSIS &
MNB 324	R	19:30	20190826	CISS201	SYSTEM ANALYSIS &
LSB 245	R	13:00	20190923	**CISS228**	**OBJ-ORIEN PRG FOR**
MNB 324	MW	15:30	20190826	CISS228	OBJ-ORIEN PRG FOR
MNB 122	M	15:30	20190923	**CISS228L**	**OBJ-ORIEN PRG BUS**
MNB 122	W	15:30	20190923	CISS228L	OBJ-ORIEN PRG BUS

31.9	FTE

nd should be very high enrolled

WEB CRSE	TBA	TB:A	20190923	CLT 100	COMPUTER LITERAC
MNB 151	TR	9:00	20190923	CLT 100	COMPUTER LITERAC
MNB 328	M	17:30	20190923	CLT 100	COMPUTER LITERAC
MNB 328	W	17:30	20190923	CLT 100	COMPUTER LITERAC
MNB 328	M	11:00	20190826	CLT 100	COMPUTER LITERAC
MNB 324	S	11:00	20191021	CLT 100	COMPUTER LITERAC
MNB 328	W	11:30	20191021	CLT 100	COMPUTER LITERAC
WEB CRSE	TBA	TB:A	20191021	CLT 100	COMPUTER LITERAC
WEB CRSE	TBA	TB:A	20191021	CLT 100	COMPUTER LITERAC
MNB 328	R	8:00	20190826	**CLT 100**	**COMPUTER LITERAC**
MNB 162	T	10:00	20190826	**CLT 100**	**COMPUTER LITERAC**
MNB 328	S	9:00	20190826	CLT 100	COMPUTER LITERAC
MNB 326	F	10:00	20190826	CLT 100	COMPUTER LITERAC
MNB 326	M	11:00	20190826	CLT 100	COMPUTER LITERAC
MNB 328	M	8:00	20190826	CLT 100	COMPUTER LITERAC
MNB 328	F	13:30	20190826	CLT 100	COMPUTER LITERAC
MNB 326	F	14:30	20190826	CLT 100	COMPUTER LITERAC
MNB 328	T	17:30	20190826	CLT 100	COMPUTER LITERAC
WEB CRSE	TBA	TB:A	20190826	CLT 100	COMPUTER LITERAC
				CLT 100	COMPUTER LITERAC
				CLT 100	COMPUTER LITERAC

22.1	FTE

best assess its scheduling.

					CLT 100	COMPUTER LITERAC
					CLT 100	COMPUTER LITERAC
					CLT 100	COMPUTER LITERAC
					CLT 100	COMPUTER LITERAC
WEB CRSE	TBA	TB:A	20190923	Cancelled?	CON 101	INTRODUCTION TO (
WEB CRSE	TBA	TB:A	20190923	Cancelled?	CON 104	CONSTRCTN METHO
MNB 175	M	14:00	20190923		CON 107	BLUEPRINT READIN(
MNB 175	R	17:30	20190923		CON 224	CONSTRUCTION CON
MNB 175	M	17:30	20190923			
WEB CRSE	TBA	TB:A	20190923			
2.6	**FTE**					
MNB 114	W	8:30	20191021		COP 200	COOPERATIVE EDUC
MNB 118	W	8:30	20190826		COP 200	COOPERATIVE EDUC
MNB 304	W	14:30	20190826			
MNB 114	W	14:30	20190826			
4.3	**FTE**					
MNB 120	R	18:00	20190826		CRJ 101	INTRODUCTION TO (
MNB 306	TR	9:00	20190826		CRJ 101	INTRODUCTION TO (
LSB 323	TR	11:00	20190826		CRJ 101	INTRODUCTION TO (
WEB CRSE	TBA	TB:A	20190826		CRJ 101	INTRODUCTION TO (
WEB CRSE	TBA	TB:A	20190923		CRJ 101	INTRODUCTION TO (
WEB CRSE	TBA	TB:A	20190826		CRJ 101	INTRODUCTION TO (
WEB CRSE	TBA	TB:A	20190826		CRJ 101	INTRODUCTION TO (
WEB CRSE	TBA	TB:A	20191021		CRJ 101	INTRODUCTION TO (
WEB CRSE	TBA	TB:A	20190923		CRJ 101	INTRODUCTION TO (
WEB CRSE	TBA	TB:A	20190923		CRJ 101	INTRODUCTION TO (
WEB CRSE	TBA	TB:A	20190826		CRJ 101	INTRODUCTION TO (
16.1	**FTE**				CRJ 101	INTRODUCTION TO (
					CRJ 101	INTRODUCTION TO (
					CRJ 101	INTRODUCTION TO (
					CRJ 101	INTRODUCTION TO (
					CRJ 101	INTRODUCTION TO (
					CRJ 101	INTRODUCTION TO (
					CRJ 101	INTRODUCTION TO (
					CRJ 102	REPT WRIT CJ PERSC
					CRJ 104	FUNDAMENTALS OF
					CRJ 106	FUNDAMENTALS OF
					CRJ 107	INSTITUTIONAL TRE
					CRJ 201	MANAGEMENT CON(
					CRJ 202	ORGANIZATIONAL D
					CRJ 209	PROBATION AND PA

our program up to the program at UMBC

33 Offered/ 14 cancelled=42% secti

MNB 302	T	17:30	20190826		CSC 108	PROGRAMMING IN C
MNB 302	T	17:30	20190826		CSC 108L	PROGRAMMING IN C
MNB 302	T	19:30	20190826			

n/IF you restructure your IT courses, you might want to consider putting them under

LSB 237	F	8:00	20190826		DH 130	DENTAL MATERIALS
LSB 102	R	8:00	20190826		DH 130L	DENTAL MATERIALS
LSB 102	T	8:00	20190826		DH 130L	DENTAL MATERIALS
LSB 237	T	14:30	20190826		DH 142	HISTOLOGY AND EM
LSB 255	R	14:30	20190826		DH 143	FUND GEN & ORAL P
LSB 255	MF	11:00	20190826		DH 150	PRE-CLIN DEN HYGII
LSB 104	MW	9:00	20190826		DH 150L	PRE-CLIN DEN HYGII
LSB 104	MW	9:00	20190826		DH 150L	PRE-CLIN DEN HYGII
LSB 237	M	8:00	20190826		DH 230	ORAL PATHOLOGY
LSB 237	W	8:00	20190826		DH 231	PHARMACOLOGY
LSB 120	MWF	11:00	20190826		DH 242	DENTAL PUBLIC HEA
LSB 255	W	13:00	20190826		DH 250	CLINCAL DENTAL HY
LSB 104	MR	13:00	20190826		DH 250L	CLIN. DENTAL HYGII
LSB 104	TF	13:00	20190826		DH 250L	CLIN. DENTAL HYGII
12	**FTE**					

WEB CRSE	TBA	TB:A	20190923		DNT 200	NUTRITION FOR HEA
WEB CRSE	TBA	TB:A	20190826		DNT 200	NUTRITION FOR HEA
MNB 128	W	19:00	20190826		DNT 200	NUTRITION FOR HEA
6.4	**FTE**					

211 for your Early Childhood Education program. Do you have a PE or Health Education nutrition cour

LSB 306	MF	12:30	20190826		DS 100	ORAL ANATOMY AN
LSB 102	F	14:00	20190826		DS 100L	ORAL ANAT.-PHYSIC
LSB 102	W	14:00	20190826		DS 100L	ORAL ANAT.-PHYSIC

MNB 158	MW	10:30	20190923		ECE 111	PRINCIPLES & PRAC
MNB 258	S	12:30	20190923		ECE 111	PRINCIPLES & PRAC

MNB 256	S	9:30	20190826		ECE 111	PRINCIPLES & PRACT
MNB 258	S	10:00	20191021		ECE 112	MCDCTC:CHILD GRO
BAISTBA	MW	13:30	20190826		ECE 112	MCDCTC:CHILD GRO
WEB CRSE	TBA	TB:A	20190826		ECE 112	MCDCTC:CHILD GRO
MNB 256	S	9:30	20191021		ECE 113	MCDCTC PROG. & AC
WEB CRSE	TBA	TB:A	20190826		ECE 113	MCDCTC PROG. & AC
WEB CRSE	TBA	TB:A	20191021		ECE 113	MCDCTC PROG. & AC
WEB CRSE	TBA	TB:A	20190826		ECE 114	CARING FOR INFANT
MNB 258	T	17:30	20190923		ECE 114	CARING FOR INFANT
MNB 118	T	17:30	20190923		ECE 117	GUIDING BEHAVIOR
MNB 304	M	17:30	20190923		ECE 117	GUIDING BEHAVIOR
MNB 310	M	17:30	20190923		ECE 211	Nutrition Hea & Safe fo
MNB 304	W	17:30	20190923		ECE 217	PLAN. & ADMIN. PRO
MNB 258	R	17:30	20190923		ECE 217	PLAN. & ADMIN. PRO
19.7	**FTE**				ECE 222	Early Childhood Ed Cap

6 cancelled   **17 sch/35% se**

WEB CRSE	TBA	TB:A	20190923		ECO 201	AMERICAN ECON I:M
MNB 124	TR	9:00	20190826		ECO 201	AMERICAN ECON I:M
MNB 312	M	18:00	20190826		ECO 201	AMERICAN ECON I:M
WEB CRSE	TBA	TB:A	20190826		ECO 201	AMERICAN ECON I:M
WEB CRSE	TBA	TB:A	20190923		ECO 202	AMERICAN ECON II:N
MNB 304	R	17:30	20190826		ECO 202	AMERICAN ECON II:N
MNB 258	TR	11:00	20190826			
12.7	**FTE**					

urday-No Fridays-No special topics

LSB 241	TR	11:00	20190923	Courses Add	EDU 200	INTRODUCTION TO
WEB CRSE	TBA	TB:A	20190923		EDU 215	PROC. & ACQUISI.RD
WEB CRSE	TBA	TB:A	20191021		EDU 225	EFFECT.ASSMENT.&
MNB 118	S	9:00	20190923	*	EDU 230	TEACH READ.COMP-
WEB CRSE	TBA	TB:A	20190923		EDU 235	LITERACY IN THE CC
WEB CRSE	TBA	TB:A	20191021		EDU 240	LITERACY IN THE CC
WEB CRSE	TBA	TB:A	20190923			
WEB CRSE	TBA	TB:A	20191021			
WEB CRSE	TBA	TB:A	20190923	*	**FTE decrease 2017 to 2018**	
WEB CRSE	TBA	TB:A	20191021	*	**FTE increase 2018 to 2019**	
WEB CRSE	TBA	TB:A	20190923	*	**FTE increase 2017 to 2019**	
10.2	**FTE**					

ing two additional EDU215 classes and definitely not the third section on a Saturday. Are these co

LSB 244	W	14:00	20190826		EGN 101	ENGINEERING GRAP
LSB 240	TR	14:30	20190826		EGN 102	STATICS
2.2	**FTE**				EGN 201	DYNAMICS
					EGN 201	DYNAMICS

in 2018) and low completers (6 per year).

LSB 418	M	10:30	20190923		ELC 120	DC CIRCUT ANALYSI
LSB 418	W	10:30	20190923		ELC 120L	DC CIRCUIT ANALYS

Is this program viable? 26 student headcount per semester with 2 completers averaged
last 3 years. Is the program current enough to keep? *Couldn't resist*

BCED73	WF	10:00	20190826		ELI 80L	Listening & Presentatior
BCED69	TR	10:00	20190828		ELI 80L	Listening & Presentatior
BCED69	TR	8:30	20190828		ELI 80L	Listening & Presentatior
BCED73	WF	8:30	20190826		ELI 80R	Intermediate Reading &
BCED69	WF	11:30	20190826		ELI 80R	Intermediate Reading &
BCED69	TR	11:30	20190828		ELI 80R	Intermediate Reading &
BCED67	TR	11:30	20190828		ELI 80W	Intermediate Grammar &
BCED58	WF	8:30	20190826		ELI 80W	Intermediate Grammar &
BCED67	TR	13:00	20190828		ELI 80W	Intermediate Grammar &
BCED58	WF	10:00	20190826		ELI 81G	High Intermediate Gram
BCED67	TR	8:30	20190828		ELI 81G	High Intermediate Gram
MNB 228	TR	11:30	20190828		ELI 81L	Oral Communication
NRS 313	WF	8:30	20190826		ELI 81L	Oral Communication
MNB 228	TR	8:30	20190828		ELI 81W	High Intermediate Rdg &
29.4	**FTE**				ELI 81W	High Intermediate Rdg &

a Program Review process to assess outcomes?

ELI 82G	Advanced Grammar
ELI 82G	Advanced Grammar
ELI 82W	Advanced Reading & W
ELI 82W	Advanced Reading & W

6 cancelled/19 sch/32% sec

MNB 211	MTR	12:00	20190826		EMSP104	Emergency Medical Tec
MNB 211	MTR	18:00	20190826		EMSP104	Emergency Medical Tec
MNB 204	MTR	9:00	20190826		EMSP104	Emergency Medical Tec
MNB 224	MTR	14:30	20190826		EMSP104L	EMSP LAB
MNB 204	MTR	14:30	20190826		EMSP104L	EMSP LAB
MNB 202	MTR	14:30	20190826		EMSP104L	EMSP LAB
MNB 224	MTR	20:00	20190826		EMSP104L	EMSP LAB
MNB 202	MTR	20:00	20190826		EMSP104L	EMSP LAB
MNB 204	MTR	11:30	20190826		EMSP104L	EMSP LAB
MNB 211	MTR	20:00	20190826		EMSP104L	EMSP LAB
MNB 204	MTR	20:00	20190826		EMSP104L	EMSP LAB
MNB 202	MTR	11:30	20190826		EMSP104L	EMSP LAB
MNB 211	MWF	8:00	20190826		EMSP115	Paramedic I
MNB 224	MWF	11:00	20190826		EMSP115L	Paramedic I Lab

MNB 204	MWF	11:00	20190826	EMSP115L	Paramedic I Lab	
MNB 202	MWF	11:00	20190826	EMSP115L	Paramedic I Lab	
MNB 202	MWF	8:00	20190826	EMSP123	Paramedic II	
MNB 202	MWF	17:30	20190826	EMSP123L	Paramedic II Lab	
MNB 211	MWF	11:00	20190826	EMSP203	Paramedic Bridge I	
MNB 202	MWF	20:30	20190826	EMSP203L	Paramedic Bridge I Lab	
19.2	**FTE**			EMSP203L	Paramedic Bridge I Lab	
				EMSP203L	Paramedic Bridge I Lab	

eems to be around 30 students in the program for Fall 2019; however, low completion (about 5

MNB 158	S	9:00	20190923	ENG 101	ENGLISH WRITING
WEB CRSE	TBA	TB:A	20190923	ENG 101	ENGLISH WRITING
TBA TBA	TBA	TB:A	20190923	ENG 101	ENGLISH WRITING
MNB 130	TR	15:30	20190923	ENG 101	ENGLISH WRITING
MNB 116	F	8:00	20190923	ENG 101	ENGLISH WRITING
MNB 312	TR	11:00	20190923	ENG 101	ENGLISH WRITING
MNB 256	MWF	13:00	20190923	ENG 101	ENGLISH WRITING
MNB 328	TR	11:00	20190826	ENG 101	ENGLISH WRITING
WEB CRSE	TBA	TB:A	20190826	ENG 101	ENGLISH WRITING
MNB 164	F	18:00	20191021	ENG 101	ENGLISH WRITING
WEB CRSE	TBA	TB:A	20191021	ENG 101	ENGLISH WRITING
MNB 164	S	9:00	20191021	ENG 101	ENGLISH WRITING
MNB 160	M	17:30	20190826	ENG 101	ENGLISH WRITING
MNB 128	MWF	9:00	20190826	ENG 101	ENGLISH WRITING
LSB 245	MTWR	14:00	20191021	ENG 101	ENGLISH WRITING
WEB CRSE	TBA	TB:A	20191021	ENG 101	ENGLISH WRITING
MNB 328	TR	11:00	20191021	ENG 101	ENGLISH WRITING
MNB 326	TR	11:00	20190826	ENG 101	ENGLISH WRITING
MNB 120	M	17:30	20190826	ENG 101	ENGLISH WRITING
MNB 130	MTWR	10:00	20191021	ENG 101	ENGLISH WRITING
MNB 114	MW	11:00	20190826	ENG 101	ENGLISH WRITING
MNB 116	MW	17:30	20190923	ENG 101	ENGLISH WRITING
MNB 118	MTWR	15:00	20191021	ENG 101	ENGLISH WRITING
MNB 164	MW	11:00	20190826	ENG 101	ENGLISH WRITING
MNB 158	TR	9:00	20190826	ENG 101	ENGLISH WRITING
MNB 328	TR	12:30	20190826	ENG 101	ENGLISH WRITING
MNB 258	MTWR	13:00	20191021	ENG 101	ENGLISH WRITING
MNB 130	TR	10:00	20191021	ENG 101	ENGLISH WRITING
TBA TBA	TR	14:50	20190923	ENG 101	ENGLISH WRITING
TBA TBA	TR	16:00	20190923	ENG 101	ENGLISH WRITING
MNB 312	TR	9:30	20190826	ENG 101	ENGLISH WRITING

MNB 124	MWF	10:00	20190826	ENG 101	ENGLISH WRITING
MNB 304	MWF	10:00	20190826	ENG 101	ENGLISH WRITING
MNB 318	MWF	11:00	20190826	ENG 101	ENGLISH WRITING
MNB 164	TR	8:00	20190826	ENG 101	ENGLISH WRITING
WEB CRSE	TBA	TB:A	20190826	ENG 101	ENGLISH WRITING
MNB 160	TR	9:30	20190826	ENG 101	ENGLISH WRITING
MNB 122	MWF	8:00	20190826	ENG 101	ENGLISH WRITING
MNB 128	S	12:30	20190826	ENG 101	ENGLISH WRITING
MNB 128	T	18:00	20190923	ENG 101	ENGLISH WRITING
MNB 158	MW	16:00	20190826	ENG 101	ENGLISH WRITING
MNB 128	TR	13:00	20190826	ENG 102	INTRO TO TERM PAP
MNB 120	TR	9:30	20190923	ENG 102	INTRO TO TERM PAP
MNB 154	TR	9:30	20190826	ENG 102	INTRO TO TERM PAP
WEB CRSE	TBA	TB:A	20191021	ENG 102	INTRO TO TERM PAP
MNB 160	TR	13:30	20191021	ENG 102	INTRO TO TERM PAP
MNB 118	W	17:30	20191021	ENG 102	INTRO TO TERM PAP
MNB 164	S	11:00	20191021	ENG 102	INTRO TO TERM PAP
MNB 304	TR	9:30	20190826	ENG 102	INTRO TO TERM PAP
MNB 328	MWF	10:00	20190826	ENG 200	INTRODUCTION TO I
WEB CRSE	TBA	TB:A	20190826	ENG 200	INTRODUCTION TO I
MNB 158	F	18:00	20190826	ENG 200	INTRODUCTION TO I
WEB CRSE	TBA	TB:A	20190826	ENG 200	INTRODUCTION TO I
WEB CRSE	TBA	TB:A	20190826	ENG 200	INTRODUCTION TO I
MNB 160	S	11:00	20191021	ENG 200	INTRODUCTION TO I
MNB 120	MW	11:00	20191021	ENG 200	INTRODUCTION TO I
WEB CRSE	TBA	TB:A	20191021	ENG 200	INTRODUCTION TO I
MNB 120	T	18:00	20191021	ENG 200	INTRODUCTION TO I
MNB 312	T	18:00	20190826	ENG 200	INTRODUCTION TO I
WEB CRSE	TBA	TB:A	20191021	ENG 200	INTRODUCTION TO I
WEB CRSE	TBA	TB:A	20190826	ENG 200	INTRODUCTION TO I
WEB CRSE	TBA	TB:A	20190826	ENG 205	THE WOMAN IN LITE
MNB 158	MW	13:30	20190826	ENG 210	AFRICAN AMERICAN
MNB 124	TR	12:30	20190826	ENG 210	AFRICAN AMERICAN
MNB 160	TR	13:00	20191021		
WEB CRSE	TBA	TB:A	20191021		
WEB CRSE	TBA	TB:A	20190826		

101.3 FTE

can Literature only offered in web format? Specialized Lit classes are good to bring in adult learners

LSB 354	TR	10:00	20190923	ES 110	ENVIRONMENTAL SC

MNB 214	S	10:00	20190826		FASH101	APPAREL TECHNOLO
MNB 214	TR	13:00	20190826		FASH101	APPAREL TECHNOLO
MNB 220	TR	9:00	20190826		FASH103	FASHION DESIGN CO
MNB 220	W	9:00	20190826		<mark>FASH104</mark>	<mark>FLAT PATTERN DESI</mark>
MNB 214	MW	17:30	20190826		<mark>FASH106</mark>	<mark>APPAREL BUYING AI</mark>
<mark>WEB CRSE</mark>	<mark>TBA</mark>	<mark>TB:A</mark>	<mark>20190826</mark>		FASH108	SURVEY OF TEXTILE
MNB 214	M	9:00	20190826		FASH201	TECHNICAL FASHIOI
MNB 220	MW	13:00	20190826		FASH203	DESIGN BY DRAPINC
<mark>MNB 222</mark>	<mark>MW</mark>	<mark>17:30</mark>	<mark>20190826</mark>		<mark>FASH205</mark>	<mark>TAILORING TECHNIC</mark>
<mark>MNB 220</mark>	<mark>MW</mark>	<mark>17:30</mark>	<mark>20190826</mark>		FASH206	FASHION ENTREPREI
MNB 220	TR	17:30	20190826			
<mark>WEB CRSE</mark>	<mark>TBA</mark>	<mark>TB:A</mark>	<mark>20190826</mark>		**FTE increase 2017 to 2018**	
WEB CRSE	TBA	TB:A	20190826		**FTE increase 2018 to 2019**	
11.8	**FTE**				**FTE increase 2017 to 2019**	

in the last 3 years (average 8 per year).

WEB CRSE	TBA	TB:A	20190923		GEO 102	ELEMENTS OF CULTI
MNB 258	MW	18:00	20190826		H 101	HISTORY OF AMERIC
MNB 128	TR	8:00	20190826		H 101	HISTORY OF AMERIC
WEB CRSE	TBA	TB:A	20190826		H 101	HISTORY OF AMERIC
MNB 312	MW	8:00	20190826		H 101	HISTORY OF AMERIC
WEB CRSE	TBA	TB:A	20191021		H 102	HISTORY OF AMERIC
MNB 310	S	8:00	20190826		<mark>H 102</mark>	<mark>HISTORY OF AMERIC</mark>
MNB 258	MW	13:00	20190826		H 102	HISTORY OF AMERIC
WEB CRSE	TBA	TB:A	20190826		H 110	AFRICAN AMERICAN
MNB 318	TR	9:30	20190826		H 110	AFRICAN AMERICAN
MNB 312	MW	13:00	20191021		H 110	AFRICAN AMERICAN
WEB CRSE	TBA	TB:A	20190826		H 111	AFRICAN AMERICAN
MNB 160	MW	10:00	20190826		<mark>H 151</mark>	<mark>WORLD HISTORY I</mark>
MNB 256	MW	16:00	20191021		H 151	WORLD HISTORY I
WEB CRSE	TBA	TB:A	20191021		H 151	WORLD HISTORY I
29.2	**FTE**				H 152	WORLD HISTORY II
					H 152	WORLD HISTORY II
					<mark>H 152</mark>	<mark>WORLD HISTORY II</mark>
					<mark>H 152</mark>	<mark>WORLD HISTORY II</mark>

PEC 122	F	12:00	20190826		HEA 102	FIRST AID, CPR, AND
WEB CRSE	TBA	TB:A	20190826		<mark>HEA 205</mark>	<mark>HUMAN SEXUALITY</mark>
PEC 124	MWF	10:00	20190826		<mark>HEA 205</mark>	<mark>HUMAN SEXUALITY</mark>
WEB CRSE	TBA	TB:A	20190826		<mark>HEA 205</mark>	<mark>HUMAN SEXUALITY</mark>

Course	Days	Time	Date
PEC 124	MWF	9:00	20190826
WEB CRSE	TBA	TB:A	20190826
12.4	**FTE**		

Course	Title
HEA 205	HUMAN SEXUALITY
HEA 205	HUMAN SEXUALITY
HEA 205	HUMAN SEXUALITY
HEA 205	HUMAN SEXUALITY
HEA 205	HUMAN SEXUALITY
HEA 205	HUMAN SEXUALITY
HEA 205	HUMAN SEXUALITY

4 cancelled, all web-all added

2 added face to face ran

Course	Days	Time	Date
WEB CRSE	TBA	TB:A	20190826
WEB CRSE	TBA	TB:A	20190826
NRS 100	TR	18:00	20190826
WEB CRSE	TBA	TB:A	20190826
HOSPHOSF	MTWRF	7:00	20190923
HOSPHOSF	TBA	7:00	20190826
NRS 100	M	18:00	20190826
NRS 100	W	18:00	20190826
WEB CRSE	TBA	TB:A	20190826
WEB CRSE	TBA	TB:A	20190826
3.3	**FTE**		

Course	Title
HIT 120	HEALTH INFORMATI
HIT 120L	HEALTH INFO. SYST
HIT 132	CPT CODING PRIN/RI
HIT 226	CODING PRACTICUM
HIT 226L	CODING PRACTICUM
HIT 231	HEALTH INFORM PR
HIT 241	ADVANCED ICD-10-C
HIT 241L	ADV ICD-10-CM COD
HIT 252	CLIN QUAL ASSUR &
HIT 262	ELECTRONIC HEALT

ll 2019 and only 5 completers in three years,
bility of the program. Has it been through a

4 cancelled-3 that were added-4

Course	Days	Time	Date
PEC 124	S	8:00	20190826
PEC 122	MW	11:00	20190826
PEC 124	TR	11:00	20190826
PEC 124	W	17:30	20190826
PEC 122	MW	9:00	20190826
PEC 113	S	9:00	20191021
PEC 113	MW	10:00	20190826
PEC 124	M	12:30	20190826
WEB CRSE	TBA	TB:A	20190826
WEB CRSE	TBA	TB:A	20190826
WEB CRSE	TBA	TB:A	20191021
PEC 122	TR	12:30	20190826
PEC 122	TR	11:00	20190826
PEC 124	TR	9:00	20190826
PEC 122	S	8:00	20190826
WEB CRSE	TBA	TB:A	20190826
WEB CRSE	TBA	TB:A	20190826
TBA TBA	TR	16:00	20190826
WEB CRSE	TBA	TB:A	20190826
PEC 122	TR	9:00	20190826
27.7	**FTE**		

Course	Title
HLF 100	WEIGHT TRAIN/JOG
HLF 100	WEIGHT TRAIN/JOG
HLF 142	WEIGHT REDUCTION
HLF 142	WEIGHT REDUCTION
HLF 166	WEIGHT TRAINING
HLF 166	WEIGHT TRAINING
HLF 167	JOGGING
HLF 201	PERSONA/COMMUNI
HLF 201	PERSONA/COMMUNI
HLF 201	PERSONA/COMMUNI
HLF 201	PERSONA/COMMUNI
HLF 201	PERSONA/COMMUNI
HLF 201	PERSONA/COMMUNI
HLF 210	PHYSICAL FITNESS &
HLF 210	PHYSICAL FITNESS &
HLF 210	PHYSICAL FITNESS &
HLF 210	PHYSICAL FITNESS &
HLF 210	PHYSICAL FITNESS &
HLF 210	PHYSICAL FITNESS &
HLF 210	PHYSICAL FITNESS &

s. Also, could use more course development
ses, as well.

WEB CRSE	TBA	TB:A	20190923	HUM 202	SURVEY ART,LIT,MU
WEB CRSE	TBA	TB:A	20191021	HUM 202	SURVEY ART,LIT,MU
WEB CRSE	TBA	TB:A	20191021	HUM 205	LIT & HEAL:MORAL,
WEB CRSE	TBA	TB:A	20190923	HUM 205	LIT & HEAL:MORAL,

6.2   FTE

ore course development.

LSB 307	TR	9:00	20190826	ITNT235	Networking With TCP/I
LSB 307	MW	9:00	20190826	ITNT235	Networking With TCP/I
LSB 307	MW	13:00	20190826	ITNT235	Networking With TCP/I
LSB 307	R	18:00	20190826	ITSA125	Security Fund, Princip &
MNB 222	T	15:30	20190923	ITSA125	Security Fund, Princip &
MNB 222	T	15:00	20190923	ITSA125	Security Fund, Princip &
LSB 307	M	11:00	20190826	ITSA125	Security Fund, Princip &
LSB 307	W	17:30	20190826	ITSA125	Security Fund, Princip &
MNB 222	R	15:30	20190923	ITSA125	Security Fund, Princip &
MNB 222	R	15:00	20190923	ITSA125L	Security Fund Lab
LSB 307	W	11:00	20190826	ITSA125L	Security Fund Lab
LSB 307	W	19:30	20190826	ITSA125L	Security Fund Lab
LSB 307	T	15:30	20190923	ITSA125L	Security Fund Lab
LSB 307	T	17:30	20190826	ITSA125L	Security Fund Lab
LSB 307	T	18:00	20190826	ITSA125L	Security Fund Lab
LSB 307	R	15:30	20190923	ITSA233	Ethical Hacking
LSB 307	T	19:30	20190826	ITSA233L	Ethical Hacking Lab
LSB 307	T	20:00	20190826	ITSA242	Computer Fores & Inves
LSB 307	T	11:00	20190826	ITSA242	Computer Fores & Inves
LSB 307	R	11:00	20190826	ITSA242	Computer Fores & Inves
LSB 307	MW	15:30	20190826	ITSA242L	Computer fores & Inves
LSB 307	F	17:30	20190826	ITSA242L	Computer fores & Inves
LSB 307	M	15:00	20190923	ITSA242L	Computer fores & Inves
LSB 307	W	15:00	20190923	ITSA245	Cyber Security Impleme
LSB 307	F	19:30	20190826	ITSA245L	Cyber Security Impleme
LSB 307	M	17:30	20190923	ITSA253	Operating Systems& Ne
LSB 307	TR	13:00	20190826	ITSA253	Operating Systems& Ne
LSB 307	T	13:00	20190923	ITSA253	Operating Systems& Ne
LSB 307	M	20:00	20190923	ITSA253L	Operating Sys & Networ
LSB 307	R	13:00	20190923	ITSA253L	Operating Sys & Networ
MNB 162	M	17:30	20190826	ITSA253L	Operating Sys & Networ
MNB 162	M	19:30	20190826	ITSA255	Information Systems Se

	FTE				Course	Title
18.1	**FTE**				ITSA270	Bus&Continuity Disaste
					ITSA270L	Bus & continuity Disast
WEB CRSE	TBA	TB:A	20191021		LSS 101	LABORATORY COMM
WEB CRSE	TBA	TB:A	20190923		LSS 102	Lab Math, Comp. Skills
TBA TBA	MW	15:15	20190923		LSS 103	Lab. & Sterilization Mgr
WEB CRSE	TBA	TB:A	20190923		LSS 105	Intro to Lab Animal Sci
BIOP225	S	9:00	20190923		**LSS 105**	**Intro to Lab Animal Sci**
5.1	**FTE**					
LSB 237	MWF	13:30	20190923		MAT 86	Integ Pre & Intro Algebr
WEB CRSE	TBA	TB:A	20190923		MAT 86	Integ Pre & Intro Algebr
LSB 246	MWF	8:00	20190923		MAT 86	Integ Pre & Intro Algebr
LSB 252	MF	13:00	20190923		MAT 86	Integ Pre & Intro Algebr
LSB 120	**TR**	**18:30**	**20190826**		MAT 86	Integ Pre & Intro Algebr
LSB 243	**MW**	**13:00**	**20190826**		MAT 86	Integ Pre & Intro Algebr
LSB 246	**TR**	**15:00**	**20190826**		**MAT 86**	**Integ Pre & Intro Algebr**
MNB 130	TR	18:00	20190826		**MAT 86**	**Integ Pre & Intro Algebr**
LSB 243	MW	13:30	20190826		**MAT 86**	**Integ Pre & Intro Algebr**
LSB 255	MWF	9:00	20190923		**MAT 86**	**Integ Pre & Intro Algebr**
LSB 256	TR	11:00	20190826		**MAT 86**	**Integ Pre & Intro Algebr**
LSB 323	TR	13:30	20190826		**MAT 86**	**Integ Pre & Intro Algebr**
MNB 118	MWF	9:30	20190826		**MAT 86**	**Integ Pre & Intro Algebr**
LSB 238	TR	11:00	20190826		**MAT 86**	**Integ Pre & Intro Algebr**
LSB 243	TR	17:30	20190826		**MAT 86**	**Integ Pre & Intro Algebr**
LSB 213	TR	13:30	20190826		**MAT 86**	**Integ Pre & Intro Algebr**
MNB 154	MWF	17:30	20190923		**MAT 86**	**Integ Pre & Intro Algebr**
LSB 252	TR	11:00	20190826		**MAT 86**	**Integ Pre & Intro Algebr**
WEB CRSE	TBA	TB:A	20190923		**MAT 86**	**Integ Pre & Intro Algebr**
LSB 243	MF	11:00	20190826		MAT 86	Integ Pre & Intro Algebr
LSB 245	S	13:00	20190826		MAT 86	Integ Pre & Intro Algebr
LSB 255	TR	9:00	20190826		MAT 86	Integ Pre & Intro Algebr
LSB 213	TR	10:00	20190826		MAT 86	Integ Pre & Intro Algebr
LSB 246	MWF	10:00	20190826		MAT 86	Integ Pre & Intro Algebr
LSB 238	TR	15:00	20190826		MAT 86	Integ Pre & Intro Algebr
LSB 246	MW	17:30	20190826		MAT 86	Integ Pre & Intro Algebr
LSB 240	TR	16:00	20190826		MAT 86	Integ Pre & Intro Algebr
LSB 213	MW	17:30	20190826		MAT 86	Integ Pre & Intro Algebr
LSB 245	F	17:30	20190826		MAT 86	Integ Pre & Intro Algebr
WEB CRSE	TBA	TB:A	20190826		MAT 86	Integ Pre & Intro Algebr
LSB 323	MWF	15:00	20190923		MAT 86	Integ Pre & Intro Algebr

LSB 246	TR	17:30	20190826	MAT 86	Integ Pre & Intro Algebr
LSB 243	TR	13:00	20190826	MAT 86	Integ Pre & Intro Algebr
LSB 213	MWF	14:00	20190923	MAT 86	Integ Pre & Intro Algebr
LSB 255	TR	12:00	20190826	MAT 86	Integ Pre & Intro Algebr
LSB 256	MWF	10:00	20190923	MAT 86	Integ Pre & Intro Algebr
LSB 240	MF	11:00	20190923	MAT 86	Integ Pre & Intro Algebr
LSB 246	TR	15:30	20190826	MAT 86	Integ Pre & Intro Algebr
LSB 256	MWF	13:00	20190923	MAT 86	Integ Pre & Intro Algebr
MNB 128	TR	10:00	20190826	MAT 86	Integ Pre & Intro Algebr
LSB 240	T	12:30	20190826	MAT 86	Integ Pre & Intro Algebr
LSB 238	MWF	9:00	20190826	MAT 86	Integ Pre & Intro Algebr
LSB 238	TR	18:30	20190826	MAT 86	Integ Pre & Intro Algebr
WEB CRSE	TBA	TB:A	20190826	MAT 86	Integ Pre & Intro Algebr
LSB 246	MWF	14:00	20190826	MAT 86	Integ Pre & Intro Algebr
LSB 245	MW	17:30	20190826	MAT 86	Integ Pre & Intro Algebr
LSB 245	TR	17:30	20190826	MAT 86M	MODULAR INTEGRAT
LSB 245	MF	11:00	20190826	MAT 86M	MODULAR INTEGRAT
LSB 246	TR	12:30	20190826	MAT 86M	MODULAR INTEGRAT
LSB 245	MWF	8:00	20190826	MAT 86M	MODULAR INTEGRAT
WEB CRSE	TBA	TB:A	20190923	MAT 86M	MODULAR INTEGRAT
TBA TBA	TR	TB:A	20190923	MAT 86M	MODULAR INTEGRAT
LSB 246	TR	10:00	20190826	MAT 86M	MODULAR INTEGRAT
LSB 238	S	9:00	20190826	MAT 86M	MODULAR INTEGRAT
LSB 213	TR	17:30	20190826	MAT 87M	Integrated Elem&Inter A
LSB 252	TR	14:00	20190826	MAT 87M	Integrated Elem&Inter A
LSB 245	MWF	9:30	20190826	MAT 87M	Integrated Elem&Inter A
LSB 243	TR	8:00	20190923	MAT 87M	Integrated Elem&Inter A
WEB CRSE	TBA	TB:A	20190923	MAT 87M	Integrated Elem&Inter A
LSB 238	MW	15:30	20190923	MAT 87M	Integrated Elem&Inter A
LSB 237	TR	17:30	20190923	MAT 91	Elementary Algebra
LSB 256	R	15:00	20191021	MAT 91	Elementary Algebra
LSB 241	MWF	13:00	20191021	MAT 91	Elementary Algebra
WEB CRSE	TBA	TB:A	20191021	MAT 91	Elementary Algebra
LSB 252	MW	16:00	20190923	MAT 91	Elementary Algebra
LSB 255	T	13:00	20190826	MAT 91	Elementary Algebra
LSB 240	MW	15:30	20190923	MAT 91	Elementary Algebra
LSB 241	MW	15:00	20190923	MAT 91	Elementary Algebra
LSB 256	T	9:30	20190826	MAT 91	Elementary Algebra
LSB 237	MW	15:30	20190923	MAT 91	Elementary Algebra
LSB 256	MWF	16:00	20190923	MAT 91M	Modular Elementary Alg
LSB 238	MF	11:00	20190826	MAT 92	Intermediate Algebra
LSB 240	S	10:00	20190826	MAT 92	Intermediate Algebra
BIOP229	M	12:00	20190826	MAT 92	Intermediate Algebra
LSB 237	F	17:30	20190826	MAT 92	Intermediate Algebra
LSB 241	TR	14:00	20190826	MAT 92	Intermediate Algebra
LSB 237	TR	12:30	20190826	MAT 92	Intermediate Algebra
LSB 252	T	9:30	20190826	MAT 92	Intermediate Algebra

LSB 238	MW	13:30	20190826	MAT 92	Intermediate Algebra
LSB 238	TR	9:30	20190826	MAT 92	Intermediate Algebra
WEB CRSE	TBA	TB:A	20190826	MAT 92	Intermediate Algebra
LSB 246	S	13:00	20190826	MAT 92	Intermediate Algebra
LSB 306	TR	11:00	20190826	MAT 92	Intermediate Algebra
LSB 243	MW	17:30	20190826	MAT 92	Intermediate Algebra
LSB 256	R	15:00	20190826	MAT 92	Intermediate Algebra
WEB CRSE	TBA	TB:A	20190923	MAT 92	Intermediate Algebra
LSB 245	MW	15:30	20190923	MAT 92	Intermediate Algebra
LSB 237	TR	11:00	20190826	MAT 92	Intermediate Algebra
LSB 240	MW	17:30	20190826	MAT 92	Intermediate Algebra
LSB 240	MWF	9:30	20190826	MAT 92	Intermediate Algebra
LSB 237	TR	8:00	20190826	MAT 92	Intermediate Algebra
BIOP229	MW	14:00	20190826	MAT 92M	Modular Intermediate A
WEB CRSE	TBA	TB:A	20190826	MAT 107	MODERN ELEMENTA
LSB 252	TR	17:30	20190826	MAT 107	MODERN ELEMENTA
LSB 252	MWF	8:00	20190826	MAT 107	MODERN ELEMENTA
WEB CRSE	TBA	TB:A	20190826	MAT 107	MODERN ELEMENTA
LSB 323	TR	17:30	20190826	MAT 107	MODERN ELEMENTA
WEB CRSE	TBA	TB:A	20190826	MAT 107	MODERN ELEMENTA
LSB 213	MF	11:00	20190826	MAT 107	MODERN ELEMENTA
LSB 255	MW	17:30	20190826	MAT 107	MODERN ELEMENTA
LSB 252	MW	9:30	20190826	MAT 107	MODERN ELEMENTA
LSB 245	TR	12:00	20190826	MAT 107	MODERN ELEMENTA
LSB 256	T	9:30	20190826	MAT 107	MODERN ELEMENTA
LSB 213	W	9:30	20190826	MAT 107	MODERN ELEMENTA
LSB 252	W	18:00	20190826	MAT 107	MODERN ELEMENTA
232	**FTE**			MAT 107	MODERN ELEMENTA
				MAT 107	MODERN ELEMENTA
				MAT 107	MODERN ELEMENTA
				MAT 107	MODERN ELEMENTA
				MAT 107	MODERN ELEMENTA
				MAT 107	MODERN ELEMENTA
				MAT 107	MODERN ELEMENTA
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				MAT 107	MODERN ELEMENTA
				MAT 107	MODERN ELEMENTA
				MAT 107	MODERN ELEMENTA
				MAT 107	MODERN ELEMENTA
				MAT 107	MODERN ELEMENTA
				MAT 107	MODERN ELEMENTA
				MAT 113	Math. Concepts & Struc

:nings 7:30

MAT 114	MATHEMATICAL CO
MAT 125	FINITE MATHEMATIC
MAT 125	FINITE MATHEMATIC
MAT 125	FINITE MATHEMATIC
MAT 125	FINITE MATHEMATIC
MAT 125	FINITE MATHEMATIC
MAT 125	FINITE MATHEMATIC
MAT 127	College Algebra & Trig
MAT 128	PRECALCULUS I: COI
MAT 128	PRECALCULUS I: COI
MAT 128	PRECALCULUS I: COI
MAT 128	PRECALCULUS I: COI
MAT 128	PRECALCULUS I: COI
MAT 129	TRIGONOMETRY/PRI
MAT 129	TRIGONOMETRY/PRI
MAT 129	TRIGONOMETRY/PRI
MAT 129	TRIGONOMETRY/PRI
MAT 140	CALCULUS I
MAT 140	CALCULUS I
MAT 140	CALCULUS I
MAT 141	CALCULUS II
MAT 141	CALCULUS II
MAT 210	ADVANCED CALCUL
MAT 210	ADVANCED CALCUL
MAT 211	DIFFEREN EQUATION

MNB 318	MF	12:00	20190826	***added**	MGMT102	PRINCIPLES OF SUPE
WEB CRSE	TBA	TB:A	20190826		MGMT102	PRINCIPLES OF SUPE
MNB 312	MWF	11:00	20190826		MGMT170	SMALL BUSINESS M/
MNB 318	W	18:00	20190826		MGMT170	SMALL BUSINESS M/
WEB CRSE	TBA	TB:A	20190923		MGMT180	PERSONAL FINANCI/
MNB 327	TR	9:00	20190826	*	MGMT219	HUMAN RESOURCE N
TBA TBA	TBA	TB:A	20190826		MGMT222	PRINCIPLES OF BUSI
MNB 310	MW	14:00	20191021		MGMT222	PRINCIPLES OF BUSI
MNB 326	MW	14:00	20191021		MGMT222	PRINCIPLES OF BUSI
LSB 304	MW	9:00	20191021		MGMT222	PRINCIPLES OF BUSI
MNB 318	TR	11:00	20190826		MGMT222	PRINCIPLES OF BUSI
MNB 326	T	17:30	20190826		MGMT229	PRINCIPLES OF LEAL
TBA TBA	TBA	TB:A	20190826		MKTG223	MARKETING
WEB CRSE	TBA	TB:A	20190826	*	MKTG223	MARKETING
WEB CRSE	TBA	TB:A	20191021	*	MKTG223	MARKETING
WEB CRSE	TBA	TB:A	20191021	*	MKTG223	MARKETING
MNB 324	TR	8:30	20191021		MKTG223	MARKETING
MNB 302	TR	14:00	20191021		MKTG223	MARKETING

MNB 304	TR	14:00	20191021				
MNB 312	W	18:00	20190826				
31.5	**FTE**						

he courses seem to be standard, generic courses that have been offered at community colleges sin

MNB 071	M	18:00	20190826	MUS 100	INTRO TO MUSIC FU
MNB 071	TR	11:00	20190826	MUS 102	THEORY OF MUSIC I
MNB 71	S	9:00	20190826	MUS 103	MUSIC APPRECIATIC
MNB 071	MWF	11:00	20190826	MUS 103	MUSIC APPRECIATIC
WEB CRSE	TBA	TB:A	20190826	MUS 103	MUSIC APPRECIATIC
MNB 071	T	15:00	20190923	MUS 106	AFRO-AMERICAN MU
MNB 071	R	12:30	20190826	MUS 106	AFRO-AMERICAN MU
MNB 071	R	12:30	20190826	MUS 123	PIANO CLASS I
MNB 071	T	15:00	20190923	MUS 128	CHOIR I
MNB 071	MW	14:00	20190826	MUS 192	EAR TRAINING II
8.1	**FTE**			MUS 273	PIANO II

and FTE have averaged 8 per semester. This, plus the high cancellation rate (40%) are indicat
transfer, they have innovated into performance ensembles and music technology certificatic
affordability of recording software and hardware, there are a growing number of home reco

NRS 300	R	13:00	20190826	NUR 111	CALCULATION OF M
NRS 313	R	13:00	20190826	NUR 111	CALCULATION OF M
NRS 300	T	13:00	20190826	NUR 111	CALCULATION OF M
NRS 300	M	13:00	20190826	NUR 111	CALCULATION OF M
NRS 300	TW	10:00	20190826	NUR 120	INTRO. TO NURSING
NRS 201	MR	8:30	20190826	NUR 120	INTRO. TO NURSING
HOSPHOSP	TW	7:00	20190826	NUR 120	INTRO. TO NURSING
HOSPHOSP	TW	7:00	20190826	NUR 120L	INTRO.-NURSING PR
HOSPHOSP	MR	7:00	20190826	NUR 120L	INTRO.-NURSING PR
HOSPHOSP	TW	7:00	20190826	NUR 120L	INTRO.-NURSING PR
HOSPHOSP	TW	7:00	20190826	NUR 120L	INTRO.-NURSING PR
HOSPHOSP	TW	7:00	20190826	NUR 120L	INTRO.-NURSING PR
HOSPHOSP	TW	7:00	20190826	NUR 120L	INTRO.-NURSING PR
HOSPHOSP	TW	7:00	20190826	NUR 120L	INTRO.-NURSING PR
HOSPHOSP	MR	7:00	20190826	NUR 120L	INTRO.-NURSING PR
HOSPHOSP	MR	7:00	20190826	NUR 120L	INTRO.-NURSING PR
HOSPHOSP	TW	7:00	20190826	NUR 120L	INTRO.-NURSING PR
NRS 201	MR	11:30	20190826	NUR 120L	INTRO.-NURSING PR
HOSPHOSP	WF	7:00	20190826	NUR 122	MED.- SURG. NURS. (
HOSPHOSP	TW	7:00	20190826	NUR 122L	MED. SURG. CLINICA
HOSPHOSP	SN	7:00	20190826	NUR 122L	MED. SURG. CLINICA
HOSPHOSP	TW	7:00	20190826	NUR 122L	MED. SURG. CLINICA

HOSPHOSP	SN	7:00	20190826	NUR 122L	MED. SURG. CLINICA
HOSPHOSP	TW	7:00	20190826	NUR 122L	MED. SURG. CLINICA
HOSPHOSP	TW	7:00	20190826	NUR 122L	MED. SURG. CLINICA
HOSPHOSP	SN	7:30	20190826	NUR 122L	MED. SURG. CLINICA
HOSPHOSP	TW	7:00	20190826	NUR 122L	MED. SURG. CLINICA
NRS 101	R	11:00	20190826	NUR 216	PERSPECTIVES & ISS
NRS 315	MW	9:00	20190826	NUR 218	MATERNAL & CHILD
NRS 315	MW	9:00	20191021	NUR 218	MATERNAL & CHILD
HOSPHOSP	TBA	7:00	20190826	NUR 218L	MATERNAL & CHILD
HOSPHOSP	TBA	7:00	20190826	NUR 218L	MATERNAL & CHILD
HOSPHOSP	TBA	7:00	20190826	NUR 218L	MATERNAL & CHILD
HOSPHOSP	TBA	7:00	20191021	NUR 218L	MATERNAL & CHILD
HOSPHOSP	TBA	7:00	20191021	NUR 218L	MATERNAL & CHILD
HOSPHOSP	TBA	7:00	20190826	NUR 218L	MATERNAL & CHILD
NRS 313	MR	8:30	20190826	NUR 220	MEDICAL-SURGICAL
HOSPHOSP	TW	7:00	20190826	NUR 220L	MED./SURGICAL NUF
HOSPHOSP	TW	7:00	20190826	NUR 220L	MED./SURGICAL NUF
HOSPHOSP	TW	7:00	20190826	NUR 220L	MED./SURGICAL NUF
HOSPHOSP	TW	7:00	20190826	NUR 222	CLIENT CARE-MENT.
HOSPHOSP	TW	7:00	20190826	NUR 222	CLIENT CARE-MENT.
NRS 103	MR	9:00	20190826	NUR 222L	CLIENT CARE MENT.
NRS 103	MR	9:00	20191021	NUR 222L	CLIENT CARE MENT.
HOSPHOSP	TW	7:00	20190826	NUR 222L	CLIENT CARE MENT.
HOSPHOSP	F	7:00	20190826	NUR 222L	CLIENT CARE MENT.
HOSPHOSP	TW	7:00	20190826	NUR 222L	CLIENT CARE MENT.
HOSPHOSP	TW	7:00	20191021		
HOSPHOSP	TW	7:00	20191021		
HOSPHOSP	TW	7:00	20191021		
56.4	**FTE**				

riven. Nice FTE increase 2017-2019

MNB 258	MWF	10:00	20190826		
WEB CRSE	TBA	TB:A	20190826		
MNB 302	MWF	11:00	20190826		
MNB 327	TR	9:00	20190826		
MNB 328	TR	15:00	20190826		

MNB 310	TR	11:00	20190826	PHI 101	INTRODUCTION TO I
MNB 318	TR	13:00	20190826	PHI 101	INTRODUCTION TO I
MNB 256	R	18:00	20190826	PHI 101	INTRODUCTION TO I
WEB CRSE	TBA	TB:A	20190826	PHI 101	INTRODUCTION TO I
WEB CRSE	TBA	TB:A	20190923	PHI 104	CRITICAL THINKING
MNB 310	TR	9:00	20190826	PHI 104	CRITICAL THINKING

WEB CRSE	TBA	TB:A	20190923		PHI 105	INTRO TO PROFESSIC
15.9	**FTE**					

LSB 402	T	17:30	20190826		PHSC110	Physical Science
LSB 402	R	17:30	20190826		PHSC110L	Physical Science LAB

CLINTBA	T	8:00	20190826		PHTT260	CLINICAL EDUCATIC
HOSPTBA	F	8:00	20190826		PHTT260	CLINICAL EDUCATIC

BIOP206	MW	9:00	20190826		PHY 101	FUNDAMENTALS OF
BIOP206	W	10:30	20190826		PHY 101L	FUND OF PHYSICS I I
BIOP206	TR	11:00	20190826		PHY 102	FUNDAMENTALS OF
BIOP206	T	13:00	20190826		PHY 102L	FUNDAMENTALS OF
LSB 402	TR	10:00	20190826		PHY 203	GENERAL PHYSICS I
LSB 402	F	13:00	20190826		PHY 203L	GENERAL PHYSICS I
4.8	**FTE**					

lerable drop in enrollment in what should be a viable discipline. The same faculty member has tau

WEB CRSE	TBA	TB:A	20190826		PLA 101	GENERAL LAW I
WEB CRSE	TBA	TB:A	20190923		PLA 106	LEGAL WRITING
WEB CRSE	TBA	TB:A	20190826		PLA 107	OFFICE PRACTICE AN
WEB CRSE	TBA	TB:A	20190826		PLA 256	LEGAL SPECIALITY I
MNB 326	R	17:00	20190923		PLA 256	LEGAL SPECIALITY I
5.7	**FTE**				PLA 257	LEGAL SPEC-LITIGAT
					PLA 257	LEGAL SPEC-LITIGAT
					PLA 262	MEDIATION AND AR
2017	**2018**	**2019**			PLA 262	MEDIATION AND AR
28	**48**	**56**			PLA 265	COMPUTER-ASSIST.L

ght all the classes (AWallace) for the last three years. Seems to be a FT Faculty member. Why are

WEB CRSE	TBA	TB:A	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 120	M	10:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 124	M	11:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 118	R	17:30	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 114	T	11:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 114	F	17:30	20190826		PRE 100	PREP.FOR ACADEMIC

WEB CRSE	TBA	TB:A	20190826		PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 160	T	12:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 306	W	8:00	20190826		PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 120	M	12:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 114	F	10:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 118	T	17:30	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 118	W	17:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 124	M	13:30	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 116	T	9:30	20190826		PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20190826		PRE 100	PREP.FOR ACADEMIC
LSB 323	T	8:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 114	R	11:30	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 306	W	10:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 306	W	13:30	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 124	S	11:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 120	W	10:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 116	R	14:00	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 124	S	11:00	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 114	F	10:00	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 116	T	8:00	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 128	F	17:30	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 306	W	8:00	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 162	R	9:00	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 114	R	11:00	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 120	W	17:30	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 118	R	10:00	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 114	T	13:30	20191021		PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20191021		PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20191021		PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 124	T	14:00	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 114	M	14:00	20191021		PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 118	R	17:30	20191021		PRE 100	PREP.FOR ACADEMIC
MNB 124	S	9:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 114	R	11:30	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 118	T	9:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 120	MW	16:00	20191021		PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20190826		PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20190826		PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20190826		PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20190826		PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 118	T	9:00	20190826		PRE 100	PREP.FOR ACADEMIC
MNB 118	TR	14:00	20190826		PRE 100	PREP.FOR ACADEMIC

28.8	**FTE**				PRE 100	PREP.FOR ACADEMIC
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lege.					PRE 100	PREP.FOR ACADEMIC
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					PRE 100	PREP.FOR ACADEMIC
					PRE 100	PREP.FOR ACADEMIC
					PRE 100	PREP.FOR ACADEMIC
WEB CRSE	TBA	TB:A	20190923		PS 101	AMERICAN GOVERN
WEB CRSE	TBA	TB:A	20190826			
faculty member.						
WEB CRSE	TBA	TB:A	20190923		PSY 101	INTRODUCTORY PSY
WEB CRSE	TBA	TB:A	20190826		PSY 101	INTRODUCTORY PSY
WEB CRSE	TBA	TB:A	20191021		PSY 101	INTRODUCTORY PSY
MNB 258	TR	9:00	20190826		PSY 101	INTRODUCTORY PSY
MNB 256	TR	13:00	20190826		PSY 101	INTRODUCTORY PSY
MNB 318	TR	8:00	20190826		PSY 101	INTRODUCTORY PSY
WEB CRSE	TBA	TB:A	20190826		PSY 101	INTRODUCTORY PSY
MNB 310	TR	14:00	20190826		PSY 101	INTRODUCTORY PSY
MNB 306	T	18:00	20190826		PSY 101	INTRODUCTORY PSY
WEB CRSE	TBA	TB:A	20190826		PSY 101	INTRODUCTORY PSY
MNB 124	TR	11:00	20190826		PSY 101	INTRODUCTORY PSY
MNB 318	M	18:00	20190826		PSY 101	INTRODUCTORY PSY
MNB 310	MW	10:00	20190826		PSY 101	INTRODUCTORY PSY
MNB 256	TR	16:00	20190826		PSY 101	INTRODUCTORY PSY
WEB CRSE	TBA	TB:A	20190826		PSY 101	INTRODUCTORY PSY
WEB CRSE	TBA	TB:A	20191021		PSY 101	INTRODUCTORY PSY
WEB CRSE	TBA	TB:A	20190826		PSY 101	INTRODUCTORY PSY
MNB 302	TR	11:00	20190826		PSY 104	DEVELOPMENTAL PS
MNB 128	MW	11:00	20190826		PSY 104	DEVELOPMENTAL PS
WEB CRSE	TBA	TB:A	20190826		PSY 104	DEVELOPMENTAL PS
WEB CRSE	TBA	TB:A	20190826		PSY 104	DEVELOPMENTAL PS
WEB CRSE	TBA	TB:A	20190923		PSY 104	DEVELOPMENTAL PS
WEB CRSE	TBA	TB:A	20190826		PSY 104	DEVELOPMENTAL PS

WEB CRSE	TBA	TB:A	20191021
MNB 306	M	17:00	20190826
60.0	**FTE**		

ne. Any added sections should be Face to Face.

MNB 116	T	13:00	20190826
MNB 116	M	13:00	20190826
MNB 116	W	14:00	20190826
MNB 116	M	10:00	20190826
MNB 116	M	13:00	20190826
MNB 207	W	7:30	20190826
MNB 207	TR	8:30	20190826
MNB 207	TR	8:30	20190826
MNB 207	WF	7:30	20190826
MNB 207	R	13:00	20190826
MNB 207	R	13:00	20190826
MNB 207	M	15:00	20190826
MNB 116	MWR	8:30	20190826
MNB 209	MW	9:30	20190826
MNB 209	MW	9:30	20190826
6.3	**FTE**		

LSB 418	TR	9:30	20190923
LSB 418	TR	12:30	20190826

MNB 213	MT	10:00	20190826
MNB 215	MT	12:00	20190826
MNB 215	MT	12:00	20190826
MNB 213	W	11:00	20190826
MNB 213	R	12:20	20190826
MNB 213	R	11:00	20190826
MNB 213	RF	9:00	20190826
MNB 213	F	10:30	20190826
MNB 213	W	8:00	20190826
CLINTBA	MT	6:30	20190826
CLINTBA	MT	6:30	20190826
CLINTBA	MT	6:30	20190826

PSY 201	EDUCATIONAL PSYC
PSY 204	INTRODUCTION TO A
PSY 207	PSY OF HUMAN LEAF
PSY 210	Intro to Methods/Psy Re

The two cancelled classes were T
Should have offered more sectio

PTT 112	INTRO TO P.T. ASSIS'
PTT 120	P. T. A. PROCEDURES
PTT 120L	PTA PROCEDURES I I
PTT 120L	PTA PROCEDURES I I
PTT 120L	PTA PROCEDURES I I
PTT 120L	PTA PROCEDURES I I
PTT 240	P.T. ASSIST. PROC. II
PTT 240L	PTT ASST. PRAC. III I
PTT 240L	PTT ASST. PRAC. III I

RBT 105	INTRO.TO ROBOTICS
RBT 105	INTRO.TO ROBOTICS
RBT 105	INTRO.TO ROBOTICS
RBT 105	INTRO.TO ROBOTICS
RBT 150	COMPUTER ASST. M/
RBT 201	Computer Assist Manuf:

RC 111	CARDIORESPIRATOR
RC 112	CARDIORESPIRATOR
RC 112	CARDIORESPIRATOR
RC 211	CARDIORESPIRATOR
RC 212	CARDIORESPIRATOR
RC 212	CARDIORESPIRATOR
RC 213	CARDIORESPIRATOR
RC 214	CARDIORESPIRATOR
RC 215	CLINICAL PRACTICU
RC 215L	CLINICAL PRACTICU
RC 215L	CLINICAL PRACTICU
RC 215L	CLINICAL PRACTICU

MNB 125	MWF	8:00	20190923	RENG 90	Integrated Reading & Er
MNB 122	MWF	13:00	20190923	RENG 90	Integrated Reading & Er
MNB 164	TR	10:00	20190923	RENG 90	Integrated Reading & Er
MNB 122	TR	13:00	20190923	RENG 90	Integrated Reading & Er
WEB CRSE	TBA	TB:A	20190923	RENG 90	Integrated Reading & Er
MNB 164	MWF	16:00	20190923	RENG 91	Reading & English Skill
MNB 151	MW	15:00	20190923	RENG 91	Reading & English Skill
MNB 122	TR	19:00	20190826	RENG 91	Reading & English Skill
WEB CRSE	TBA	TB:A	20190826	RENG 91	Reading & English Skill
MNB 164	MTWR	14:00	20190826	RENG 91	Reading & English Skill
MNB 162	W	17:30	20191021	RENG 91	Reading & English Skill
MNB 130	TR	10:00	20190826	RENG 91	Reading & English Skill
WEB CRSE	TBA	TB:A	20190826	RENG 91	Reading & English Skill
MNB 130	MWF	13:00	20190826	RENG 91	Reading & English Skill
LSB 323	MWF	10:00	20190826	RENG 91	Reading & English Skill
MNB 164	TR	18:00	20190826	RENG 91	Reading & English Skill
MNB 151	S	9:00	20190826	RENG 91	Reading & English Skill
MNB 122	MWF	11:00	20190826	RENG 91	Reading & English Skill
MNB 230	TR	9:00	20190826	RENG 91	Reading & English Skill
LSB 245	TR	9:00	20190826	RENG 91	Reading & English Skill
MNB 125	MW	10:00	20190826	RENG 91	Reading & English Skill
MNB 122	TR	11:00	20190826	RENG 91	Reading & English Skill
MNB 151	TR	15:00	20190826	RENG 91	Reading & English Skill
MNB 130	TR	11:00	20190826	RENG 91	Reading & English Skill
MNB 151	MWF	9:00	20190826	RENG 91	Reading & English Skill
MNB 125	TR	8:00	20190826	RENG 91	Reading & English Skill
MNB 130	TR	13:00	20190826	RENG 91	Reading & English Skill
MNB 130	MW	15:00	20190826	RENG 91	Reading & English Skill
MNB 125	TR	10:00	20190923	RENG 91	Reading & English Skill
MNB 122	MWF	9:30	20190923	RENG 91	Reading & English Skill
MNB 122	S	9:00	20190923	RENG 91	Reading & English Skill
MNB 151	TR	17:30	20190923	RENG 91	Reading & English Skill
MNB 151	MWF	13:00	20190923	RENG 91	Reading & English Skill
MNB 164	S	9:00	20190826	RENG 91	Reading & English Skill
MNB 164	F	18:00	20190826	RENG 91	Reading & English Skill
MNB 164	MTWR	14:00	20191021	RENG 91	Reading & English Skill
MNB 124	MWF	11:00	20191021	RENG 91	Reading & English Skill
WEB CRSE	TBA	TB:A	20191021	RENG 91	Reading & English Skill
WEB CRSE	TBA	TB:A	20191021	RENG 91	Reading & English Skill
WEB CRSE	TBA	TB:A	20191021	RENG 91	Reading & English Skill
MNB 162	TR	19:00	20191021	RENG 91	Reading & English Skill
LSB 304	TR	10:00	20191021	RENG 91	Reading & English Skill
MNB 328	TR	11:00	20191021	RENG 91	Reading & English Skill
MNB 162	MWF	16:00	20191021	RENG 91	Reading & English Skill
MNB 125	MTWR	15:00	20190826	RENG 91	Reading & English Skill

Course	Days	Time	Date		Code	Description
MNB 130	MWF	9:00	20190826		RENG 91	Reading & English Skill
MNB 130	TR	10:00	20190826		RENG 91	Reading & English Skill
MNB 130	MTWR	10:00	20190826		RENG 92	Reading & English Skill
MNB 130	MTWR	10:00	20191021		RENG 92	Reading & English Skill
MNB 125	MTWR	13:00	20190826		RENG 92	Reading & English Skill
LSB 245	TR	11:00	20190826		RENG 92	Reading & English Skill
MNB 130	TR	10:00	20190826		RENG 92	Reading & English Skill
MNB 164	MW	9:00	20190826		RENG 92	Reading & English Skill
MNB 324	TR	9:00	20190826		RENG 92	Reading & English Skill
MNB 162	TR	16:00	20190826		RENG 92	Reading & English Skill
WEB CRSE	TBA	TB:A	20191021		RENG 92	Reading & English Skill
MNB 125	MTWR	14:00	20190826		RENG 92	Reading & English Skill
MNB 162	TR	14:00	20190826		RENG 92	Reading & English Skill
MNB 130	MW	11:00	20190826		RENG 92	Reading & English Skill
MNB 130	TR	8:00	20190826		RENG 92	Reading & English Skill
LSB 243	TR	11:00	20190826		RENG 92	Reading & English Skill
MNB 151	TR	11:00	20190826		RENG 92	Reading & English Skill
WEB CRSE	TBA	TB:A	20190826		RENG 92	Reading & English Skill
MNB 162	MW	9:00	20190826		RENG 92	Reading & English Skill
MNB 162	S	9:00	20190826		RENG 92	Reading & English Skill
123.7	FTE				RENG 92	Reading & English Skill

Additional right-column rows:

Code	Description
RENG 92	Reading & English Skill
RENG 92	Reading & English Skill
RENG 92	Reading & English Skill
RENG 92	Reading & English Skill
RENG 92	Reading & English Skill
RENG 92	Reading & English Skill
RENG 92	Reading & English Skill
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RENG 92	Reading & English Skill
RENG 92	Reading & English Skill
RENG 92	Reading & English Skill
RENG 92	Reading & English Skill
RENG 92	Reading & English Skill

ion Distribution by Weekday		
7	10.8%	
12	18.5%	
6	9.2%	
1	1.5%	
26	40.0%	
1	1.5%	Evening
4	6.2%	9:00 AM
8	12.3%	
65		

2019 Cancellations				
1	3:00 PM		EN 92	5
2	10:00 AM		EN91	1
1	9:00 AM			
2	10:00 AM			

2018 Cancellations	
2018 Sections	87
2018 Cancelled	20

| | | | | Cancellation Rate | 23% |

CLINTBA	MT	8:00	20190826		RESP113	CARDIO. ANATOMY
MNB 213	MT	13:30	20190826		RESP115	CLINICAL PRACTICU
MNB 215	W	8:00	20190826		RESP115L	CLINICAL PRACTICU
MNB 213	W	12:00	20190826		RESP115L	CLINICAL PRACTICU
CLINTBA	RF	6:30	20190826		RESP115L	CLINICAL PRACTICU
CLINTBA	RF	6:30	20190826			
CLINTBA	RF	6:30	20190826			
2.7	**FTE**					

WEB CRSE	TBA	TB:A	20190826		SCI 100	ELEMENTS OF EART
WEB CRSE	TBA	TB:A	20190923		SCI 106	INTRODUCTORY OCI

MNB 312	TR	13:00	20190923		SED 220	SPECIAL EDUCATION
WEB CRSE	TBA	TB:A	20191021		SED 220	SPECIAL EDUCATION
WEB CRSE	TBA	TB:A	20191021		SED 230	CURR & ELEM MTHD
3.5	**FTE**				SED 250	PRACTICUM IN SPEC

Overall, Education is a strong program. Good completion and lots of students in the pipeline.
In Fall 2017 there were 8 students in the Special Ed. program, in 2018 there were 10 students,

NRS 104A	T	12:00	20190826		SGT 101	INSTRUMENTATION
NRS 205	T	9:00	20190826		SGT 101L	INSTRUMENTATION
HOSPTBA	TR	7:00	20190826		SGT 201	HOSPITAL CLINICAL
WEB CRSE	TBA	TB:A	20190826		SGT 205	MORE ADVANCED SI
NRS 205	M	9:00	20190826		SGT 205L	MORE ADVANCE SUI
2.1	**FTE**					

WEB CRSE	TBA	TB:A	20190826		SOC 101	INTRODUCTION TO S
WEB CRSE	TBA	TB:A	20191021		SOC 101	INTRODUCTION TO S

MNB 256	MW	9:00	20190826		SOC 101	INTRODUCTION TO S
MNB 114	TR	9:00	20190826		SOC 101	INTRODUCTION TO S
MNB 256	MW	10:30	20190826		SOC 101	INTRODUCTION TO S
MNB 306	TR	11:00	20190826		SOC 101	INTRODUCTION TO S
MNB 256	TR	14:30	20190826		SOC 101	INTRODUCTION TO S
MNB 158	W	18:00	20190826		SOC 101	INTRODUCTION TO S
WEB CRSE	TBA	TB:A	20190826	16	SOC 101	INTRODUCTION TO S
WEB CRSE	TBA	TB:A	20191021	4	SOC 101	INTRODUCTION TO S
WEB CRSE	TBA	TB:A	20190826	0.25	SOC 101	INTRODUCTION TO S
WEB CRSE	TBA	TB:A	20191021		SOC 101	INTRODUCTION TO S
					SOC 101	INTRODUCTION TO S
					SOC 108	ANTHROPOLOGY
					SOC 150	CULTURAL DIVERSI
					SOC 150	CULTURAL DIVERSI

27.9   FTE

decline in FTE.
. 50% of sections were web.
sections of 101 could be strategically added
.

In 2018, thee sections were

16 s

WEB CRSE	TBA	TB:A	20190826		SP 101	FUND.OF SPEECH CO
MNB 118	T	11:00	20191021		SP 101	FUND.OF SPEECH CO
WEB CRSE	TBA	TB:A	20191021		SP 101	FUND.OF SPEECH CO
MNB 118	M	18:00	20191021		SP 101	FUND.OF SPEECH CO
LSB 306	TR	14:00	20190826		SP 101	FUND.OF SPEECH CO
MNB 160	MW	14:00	20190826		SP 101	FUND.OF SPEECH CO
MNB 120	TR	13:00	20190826		SP 101	FUND.OF SPEECH CO
MNB 118	MW	11:00	20190826		SP 101	FUND.OF SPEECH CO
MNB 158	TR	11:00	20190826		SP 101	FUND.OF SPEECH CO
MNB 158	TR	13:00	20190826		SP 101	FUND.OF SPEECH CO
MNB 122	TR	9:00	20190826		SP 101	FUND.OF SPEECH CO
MNB 158	TR	15:00	20190826		SP 101	FUND.OF SPEECH CO
MNB 158	R	18:00	20190826		SP 101	FUND.OF SPEECH CO
MNB 158	M	18:00	20190826		SP 101	FUND.OF SPEECH CO
MNB 158	T	18:00	20190826		SP 101	FUND.OF SPEECH CO
MNB 154	MW	13:00	20190826		SP 101	FUND.OF SPEECH CO
MNB 154	TR	13:00	20190826	22	SP 101	FUND.OF SPEECH CO
					SP 101	FUND.OF SPEECH CO
					SP 101	FUND.OF SPEECH CO
					SP 101	FUND.OF SPEECH CO
					SP 101	FUND.OF SPEECH CO
					SP 101	FUND.OF SPEECH CO

37.6   FTE   17

ay classes and only 2 web sections. Sections
iplines at the College. There is a lot of room
Communications. There is room here to

In 2018, 7 classes were added, a 46

This looks like

MNB 179   TR   13:00   20190826

a few great programs and several good ones. The successful ones that I
anagers, set designers, prop production, and costuming, so that they
w?

LSB 244   T   9:00   20190826

Exhibit 1.2

Baltimore City Community College	111300	051002	TRANSPORTATION & SUPPLY CHAIN MNGT	Lower Division Certificate
Baltimore City Community College	111300	496002	SPECIAL EDUCATION ASSISTANT	Lower Division Certificate
Baltimore City Community College	111300	500201	ACCOUNTING	Lower Division Certificate
Baltimore City Community College	111300	501202	FASHION DESIGN	Lower Division Certificate
Baltimore City Community College	111300	510102	CYBER SECURITY AND ASSURANCE	Lower Division Certificate
Baltimore City Community College	111300	510303	INFORMATION TECHNOLOGY BASIC SKILLS	Lower Division Certificate
Baltimore City Community College	111300	520901	PRACTICAL NURSING	Lower Division Certificate
Baltimore City Community College	111300	521301	CODING SPECIALIST	Lower Division Certificate
Baltimore City Community College	111300	521603	ADDICTION COUNSELING	Lower Division Certificate
Baltimore City Community College	111300	529902	EMERGENCY MEDICAL SERVICES	Lower Division Certificate
Baltimore City Community College	111300	529903	PARAMEDIC BRIDGE	Lower Division Certificate
Baltimore City Community College	111300	530301	COMPUTER-AIDED DRAFT. & DESIGN	Lower Division Certificate
Baltimore City Community College	111300	531102	ROBOTICS AND MECHATRONICS	Lower Division Certificate
Baltimore City Community College	111300	531701	CONSTRUCTION SUPERVISION	Lower Division Certificate
Baltimore City Community College	111300	540701	BIOTECHNOLOGY LAB SCIENCE	Lower Division Certificate
Baltimore City Community College	111300	540702	LAB ANIMAL SCIENCE	Lower Division Certificate
Baltimore City Community College	111300	550101	ALLIED HUMAN SERVICES	Lower Division Certificate

				Lower Division
Baltimore City Community College	111300	550301	EARLY CHILDHOOD EDUCATION	Certificate
Baltimore City Community College	111300	051001	TRANSPORTATION AND SUPPLY CHAIN MNGT	Associate Degree
Baltimore City Community College	111300	491001	ARTS & SCIENCES TRANSFER	Associate Degree
Baltimore City Community College	111300	494001	ENGINEERING TRANSFER	Associate Degree
Baltimore City Community College	111300	494003	ELECTRICAL ENGINEERING	Associate Degree
Baltimore City Community College	111300	495001	GENERAL STUDIES TRANSFER	Associate Degree
Baltimore City Community College	111300	496001	TEACHER EDUCATION TRANSFER	Associate Degree
Baltimore City Community College	111300	496011	ELEM EDUC/GENERIC SPEC EDUC PREK-12(AAT)	Associate Degree
Baltimore City Community College	111300	497001	BUSINESS ADMINISTRATION TRANSFER	Associate Degree
Baltimore City Community College	111300	500201	ACCOUNTING	Associate Degree
Baltimore City Community College	111300	500401	BUSINESS	Associate Degree
Baltimore City Community College	111300	500501	OFFICE ADMINISTRATION	Associate Degree
Baltimore City Community College	111300	501202	FASHION DESIGN	Associate Degree
Baltimore City Community College	111300	510102	CYBER SECURITY AND ASSURANCE	Associate Degree
Baltimore City Community College	111300	510301	COMPUTER INFORMATION SYSTEMS	Associate Degree
Baltimore City Community College	111300	520301	DENTAL HYGIENE	Associate Degree
Baltimore City Community College	111300	520801	NURSING	Associate Degree
Baltimore City Community College	111300	521102	SURGICAL TECHNOLOGIST	Associate Degree
Baltimore City Community College	111300	521301	HEALTH INFORMATION TECHNOLOGY	Associate Degree
Baltimore City Community College	111300	521501	RESPIRATORY CARE	Associate Degree
Baltimore City Community College	111300	521603	ADDICTION COUNSELING	Associate Degree
Baltimore City Community College	111300	521901	PHYS THERAPIST ASST	Associate Degree
Baltimore City Community College	111300	529902	EMERGENCY MEDICAL SERVICES	Associate Degree
Baltimore City Community College	111300	530301	COMPUTER-AIDED DRAFT. & DESIGN	Associate Degree
Baltimore City Community College	111300	531101	ROBOTICS/MECHATRONICS TECHNOLOGY	Associate Degree
Baltimore City Community College	111300	531701	CONSTRUCTION SUPERVISION	Associate Degree
Baltimore City Community College	111300	540701	BIOTECHNOLOGY	Associate Degree
Baltimore City Community College	111300	550101	ALLIED HUMAN SERVICES	Associate Degree
Baltimore City Community College	111300	550301	EARLY CHILDHOOD EDUCATION	Associate Degree

Baltimore City Community College	111300	550501	LAW ENFORCEMENT & CORRECTIONAL ADMIN.	Associate Degree
Baltimore City Community College	111300	559901	LEGAL ASSISTANT	Associate Degree

Exhibit 1.3

	WORKFORCE DEVELOPMENT / CONTINUING EDUCATION (Less than 12 months)	CERTIFICATE (LOWER DIVISION CERTIFICATE) 12 – 30 Credits	ASSOCIATE DEGREE (AAS, AA, AS, ASE) 60 – 74 Credits
BUSINESS, MANAGEMENT, FINANCE, AND PROFESSIONAL SERVICES	**WORKFORCE COMPONENT COMING FALL 2019** Business Administration Services · Microsoft Office Certificate	N/A	· Business Administration Transfer · Business - Marketing (AoC) - Management (AoC) · Office Administration
	N/A	· Accounting · Fashion Design	· Accounting · Fashion Design - Retailing (AoC)
HEALTH AND BIOSCIENCES	**Allied Health Programs** · CNA/GNA (Nursing Assistant) · EKG Technician · Multi-Skilled Medical Technician · Patient Care Technician · Pharmacy Technician · Phlebotomy	· Practical Nursing	· Nursing · Surgical Technology · Respiratory Care · Dental Hygiene · Physical Therapist Assistant
	· Medical Billing and Coding	· Coding Specialist	· Health Information Technology
	· Emergency Medical Technician	· Paramedic · Paramedic Bridge	· Paramedicine
	N/A	· Biotechnology/Lab Science · Lab Animal Science	· Biotechnology · Arts and Science Transfer - Science (AoC)
HUMAN SERVICES AND LAW ENFORCEMENT	**WORKFORCE COMPONENT COMING FALL 2019** N/A	· Addictions Counseling · Allied Human Services · Special Education Assistant	· Addictions Counseling · Allied Human Services · Elementary Education/Generic Special Education Pre K-12 (AAT) · Teacher Education Transfer · Arts & Science Transfer - Psychology (AoC)
	Law Enforcement & Corrections · Contract Training	N/A	· Law Enforcement and Correctional Administration
	Paralegal Court Reporting · Contract Training	N/A	· Legal Assistant
	Childcare Training Programs	· Early Childhood Education	· Early Childhood Education
INFORMATION TECHNOLOGY AND CYBER SECURITY	**Pre-Cyber Security** · IT Essentials · A+ Certification	· Information Technology Basic Skills	· Computer Information Systems
	· Net+ Certification · Security + Certification	· Cyber Security and Assurance	· Cyber Security and Assurance
MANUFACTURING, CONSTRUCTION AND ENGINEERING TECHNOLOGIES	N/A	N/A	· Arts and Science Transfer - Actuarial Science (AoC) - Pure and Applied Mathematics(AoC)
		N/A	· Engineering Transfer · Electrical Engineering Transfer
	N/A	· Robotics/Mechatronics Technology	· Robotics/Mechatronics Technology
	Construction · Telecommunications Cabling · Pre-Apprenticeship	· Construction Supervision · Computer-Aided Drafting and Design (CADD)	· Construction Supervision · Computer-Aided Drafting and Design (CADD)
TRANSPORTATION DISTRIBUTION LOGISTICS	**Transportation Programs** · Warehouse Logistics Associate · Drivers Education / CDL (pending)	· Transportation, Supply Chain Management	· Transportation, Supply Chain Management
	Automotive Technician · Diesel Technician · Service Technician	N/A	N/A
VISUAL AND PERFORMING ARTS/GENERAL STUDIES	N/A	N/A	· Arts and /Science Transfer - Art (AoC) - Music (AoC) - Theatre (AoC) · General Studies Transfer

Contract Training is available only through the Workforce Development and Continuing Education Division. The college offers a range of customized training programs to meet the need of employers and business partners. Customized contract training may be developed in any Career Pathway.

Exhibit 1.4

EARLY CHILDHOOD EDUCATION DEGREE – M051

Associate of Applied Science (AAS)

CATALOG DESCRIPTION OF PROGRAM:
Graduates of BCCC's Early Childhood Education Program are fully qualified for certification as directors, or senior staff members of child-care programs. They may also work as paraprofessionals in public schools, in hospital child-life programs, and as teachers or assistant teachers in several federal programs. Students are able to expand their job opportunities by earning a certificate in Special Education Assistant, in addition to the Associate's degree in Early Childhood Education. The course of study includes: theories of child development and programming for children, theoretical coursework, supervised field placement, and observation. Students are encouraged to develop their skills and techniques, for working with small groups of children in activities such as music, art, storytelling, science and mathematics. Students learn to create and plan instruction based on individual and group needs, and have the opportunity to work with different staff members and groups.

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
1st Semester					
PRE 100	Preparation for Academic Achievement	1	None		
BUAD 112	Computers for Business Management	3	ENG 82 or RENG 92		
ECE 111	Principles and Practices in ECE	3	None		
ENG 101	English Writing	3	ENG 82 or RENG 92		
HLF-Elective	Health and Life Fitness	2	None		
PSY 101	Introductory Psychology	3	ENG 82 or RENG 92		
	Semester Credits	**15**			
2nd Semester					
ECE 112	Child Growth and Development	3	None		
ECE 113	Programs and Activities	3	None		
MAT 107/MAT 125	Mod. Elem. Stats/Finite Math	3	MAT 82 or MAT 87 or MAT 92; ENG 82 or RENG 92/MAT 82 or MAT 92; RENG 92		
SP 101	Fundamentals of Speech	3	ENG 82 or RENG 92		
BPS-Elective	Gen. Ed. Req.: Biological & Physical Sciences	3	Depends on course chosen		
	Semester Credits	**15**			
3rd Semester					
ECE 114	Caring for Infants & Toddlers/School-Age Daycare	3	ECE 112 and ECE 113		
EDU 215	Developmental Processes & the Acquisition of Reading Competency	3	None		
ECE 117	Guiding Behavior of Young Children	3	ECE 113		
ECE 119	School Age Curriculum & Activities	3			
SED 220	Special Education: An Overview	3	ECE 112 and ECE 113; PSY 101		
	Semester Credits	**15**			
4th Semester					
ECE 211	Nutrition, Health and Safety for Young Children	3	ENG 101, ECE 111/112/113, or Coordinator's permission		
PSY 201	Educational Psychology	3	PSY 101		
IEI-Elective	Interdisciplinary and Emerging Issues	3	Depends on course chosen		
ECE 217	Planning & Administering Programs for Children	3	ENG 101, ECE 111/112/113/114/119, and ECE 117 or Coordinator's permission		
ECE 222	ECE Capstone Field Experience	3	Completion of 45 ECE credits		
	Semester Credits	**15**			
	PROGRAM TOTAL	**60**			

Advisor Signature: _____   Date: _____

Student Signature: _____   Date: _____

Pre-Requisites for Students in Developmental Courses

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
RENG 90	Intensive Program Writing	4 hrs.	Placement Test		
RENG 91	Composition Skills I	4 hrs.	Placement Test or RENG 90		
RENG 92	Composition Skills II	4 hrs.	Placement Test or RENG 91		
MAT 80	Arithmetic	3 hrs.	Placement Test		
MAT 86/ **MAT 87M**	Integrated Pre-Algebra and Introductory Algebra _____ Integrated Elementary and Intermediate Algebra	5 hrs.	Placement Test or MAT 80 _____ __ Students who complete MAT 80 with an A or B within a one year period: Students who recently (within one year) failed and need to repeat MAT 91; students whose ACUPLACER placement score on Elementary Algebra falls within the range 52-62.		
MAT 91	Elementary Algebra	4 hrs.	Placement Test or MAT 80		
MAT 92	Intermediate Algebra	4 hrs.	Placement Test or MAT 91		

BIOTECHNOLOGY DEGREE – M145
Associate of Applied Science Degree (AAS)

CATALOG DESCRIPTION OF PROGRAM:
Students develop science laboratory technical skills in preparation for employment under the supervision of professional scientists in a variety of laboratory settings. The program can also serve as the first two years of preparation for a four-year school with a major in physical or biological sciences. The second year prepares students for employment in research, chemical, medical, or scientific labs and/or aquariums and zoos. On-the-job experiences are often available. The Biotechnology Program includes a state-of-the-art technical research experience provided by local biotechnology institutes and research facilities such as the University of Maryland, Johns Hopkins University, UMB BioPark researchers and local biotechnology companies.

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
1st Semester					
PRE 100	Preparation for Academic Achievement	1	None		
	Computer Literacy Exam	0			
BTC 103	Special Topics in Biotechnology I	3	None		
CHE 101	General Chemistry I	4	MAT 82 or MAT 92 and ENG 82 or RENG 92		
BIO 102	Principles of Biology	4	MAT 81 or MAT 91 and ENG 82 or RENG 92		
MAT 128	Pre-Calculus I	4	MAT 82 or MAT 92; ENG 82 or RENG 92		
	Semester Credits	**16**			
2nd Semester					
BTC 104	Special Topics in Biotechnology II	3	None		
BTC 105	Techniques and Instrumentation for Biotech.	4	ENG 101, MAT 91 or MAT 87M or LSS 101, LSS 102		
CHE 102	General Chemistry II	4	CHE 101		
ENG 101	English Writing	3	ENG 82 or RENG 92		
HLF-Elective	Health and Life Fitness	1	None		
	Semester Credits	**15**			
3rd Semester					
BIO 212	Microbiology	4	6-8 credits in biology and/or chemistry		
BTC-Elective	Biotechnology Elective	4	Depends on course chosen		
ENG 102	Intro. To Term Paper & Research Methods	3	ENG 101		
MAT 107	Modern Elementary Statistics	3	MAT 86 or MAT 91 and RENG 92		
	Semester Credits	**14**			
4th Semester					
BIO 207	Genetics	4	CHE 101		
BIO 199	Individual Study in Biology	4	None		
HLF-Elective	Health and Life Fitness	1	None		
AH-Elective	Gen. Ed. Requirement: Arts & Humanities	3	Depends on course chosen		
SBS-Elective	Gen. Ed. Req.: Social & Behavioral Sciences	3	Depends on course chosen		
	Semester Credits	**15**			
	PROGRAM TOTAL	**60**			

Advisor Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Pre-Requisites for Students in Developmental Courses

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
RENG 90	Intensive Program Writing	4 hrs.	Placement Test		
RENG 91	Composition Skills I	4 hrs.	Placement Test or RENG 90		
RENG 92	Composition Skills II	4 hrs.	Placement Test or RENG 91		
MAT 80	Arithmetic	3 hrs.	Placement Test		
MAT 86/	Integrated Pre-Algebra and Introductory Algebra	5 hrs.	Placement Test or MAT 80		
MAT 87M	Integrated Elementary and Intermediate Algebra		Students who complete MAT 80 with an A or B within a one year period: Students who recently (within one year) failed and need to repeat MAT 91; students whose ACUPLACER placement score on Elementary Algebra falls within the range 52-62.		
MAT 91	Elementary Algebra	4 hrs.	Placement Test or MAT 80		
MAT 92	Intermediate Algebra	4 hrs.	Placement Test or MAT 91		

COMPUTER-AIDED DRAFTING AND DESIGN DEGREE – M180
Associate of Applied Science (AAS)

CATALOG DESCRIPTION OF PROGRAM:

The Computer-Aided Drafting and Design (CADD) AAS degree program offers a balanced course of study in drafting and design with the aid of state-of-the-art software, computers, and input/output devices. Students are prepared to qualify for jobs where CADD associates work as the important CADD link in the modern design process with engineers and architects on one hand and detail drafters and manufacturers on the other hand. Emphasis is on engineering drawing, architectural drawing, engineering design, and realistic 3D modeling.

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
1st Semester					
PRE 100	Preparation for Academic Achievement	1	None		
CADD 101	Introduction to CADD	3	Permission of CADD Program Coordinator		
CADD 111	CADD Applications	3	Permission of CADD Program Coordinator		
SP 101	Fundamentals of Speech Communication	3	ENG 82 or RENG 92		
SBS-Elective	Gen. Ed. Req.: Social & Behavioral Sciences	3	Depends on course chosen		
	Semester Credits	**13**			
2nd Semester					
CADD 105	Intermediate CADD	3	CADD 101		
CADD 112	CADD Architectural Applications I	3	CADD 101		
CADD 140	CADD 3D Modeling	3	CADD 101		
ENG 101	English Writing	3	ENG 82 or RENG 92		
BPS-Elective	Biological and Physical Sciences with lab	4	Depends on course chosen		
	Semester Credits	**16**			
3rd Semester					
MAT 128	Pre-Calculus: College Algebra	4	MAT 82 or MAT 92; ENG 82 or RENG 92		
CADD 151	Technical Graphics	3	CADD 101		
CADD 200	Geographic Information Systems Applications	3	CADD 101 or CADD 111		
CADD 205	CADD Engineering Drawing I	3	CADD 101		
SBS-Elective	Gen. Ed. Req.: Social & Behavioral Sciences	3	Depends on course chosen		
	Semester Credits	**16**			
4th Semester					
CADD 206	CADD Engineering Drawing II	3	CADD 101		
CADD 208	CADD Mechanical Applications	3	CADD 105		
CADD 211	CADD Civil Applications	3	CADD 101 or CADD 111		
CADD 222	CADD Architectural Applications II	3	CADD 112		
COP 100	Cooperative Education	1	2.0 GPA; completion of 15 credits		
HLF-Elective	Health and Life Fitness	2	None		
	Semester Credits	**15**			
	PROGRAM TOTAL	**60**			

Advisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Pre-Requisites for Students in Developmental Courses

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
RENG 90	Intensive Program Writing	4 hrs.	Placement Test		
RENG 91	Composition Skills I	4 hrs.	Placement Test or RENG 90		
RENG 92	Composition Skills II	4 hrs.	Placement Test or RENG 91		
MAT 80	Arithmetic	3 hrs.	Placement Test		
MAT 86/ **MAT 87M**	Integrated Pre-Algebra and Introductory Algebra ——————————————— Integrated Elementary and Intermediate Algebra	5 hrs.	Placement Test or MAT 80 ——————————— — Students who complete MAT 80 with an A or B within a one year period: Students who recently (within one year) failed and need to repeat MAT 91; students whose ACUPLACER placement score on Elementary Algebra falls within the range 52-62.		
MAT 91	Elementary Algebra	4 hrs.	Placement Test or MAT 80		
MAT 92	Intermediate Algebra	4 hrs.	Placement Test or MAT 91		

ELEMENTARY EDUCATION/GENERIC
SPECIAL EDUCATION PREK-12 DEGREE – M256
Associate of Arts in Teaching (AAT)

CATALOG DESCRIPTION OF PROGRAM:

This degree prepares students to transfer to an elementary education or generic special education program at a four-year college or university in the state of Maryland. The Associate of Arts in Teaching (A.A.T.) degree has been articulated with all of the transfer programs in elementary education and generic special education in the state of Maryland. Upon completion of the A.A.T. degree, students are eligible to be admitted as an elementary education or generic special education major at their Maryland transfer institution.

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
1st Semester					
PRE 100	Preparation for Academic Achievement	1	None		
ENG 101	English Writing	3	ENG 82 or RENG 92		
BIO 102	Principles of Biology	4	MAT 81 or MAT 91 and ENG 82 or RENG 92		
PSY 101	Introductory Psychology	3	ENG 82 or RENG 92		
SP 101	Fundamentals of Speech Communication	3	ENG 82 or RENG 92		
CLT 100	Computer Literacy	2	None		
	Semester Credits	**16**			
2nd Semester					
GEO 102	Elements of Cultural Geography	3	None		
EDU 200	Introduction to Education	3	ENG 101		
SOC 101	Introduction to Sociology	3	ENG 82 or RENG 92		
PHSC 110	Physical Science	4	MAT 82 or MAT 92; ENG 82 or RENG 92		
PSY 201	Educational Psychology	3	PSY 101		
	Semester Credits	**16**			
3rd Semester					
SED 220	Special Education: An Overview	3	ENG 101		
ENG-Elective	Choose any 200 Level	3	Depends on course chosen		
MAT 113	Mathematical Concepts I	4	MAT 82 or MAT 92; ENG 82 or RENG 92		
EDU 215	Developmental Process and the Acquisition of Reading Competency	3	None		
HLF 210	Health and Life Fitness	2	None		
	Semester Credits	**15**			
4th Semester					
EDU 291	AAT Fieldwork Training Experience	3	SED 220 and EDU 200 and PSY 201		
ART 106	Art in the Culture	3	ENG 82 or RENG 92		
SCI 100	Elements of Earth Science	3	MAT 81 or MAT 91 and ENG 82 or RENG 92		
MAT 115	Dynamic Geometry	4	MAT 82 or MAT 92; ENG 82 or RENG 92		
	Semester Credits	**13**			
	PROGRAM TOTAL	**60**			

Advisor Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Pre-Requisites for Students in Developmental Courses

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
RENG 90	Intensive Program Writing	4 hrs.	Placement Test		
RENG 91	Composition Skills I	4 hrs.	Placement Test or RENG 90		
RENG 92	Composition Skills II	4 hrs.	Placement Test or RENG 91		
MAT 80	Arithmetic	3 hrs.	Placement Test		
MAT 86/ **MAT 87M**	Integrated Pre-Algebra and Introductory Algebra _____ Integrated Elementary and Intermediate Algebra	5 hrs.	Placement Test or MAT 80 _____ __ Students who complete MAT 80 with an A or B within a one year period: Students who recently (within one year) failed and need to repeat MAT 91; students whose ACUPLACER placement score on Elementary Algebra falls within the range 52-62.		
MAT 91	Elementary Algebra	4 hrs.	Placement Test or MAT 80		
MAT 92	Intermediate Algebra	4 hrs.	Placement Test or MAT 91		

CONSTRUCTION SUPERVISON DEGREE – M400
Associate of Applied Science (AAS)

CATALOG DESCRIPTION OF PROGRAM:

Construction supervision provides the critical link between project management and skilled workers who perform building tasks. The Construction Supervision program prepares students to step into the position of assistant project manager, supervisor or independent business owner. The program provides experience and instruction in safety (OSHA regulations), blueprint reading, construction methods, estimating, scheduling, operational procedures, effective communication, procurement, and fiscal and business management. Graduates are prepared to work as supervisors on both residential and commercial projects.

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
1st Semester					
PRE 100	Preparation for Academic Achievement	1	None		
CON 101	Introduction to Construction	3	ENG 82 or RENG 92		
CON 104	Construction Methods and Materials	3	ENG 82 or RENG 92		
CON 107	Blueprint Reading	3	ENG 82 or RENG 92		
ENG 101	English Writing	3	ENG 82 or RENG 92		
	Semester Credits	**13**			
2nd Semester					
CON 111	Occupational Safety and Loss Prevention	3	CON 101; CON 104; CON 107		
ECO 201	The American Economy I: Macroeconomic Theory	3	ENG 82 or RENG 92		
ENG 102	Introduction to Term Paper and Research Methods	3	ENG 101		
MAT 128	Pre-Calculus I: College Algebra	4	MAT 82 or MAT 92; ENG 82 or RENG 92		
SBS-Elective	Gen. Ed. Req.: Social & Behavioral Sciences	3	Depends on course chosen		
	Semester Credits	**16**			
Summer					
HLF-Elective	Health and Life Fitness Course	2	None		
	Semester Credits	**2**			
3rd Semester					
ACCT 221	Principles of Financial Accounting	3	MAT 81 or MAT 91		
CON 210	Construction Estimating	3	CON 101; CON 104; CON 107; ENG 101; MAT 128		
CADD 101	Introduction to CADD	3	Perm. of CADD Program Coordinator		
MGMT 102	Principles of Supervision	3	None		
	Semester Credits	**12**			
4th Semester					
CON 222	Scheduling, Planning and Cost Control	3	CON 210		
CON 224	Construction Contracts and Documents	3	CON 210		
CON 250	Construction Internship	3	Perm. from Con. Sup. Program Coordinator		
CON 215	Computer Applications in Construction	1	CADD 101; CON 210		
BPS-Elective	Biological and Physical Sciences with lab	4	Depends on course chosen		
SP 101	Fundamentals of Speech Communication	3	ENG 82 or RENG 92		
	Semester Credits	**17**			
	PROGRAM TOTAL	**60**			

Advisor Signature: _____   Date: _____

Student Signature: _____   Date: _____

Pre-Requisites for Students in Developmental Courses

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
RENG 90	Intensive Program Writing	4 hrs.	Placement Test		
RENG 91	Composition Skills I	4 hrs.	Placement Test or RENG 90		
RENG 92	Composition Skills II	4 hrs.	Placement Test or RENG 91		
MAT 80	Arithmetic	3 hrs.	Placement Test		
MAT 86/ **MAT 87M**	Integrated Pre-Algebra and Introductory Algebra _____ Integrated Elementary and Intermediate Algebra	5 hrs.	Placement Test or MAT 80 _____ __ Students who complete MAT 80 with an A or B within a one year period: Students who recently (within one year) failed and need to repeat MAT 91; students whose ACUPLACER placement score on Elementary Algebra falls within the range 52-62.		
MAT 91	Elementary Algebra	4 hrs.	Placement Test or MAT 80		
MAT 92	Intermediate Algebra	4 hrs.	Placement Test or MAT 91		

CONSTRUCTION SUPERVISION CERTIFICATE

Construction Supervision – M401

CATALOG DESCRIPTION OF PROGRAM:

The Certificate is oriented towards workers who wish to sharpen their existing skills or move up to supervisor, or the small business owner who wishes to brush up in a specific area.

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
1st Semester					
PRE 100	Preparation for Academic Achievement	1	None		
ENG 101	English Writing	3	ENG 82 or RENG 92		
CON 101	Introduction to Construction	3	ENG 82 or RENG 92		
CON 104	Construction Methods and Materials	3	ENG 82 or RENG 92		
CON 107	Blueprint Reading	3	ENG 82 or RENG 92		
MAT 128	Precalculus: College Algebra	4	MAT 82 or MAT 92; ENG 82 or RENG 92		
	Semester Credits	**17**			
Summer					
CADD 101	Introduction to CADD	3	Permission of CADD Program Coordinator		
CON 210	Construction Estimating	3	CON 101; CON 104; CON 107; ENG 101; MAT 128		
	Semester Credits	**6**			
2nd Semester					
CON 222	Scheduling, Planning and Cost Control	3	CON 210		
CON 224	Construction Contracts and Documents	3	CON 210		
CON 215	Computer Applications in Construction	1	CADD 101; CON 210		
	Semester Credits	**7**			
	PROGRAM TOTAL	**30**			

Advisor Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Pre-Requisites for Students in Developmental Courses

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
RENG 90	Intensive Program Writing	4 hrs.	Placement Test		
RENG 91	Composition Skills I	4 hrs.	Placement Test or RENG 90		
RENG 92	Composition Skills II	4 hrs.	Placement Test or RENG 91		
MAT 80	Arithmetic	3 hrs.	Placement Test		
MAT 86/	Integrated Pre-Algebra and Introductory Algebra	5 hrs.	Placement Test or MAT 80		
MAT 87M	Integrated Elementary and Intermediate Algebra		Students who complete MAT 80 with an A or B within a one year period: Students who recently (within one year) failed and need to repeat MAT 91; students whose ACUPLACER placement score on Elementary Algebra falls within the range 52-62.		
MAT 91	Elementary Algebra	4 hrs.	Placement Test or MAT 80		
MAT 92	Intermediate Algebra	4 hrs.	Placement Test or MAT 91		

INFORMATION TECHNOLOGY BASIC SKILLS CERTIFICATE

Information Technology Basic Skills – M709

CATALOG DESCRIPTION OF PROGRAM:

The Information Technology Basic Skills Certificate has been designed using existing courses from BCCC's Computer Information Systems degree in response to discussions with the external stakeholders. It is a stackable certificate that will allow students to continue pursuit of a degree in information technology.

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
PRE 100	Preparation for Academic Achievement	1	None		
ENG 101	English Writing	3	ENG 82 or RENG 92		
BCAP 104	Introduction to Operating systems: DOS and Windows	3	None		
CISS 109	Principles of Computer Information Systems	3	Completion of all required dev. courses		
BCAP 270	Introduction to Help Desk	3	BCAP 104		
COP 200	Cooperative Education	3	2.0 GPA; Completion of 15 credits		
	PROGRAM TOTAL	**16**			

Advisor Signature: _____   **Date:** _____

Student Signature: _____   **Date:** _____

Pre-Requisites for Students in Developmental Courses

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
RENG 90	Intensive Program Writing	4 hrs.	Placement Test		
RENG 91	Composition Skills I	4 hrs.	Placement Test or RENG 90		
RENG 92	Composition Skills II	4 hrs.	Placement Test or RENG 91		
MAT 80	Arithmetic	3 hrs.	Placement Test		
MAT 86/ MAT 87M	Integrated Pre-Algebra and Introductory Algebra _____ Integrated Elementary and Intermediate Algebra	5 hrs.	Placement Test or MAT 80 _____ — Students who complete MAT 80 with an A or B within a one year period: Students who recently (within one year) failed and need to repeat MAT 91; students whose ACUPLACER placement score on Elementary Algebra falls within the range 52-62.		
MAT 91	Elementary Algebra	4 hrs.	Placement Test or MAT 80		
MAT 92	Intermediate Algebra	4 hrs.	Placement Test or MAT 91		

CYBER SECURITY AND ASSURANCE CERTIFICATE

Cyber Security and Assurance – M710

CATALOG DESCRIPTION OF PROGRAM:

The Cyber Security and Assurance 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 certification. 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.

COURSE	CURRENT SEQUENCE	CREDITS		SEMESTER	GRADE
Summer Semester					
PRE 100	Preparation for Academic Achievement	1	None		
BCAP 104	Introduction to Operating Systems	3	None		
ITSA 125	Security Fundamentals, Principles and Ethics	3	None		
	Semester Credits	**7**			
1st Semester					
CISS 105	Introduction to UNIX Operating Systems	3	None		
BCAP 270	Introduction to Help Desk	3	BCAP 104		
ITNT 235	Networking with TCP/IP	3	None		
	Semester Credits	**9**			
2nd Semester					
ITSA 242	Computer Forensics and Investigation	3	ITSA 125		
ITSA 233	Ethical Hacking	3	ITSA 125		
ITSA 245	Cyber Security Implementation	3	ITSA 125, ITSA 233		
	Semester Credits	**9**			
	PROGRAM TOTAL	**25**			

Advisor Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Pre-Requisites for Students in Developmental Courses

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
RENG 90	Intensive Program Writing	4 hrs.	Placement Test		
RENG 91	Composition Skills I	4 hrs.	Placement Test or RENG 90		
RENG 92	Composition Skills II	4 hrs.	Placement Test or RENG 91		
MAT 80	Arithmetic	3 hrs.	Placement Test		
MAT 86/	Integrated Pre-Algebra and Introductory Algebra	5 hrs.	Placement Test or MAT 80		
MAT 87M	Integrated Elementary and Intermediate Algebra		Students who complete MAT 80 with an A or B within a one year period: Students who recently (within one year) failed and need to repeat MAT 91; students whose ACUPLACER placement score on Elementary Algebra falls within the range 52-62.		
MAT 91	Elementary Algebra	4 hrs.	Placement Test or MAT 80		
MAT 92	Intermediate Algebra	4 hrs.	Placement Test or MAT 91		

CYBER SECURITY AND ASSURANCE DEGREE – M714
Associate of Applied Science (AAS)

CATALOG DESCRIPTION OF PROGRAM:

The new degree program in Cyber Security and Assurance at BCCC emphasizes on 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 heighten security of these systems. Students will gain 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-at technology. The program prepares students for vendor-specific or commercially available security certification.

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
1st Semester					
PRE 100	Preparation for Academic Achievement	1	None		
ITSA 125	Security Fundamentals, Principles and Ethics	3	None		
CISS 109	Principles of Computer Information Systems	3	Completion of all required dev. courses		
BCAP 104	Introduction to Operating Systems	3	None		
CISS 105	Introduction to UNIX Operating System	3	Completion of all required dev. courses		
ENG 101	English Writing	3	ENG 82 or RENG 92		
	Semester Credits	**16**			
2nd Semester					
SP 101	Fundamentals of Speech Communication	3	ENG 82 or RENG 92		
ECO 201	The American Economy I: Macroeconomic Theory	3	ENG 82 or RENG 92		
MATH-Elective	Gen. Ed.: Mathematics Elective	3	Depends on course chosen		
ITNT 235	Networking with TCP/IP	3	None		
ITSA 233	Ethical Hacking	3	ITSA 125		
	Semester Credits	**15**			
3rd Semester					
BCAP 270	Introduction to Help Desk Support	3	None		
ITSA 253	Operating Systems and Network Security	3	CISS 105, ITNT 235, ITSA 233		
CISS 201	Systems Analysis and Design	3	CISS 109		
MAT 107	Modern Elementary Statistics	3	MAT 86 or MAT 91 and RENG 92		
HLF-Elective	Health and Fitness	2	None		
	Semester Credits	**14**			
4th Semester					
CRJ 101	Introduction to Criminal Justice	3	None		
ITSA 242	Computer Forensic and Investigation	3	ITSA 125, ITNT 235		
ITSA 245	Cyber Security Implementation	3	CISS 109, ITSA 125, ITSA 233		
ITSA 270	Business Continuity and Diaster Recovery	3	CISS 109, ITSA 125		
BPS-Elective	Biological and Physical Sciences	3	Depends on course chosen		
	Semester Credits	**15**			
	PROGRAM TOTAL	**60**			

CIS APPROVED ELECTIVES		
BCAP 270	Introduction to Help Desk	3
CSC 108	Programming in C	3
CISS 118	Programming with Visual Basic	3
CISS 231	Java Programming for Business Applications	3
ITDB 246	Oracle Database Administration	3
ITDB 247	Oracle Database Developer & Programming	3
ITNT 235	Networking with TCP/IP	3
ITSA 125	Security Fundamentals, Principles and Ethics	3
ITSA 233	Ethical Hacking	2
ITSA 242	Computer Forensics and Investigation	3
ITSA 245	Cyber Security Implementation	3

Advisor Signature: _____   **Date:** _____

Student Signature: _____   **Date:** _____

Pre-Requisites for Students in Developmental Courses

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
RENG 90	Intensive Program Writing	4 hrs.	Placement Test		
RENG 91	Composition Skills I	4 hrs.	Placement Test or RENG 90		
RENG 92	Composition Skills II	4 hrs.	Placement Test or RENG 91		
MAT 80	Arithmetic	3 hrs.	Placement Test		
MAT 86/ **MAT 87M**	Integrated Pre-Algebra and Introductory Algebra ——————————————— Integrated Elementary and Intermediate Algebra	5 hrs.	Placement Test or MAT 80 ——————————— — Students who complete MAT 80 with an A or B within a one year period: Students who recently (within one year) failed and need to repeat MAT 91; students whose ACUPLACER placement score on Elementary Algebra falls within the range 52-62.		
MAT 91	Elementary Algebra	4 hrs.	Placement Test or MAT 80		
MAT 92	Intermediate Algebra	4 hrs.	Placement Test or MAT 91		

2020 Workforce Training Schedule

Exhibit 2.1

BCCC
BALTIMORE CITY COMMUNITY COLLEGE
Workforce Development & Continuing Education

COURSE	START DATE	END DATE	DAY	TIME	LOCATION
HEALTH & BIOSCIENCES					
Certified Nursing Assistant/Geriatric Nursing Assistant **DAY CLASS** (Accelerated) 6 weeks	**6/1** Clinical starts 7/13 **7/13** Clinical starts 8/24 **9/4** Clinical starts 10/26 **10/26** Clinical starts 12/7	**7/9** Clinical ends 7/17 **8/20** Clinical ends 8/28 **10/22** Clinical ends 10/30 **12/3** Clinical ends 12/11	**MTWR** **MTWR** **MTWR** **MTWR**	8 a.m.. – 12 p.m. 8 a.m. – 12 p.m. 8 a.m. – 12 p.m. 8 a.m. – 12 p.m.	TBA TBA TBA TBA
Certified Nursing Assistant/Geriatric Nursing Assistant **AFTERNOON CLASS** (Accelerated) 6 weeks	**6/1** Clinical starts 7/13 **7/13** Clinical starts 8/24 **9/14** Clinical starts 10/26 **10/26** Clinical starts 12/7	**7/9** Clinical ends 7/17 **8/20** Clinical ends 8/28 **10/22** Clinical ends 10/30 **12/3** Clinical ends 12/11	**MTWR** **MTWR** **MTWR** **MTWR**	1 – 5 p.m. 1 – 5 p.m. 1 – 5 p.m. 1 – 5 p.m.	TBA TBA TBA TBA
Certified Nursing Assistant/Geriatric Nursing Assistant **EVENING CLASS** 8 weeks	**6/2** Clinical starts 7/27 **7/27** Clinical starts 9/14 **9/1** Clinical starts 10/9 **10/20** Clinical starts 1/4	**7/23** Clinical ends 7/31 **9/10** Clinical ends 9/18 **10/15** Clinical ends 10/23 **12/15** Clinical ends 1/8	**TWR** **TWR** **TWR** **TWR**	5 – 9:15 p.m. 5 – 9:15 p.m. 5 – 9:15 p.m. 5 – 9:15 p.m.	TBA TBA TBA TBA
Venipuncture **DAY CLASS** (Accelerated) 6 weeks Clinical dates TBA	**6/8** **8/3** **9/14** **10/26**	**7/6** **9/8** **10/19** **12/2**	**MTWR** **MTWR** **MTWR** **MTWR**	8 a.m. – 12 p.m. 8 a.m. – 12 p.m. 8 a.m. – 12 p.m. 8 a.m. – 12 p.m.	TBA
Venipuncture **DAY CLASS** (Accelerated) 6 weeks Clinical dates TBA	**6/8** **8/3** **9/14** **10/26**	**7/6** **9/8** **10/19** **12/2**	**MTWR** **MTWR** **MTWR** **MTWR**	1 – 5 p.m. 1 – 5 p.m. 1 – 5 p.m. 1 – 5 p.m.	TBA
Venipuncture **EVENING CLASS** 8 weeks Clinical dates TBA	**6/9** **8/4** **9/22**	**7/23** **9/17** **11/5**	**TWR** **TWR** **TWR**	5:30 – 9 p.m. 5:30 – 9 p.m. 5:30 – 9 p.m.	TBA

Contact Abena Alexander for more information or to register.
aalexander@bccc.edu | 410-986-3245

*Inquire today about potential grant funded opportunities for workforce programs.

WorkForce TRAINING
bccc.edu/workforce

2020 **Workforce** Training Schedule

BCCC
BALTIMORE CITY
COMMUNITY COLLEGE
Workforce Development & Continuing Education

COURSE	START DATE	END DATE	DAY	TIME	LOCATION

❤ HEALTH & BIOSCIENCES

COURSE	START DATE	END DATE	DAY	TIME	LOCATION
Multi-Skilled Medical Technician **MON. & WED. EVENING CLASS** **Starting 6/4/20** **Ending 2/4/21** Orientation: 6/4 GNA Exam: 11/7 CPR: Within 2 months of program	6/5 6/8 EKG 7/15 CNA Theory 10/5 CNA Clinical 10/12 Venipuncture Theory TBA Venipuncture Clinical	7/2 7/8 9/30 10/9 1/6	MW MW MW MW MW MW	5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m.	TBA TBA TBA TBA TBA TBA
Multi-Skilled Medical Technician **TUES. & THURS. EVENING CLASS** **Starting 9/9/20** **Ending 6/29/21** Orientation: 9/9 GNA Exam: 2/27 CPR: Within 2 months of program	9/10 9/15 EKG 10/27 CNA Theory 2/1 CNA Clinical 2/9 Venipuncture Theory TBA Venipuncture Clinical	10/1 10/22 1/26 2/5 4/29	TR TR TR TR TR TR	5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m.	TBA TBA TBA TBA TBA TBA
Multi-Skilled Medical Technician **MON. & WED. EVENING CLASS** **Starting 11/4/20** **Ending 7/5/21** Orientation: 11/4 GNA Exam: 4/10 CPR: Within 2 months of program	11/5 11/9 EKG 12/14 CNA Theory 3/15 CNA Clinical 3/22 Venipuncture Theory TBA Venipuncture Clinical	12/1 12/9 3/10 3/19 6/14	MW MW MW MW MW MW	5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m.	TBA TBA TBA TBA TBA TBA
Multi-Skilled Medical Technician **TUES. & THURS. EVENING CLASS** **Starting 1/31/20** **Ending 9/13/21** Orientation: 1/13 GNA Exam: TBA CPR: Within 2 months of program	1/14 1/19 EKG 3/2 CNA Theory 5/4 CNA Clinical 6/1 Venipuncture Theory TBA Venipuncture Clinical	2/9 2/25 5/20 5/28 8/19	TR TR TR TR TR TR	5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m. 5:30 – 9:45 p.m.	TBA TBA TBA TBA TBA TBA

Contact Abena Alexander for more information or to register.
aalexander@bccc.edu | 410-986-3245

*Inquire today about potential grant funded opportunities for workforce programs.

WorkForce TRAINING bccc.edu/workforce

BCCC
BALTIMORE CITY COMMUNITY COLLEGE
Workforce Development & Continuing Education

COURSE	START DATE	END DATE	DAY	TIME	LOCATION

HEALTH & BIOSCIENCES

COURSE	START DATE	END DATE	DAY	TIME	LOCATION
Pharmacy Technician Calculations **DAY CLASS** (Accelerated) 2.5 weeks	9/14	9/29	MTWR	9 a.m. – 12 p.m.	TBA
Pharmacy Technician Calculations **AFTERNOON CLASS** (Accelerated) 3 weeks	9/14	9/29	MTWR	1 – 4 p.m.	TBA
Pharmacy Technician Calculations **EVENING CLASS** (Accelerated) 3 weeks	9/14	10/5	MTW	5:30 – 8:30 p.m.	TBA
Pharmacy Technician Theory* **DAY CLASS** (Accelerated) 7 weeks Externship TBA	10/5 10/5	11/18 11/18	MTWR MTWR	9 a.m. – 12 p.m. 1 – 4 p.m.	TBA TBA
Pharmacy Technician Theory* **EVENING CLASS** (Accelerated) 7 weeks Externship TBA	10/5	11/18	MTW	5:30 – 8:30 p.m.	TBA

*Student MUST successfully complete Pharmacy Calculations before enrolling into the Pharmacy Technician Theory course.

COURSE	START DATE	END DATE	DAY	TIME	LOCATION
Emergency Medical Technician **DAY CLASS** 16 weeks	8/6	11/21	MTR	9:30 a.m. – 12:30 p.m.	TBA
Emergency Medical Technician **EVENING CLASS** 16 weeks	8/6	11/21	MTR	5:30 – 8:30 p.m.	TBA

Contact Abena Alexander for more information or to register.
aalexander@bccc.edu | 410-986-3245

*Inquire today about potential grant funded opportunities for workforce programs.

WorkForce TRAINING bccc.edu/workforce

2020 Workforce Training Schedule

BCCC
BALTIMORE CITY COMMUNITY COLLEGE
Workforce Development & Continuing Education

COURSE	START DATE	END DATE	DAY	TIME	LOCATION

❤ HEALTH & BIOSCIENCES

COURSE	START DATE	END DATE	DAY	TIME	LOCATION
Community Health Worker **DAY CLASS** (Accelerated) 7 weeks	**7/6** Clinical starts 8/24 **9/14** Clinical starts 11/2 **11/5** Clinical starts 1/4	**8/17** Clinical ends 8/28 **10/26** Clinical ends 11/6 **12/17** Clinical ends 1/8	**MTWR** **MTWR** **MTWR**	**8 a.m. – 12 p.m.** **8 a.m. – 12 p.m.** **8 a.m. – 12 p.m.**	**TBA** **TBA** **TBA**
Community Health Worker **DAY CLASS** (Accelerated) 7 weeks	**7/6** Clinical starts 8/24 **9/14** Clinical starts 11/2 **11/5** Clinical starts 1/11	**8/17** Clinical ends 8/28 **10/26** Clinical ends 11/6 **1/5** Clinical ends 1/15	**MTWR** **MTWR** **MTWR**	**1 – 5 p.m.** **1 – 5 p.m.** **1 – 5 p.m.**	**TBA** **TBA** **TBA**
Community Health Worker **EVENING CLASS** (Accelerated) 8 weeks	**7/7** Clinical starts 9/7 **9/15** Clinical starts 10/19 **10/20** Clinical starts 1/4	**9/1** Clinical ends 9/11 **11/10** Clinical ends 10/23 **12/17** Clinical ends 1/8	**TWR** **TWR** **TWR**	**5 – 9:15 p.m.** **5 – 9:15 p.m.** **5 – 9:15 p.m.**	**TBA** **TBA** **TBA**

For more information and to register, contact Abena Alexander at aalexander@bccc.edu or 410-986-3245.

👔 BUSINESS, MANAGEMENT, FINANCE & PROFESSIONAL SERVICES

COURSE	START DATE	END DATE	DAY	TIME	LOCATION
Customer Service **DAY CLASS** 10 weeks	**9/8** **4/20**	**11/12** **6/24**	**MTR** **MTR**	**9:30 a.m. – 12:30 p.m.** **9:30 a.m. – 12:30 p.m.**	**TBA** **TBA**
Customer Service **EVENING CLASS** 10 weeks	**5/26** **9/8** **1/11** **4/20**	**6/30** **1/12** **3/18** **6/24**	**MTR** **MTR** **MTR** **MTR**	**5:30 – 8:30 p.m.** **5:30 – 8:30 p.m.** **5:30 – 8:30 p.m.** **5:30 – 8:30 p.m.**	**TBA** **TBA** **TBA** **TBA**

Contact Nicole Messer for more information or to register.
nmesser@bccc.edu | 410-986-5452.

*Inquire today about potential grant funded opportunities for workforce programs.

WorkForce TRAINING

2020 Workforce Training Schedule

COURSE	START DATE	END DATE	DAY	TIME	LOCATION
PRE-CYBER SECURITY					
Computer Networking Concepts (IT Fundamentals) DAY CLASS 2.5 weeks	8/3 11/30 6/7	8/18 12/15 6/22	MTWR MTWR MTWR	9 a.m. – 1 p.m. 9 a.m. – 1 p.m. 9 a.m. – 1 p.m.	TBA TBA TBA
A+ Certification Prep DAY CLASS 10 weeks	9/14 1/11	11/18 3/24	MW MW	9 a.m. – 1 p.m. 9 a.m. – 1 p.m.	TBA TBA
Computer Networking Concepts EVENING CLASS (IT Fundamentals) 2.5 weeks	5/18 8/3 11/30 3/15	6/3 8/18 12/15 3/30	MTWR MTWR MTWR MTWR	5 – 9 p.m. 5 – 9 p.m. 5 – 9 p.m. 5 – 9 p.m.	TBA TBA TBA TBA
A+ Certification Prep EVENING CLASS 10 weeks	6/8 9/14 1/11 4/19	8/12 11/18 3/24 6/28	MW MW MW MW	5:30 – 9:30 p.m. 5:30 – 9:30 p.m. 5:30 – 9:30 p.m. 5:30 – 9:30 p.m.	TBA TBA TBA TBA
CYBER SECURITY					
Net+ Certification & Security+ Certification Prep DAY CLASS 10 weeks	9/14 1/11	11/18 3/24	MW MW	9 a.m. – 1 p.m. 9 a.m. – 1 p.m.	TBA TBA
Net+ Certification & Security+ Certification Prep EVENING CLASS 10 weeks	1/11 4/19 6/8 9/14	3/24 6/28 8/12 11/18	MW MW MW MW	5:30 – 9:30 p.m. 5:30 – 9:30 p.m. 5:30 – 9:30 p.m. 5:30 – 9:30 p.m.	TBA TBA TBA TBA

Contact Nicole Messer for more information or to register.
nmesser@bccc.edu | 410-986-5452.
*Inquire today about potential grant funded opportunities for workforce programs.

WorkForce TRAINING bccc.edu/workforce

2020 Workforce Training Schedule

COURSE	START DATE	END DATE	DAY	TIME	LOCATION

CONSTRUCTION PRE-APPRENTICESHIP

COURSE	START DATE	END DATE	DAY	TIME	LOCATION
Construction Pre-Apprenticeship DAY CLASS 8.5 weeks	9/7 3/17	11/12 5/12	MTWR MTWR	9 a.m. – 1 p.m. 9 a.m. – 1 p.m.	TBA TBA
Construction Pre-Apprenticeship EVENING CLASS 8.5 weeks	6/1 8/10 1/11 3/17 5/19	7/27 10/6 3/9 5/12 7/14	MTWR MTWR MTWR MTWR MTWR	5 – 8 p.m. 5 – 8 p.m. 5 – 8 p.m. 5 – 8 p.m. 5 – 8 p.m.	TBA TBA TBA TBA TBA

DIESEL TECHNICIAN

COURSE	START DATE	END DATE	DAY	TIME	LOCATION
Diesel Technician DAY CLASS 16 weeks	6/22 1/15	10/19 4/21	MWF MWF	12 – 4 p.m. 12 – 4 p.m. 12 – 4 p.m	TBA TBA TBA
Diesel 2 (Brakes) DAY CLASS 16 weeks	10/27 4/27	2/25 7/15	TR TR	12 – 3 p.m. 12 – 3 p.m.	TBA TBA
Diesel Technician EVENING CLASS 16 weeks	8/6 1/5	11/21 4/8	MWF MWF	5 – 9 p.m. 5 – 9 p.m.	TBA TBA
Diesel 2 (Brakes) EVENING CLASS 16 weeks	1/5 4/27	4/8 7/15	TR TR	5 – 8 p.m. 5 – 8 p.m.	TBA TBA

TRANSPORTATION, DISTRIBUTION AND LOGISTICS

COURSE	START DATE	END DATE	DAY	TIME	LOCATION
Warehouse Logistics DAY CLASS	6/22 8/3 10/5 1/11 3/1 4/26	7/23 9/7 11/12 2/18 4/8 6/3	MTWR MTWR MTWR MTWR MTWR MTWR	Class end times vary depending on subject, all classes between 9 – 3 p.m.	TBA TBA TBA TBA TBA TBA

Contact Nicole Messer for more information or to register.
nmesser@bccc.edu | 410-986-5452.
*Inquire today about potential grant funded opportunities for workforce programs.

WorkForce TRAINING
bccc.edu/workforce

Exhibit 2.2

WIOA Occupational Training Programs

Program Name	Program Length
Allied Human Services (60 Credit Hours)	60 WEEKS
Biotechnology (60 Credit Hours)	72 weeks
Business Administration Transfer (60 Credit Hours)	72 weeks
Certified Nursing Assistant (96 Clock Hours)	13 Weeks
Coding Specialist (38 CREDIT HOURS)	54 WEEKS
Computer Information Systems (60 Credit Hours)	72 weeks
Dental Hygiene (70 Credit Hours)	72 weeks
Early Childhood Education (60 Credit Hours)	72 weeks
Emergency Medical Technician (168 Clock Hours)	18 Weeks
Fashion Design (60 Credit Hours)	72 weeks
Health Information Technology (63 Credit Hours)	72 weeks
Law Enforcement & Correctional Administration (60 Credit Hours)	72 weeks
MULTI-SKILLED MEDICAL TECHNICIAN (380 Clock Hours)	52 WEEKS
Nursing (70 CREDIT HOURS)	72 weeks
Office Administration (60 Credit Hours)	72 72 weeks
Paramedic (43 Credit Hours)	48 weeks
Paramedicine (61 Credit Hours)	72 weeks
PHARMACY TECHNICIAN (278 Clock Hours)	32 WEEKS
Physical Therapist Assistant (69-70 CREDIT HOURS)	72 OR MORE WEEKS
Practical Nursing (45 CREDIT HOURS)	54 weeks
Respiratory Care (67 Credit Hours)	72 OR MORE WEEKS
Surgical Technologist (64-65 Credit Hours)	72 weeks
Venipuncture and Specimen Collection (172 Clock Hours)	24-30 Weeks

Quick Links

- Eligible Training Provider List - WIOA
- One Stop Career Centers/American Job Centers
- Maryland Workforce Exchange (MWE)
- Frequently Asked Questions
- Maryland Workforce Innovation and Opportunity Act (WIOA) State Plan
- Employment Projections Data
- Annual Report Maryland Workforce Investment Act (WIA) Title 1-B Program Year 2014
- Annual Report Maryland Workforce Investment Act (WIA) - Eligible Training Provider List FY 2014

WDAL Services

- Find an American Job Center (AJC) Near You
- Overview
- Job Seeker Services
- Veterans Services
- Eligible Training Provider List - WIOA
- Information for Individuals with Disabilities
- Agricultural Employers and Workers
- Re-entry
- Business Services
- EARN Maryland
- Tax Credits
- Labor Market Information

Exhibit 2.3

FOR IMMEDIATE RELEASE

Kresge Foundation Selects the Center for Urban Families and Baltimore City Community College to participate in BOOST initiative
Will receive $495,000 to connect Baltimore residents with support services, career-training pathways

The Kresge Foundation has awarded a $495,000 grant to support a partnership between the Center for Urban Families (CFUF) and Baltimore City Community College (BCCC) to connect 100 individuals with low incomes to critical human services supports and educational pathways to advance social and economic mobility. This is one of six partnerships between community colleges and human services nonprofits nationwide selected to participate in Kresge's $3.6 million Boosting Opportunities for Social and Economic Mobility for Families (BOOST) initiative.

Through BOOST, Kresge aims to provide students with critical human service supports to help them successfully juggle work, family and school. The initiative is also designed to connect individuals served by human services nonprofits with educational opportunities that lead to careers that help them support their families.

"By bringing human services nonprofits that aspire to use strong two-generation, whole family approaches together with community colleges, we can eliminate the barriers that limit access to higher education and create career pathways that move families up the social and economic ladder," Raquel Hatter, Kresge Human Services Program managing director, said.

In partnership since 1999, CFUF and BCCC will offer a variety of human services supports and educational opportunities to BOOST Baltimore participants. CFUF will provide soft skills and life skills training, job placement and job retention support, and intensive case management and wrap-around services. As students prepare for entry and advancement in their chosen career pathway, BCCC will provide academic support and workforce training that incorporates industry certifications, licensure and other credentials of value.

Joe Jones, CFUF Founder/President and CEO, captures the potential of this opportunity when he says, "CFUF is about dismantling poverty. CFUF and BCCC have been working together for years to help Baltimore residents, especially fathers, secure the necessary skills, training, certification, and degrees to position themselves for financial success and to help their families. We are ecstatic about this opportunity because this allows us to take our partnership to the next level. This is a game changer."

Upon completion of workforce training programs, students earn college credit toward their certificate and degree program at BCCC while also increasing their earning potential. Business and industry partners will offer additional support for student advancement by providing internships and/or clinical courses as a part of each program. Working together, BCCC and CFUF

are well-positioned to address the needs of each learner on their pathway to college and career success.

BCCC President Debra L. McCurdy, PhD, says the BOOST initiative meets two of the College's top priorities: workforce development and strengthening partnerships. "BCCC is pleased to participate in an initiative that thoroughly addresses the needs of students and equips them with the tools, resources and skills that are essential for success," McCurdy said. "This is an incredible opportunity for Baltimore residents to pursue a promising career pathway, allowing them to improve their lives and those of their families. We are grateful to the Kresge Foundation for this opportunity and excited to take our partnership with CFUF to an even higher level."

In addition to grant funding, BOOST grantees and partners will convene annually, participate in a cross-site evaluation and receive technical assistance from Jobs for the Future, a national nonprofit organization that will serve as the foundation's management and learning partner. For more information about BOOST, visit www.Kresge.org.

About CFUF
CFUF's mission is to strengthen urban communities by helping fathers and families achieve stability and economic success. Central to CFUF's mission is its comprehensive *All In* strategy which seeks to accelerate social and economic opportunity and advocates for policies that promote equity and racial justice. Leveraging 20 years of impact, *All In* targets chronic unemployment and family instability by linking: individual accountability; person-centered case management; and supportive networks with workforce development, education, and civic engagement. *All In* dismantles poverty and builds long-term social and economic prosperity that results in brighter futures for our members, their families, and the communities in which they live. For more information about CFUF's programs, visit www.cfuf.org.

About BCCC
Baltimore City Community College (BCCC) is a fully accredited, public, two-year institution serving more than 13,000 students annually through classes offered at its main campus in West Baltimore, additional sites throughout the city and online. Founded in 1947, BCCC is the only urban community college in Maryland. Through the College's broad range of degree and workforce development programs, certificates and industry credentials, students can earn credits that transfer to four-year schools and receive training that leads directly to job placement. www.bccc.edu.

Contacts:

CFUF: Cathy Pitchford, Director of Programs, cpitchford@cfuf.org, (410) 246-1385 (office)
          Marilyn Aklin, Director of Development, maklin@cfuf.org, (443) 894-4338 (cell)

BCCC: Pat Mikos, Director of Workforce Development and Continuing Education Division, pmikos@bccc.edu, (410) 986-3207
          Laurie Farrell, Director of Communications and Media Relations, lfarrell@bccc.edu, (410) 462-7487 (office)

Exhibit 3.1

Tool Kit to Determine Students' College and Career Ready Designation under the College and Career Readiness and College Completion Act of 2013

Maryland State Department of Education

Published: November 2019

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Governor

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Table of Content

INTRODUCTION

The College and Career Readiness and College Completion Act of 2013 (CCR-CCA) established a number of requirements designed to increase college and career readiness as well as degree completion in Maryland. With a rapidly changing economy and a focus on increasing the percent of young adults with postsecondary degrees, the intent of the Act is to reduce or eliminate the need for students to enroll in remedial courses in college. Students, who enter college prepared, typically benefit from improved persistence and are more likely to complete a degree.

This tool kit provides information to assist local school system staff members in implementing the provisions of the CCR-CCA that relate to preparing students for both college and careers. Under §7-205.1 of the Education Article of the Annotated Code of Maryland: "Beginning with the 2015-2016 school year, all students shall be assessed using acceptable college placement cut scores no later than 11th grade to determine whether the student is ready for college-level credit-bearing course work in English Language Arts, Literacy and Mathematics." It further requires that "transition courses or other instructional opportunities shall be delivered in the 12th grade to students who have not achieved College and Career Readiness (CCR) by the end of the 11th grade. The implementation of transition courses or other instructional opportunities… shall include an assessment or reassessment of the student after completion of the course [or opportunity]; and may not preclude or replace enrollment in a course otherwise required for graduation from high school." The information provided in this tool kit will assist the local school system in designating students as College and Career Ready and identifying options and requirements for students who are not ready.

This document is available on the Maryland State Department of Education's website.
If you have any questions, please refer them to the MSDE staff members listed before each section of the tool kit.

Overview of College and Career Readiness:
A Partnership with Local School Systems
and their Community Colleges

The College and Career Readiness and College Completion Act of 2013 (CCR-CCA) requires Maryland to prepare all students for college and careers upon graduation from high school. The goal in the law states "at least 55% of Maryland's adults aged 25 to 64 years will hold at least an associate's degree by 2025." For local school systems, this goal can best be achieved by building on the close relationships already established between the school systems and the local community colleges (see Attachment 1 - Memorandum of Understanding Between Maryland Association of Community Colleges and Public School Superintendents Association of Maryland, page 48).

Community colleges play a critical role in Maryland education as the "next step" for large numbers of high school graduates as:
- the avenue for specific career credentialing through robust AA degrees,
- an affordable start for credit-transfer to a four-year college and a bachelor's degree,
- a point of return for those seeking career changes and/or advancement,
- a source of enrichment and interest-based learning in a culture of life-long learning.

Students who have not yet met the CCR designation by the end of 11th grade will continue to work toward this goal in their senior year. Students will be enrolled in transition courses or other learning opportunities prior to reassessment at the end of the 12th grade to be designated CCR.

Career and Technical Education (CTE) option for CCR designation:

CTE students are expected to meet the CCR designation in the same manner, with the same options as other students. However, if CTE students complete a State-Approved Career and Technical Education Program of Study, then they have an additional reassessment option: a Technical Skill Assessment (TSA). The TSAs are recognized by MSDE and lead to students earning college credit or industry-recognized license or certification.

The following chart illustrates this option:

College and Career Ready Designations under the CCR-CCA of 2013

* For Career and Technology Education (CTE) students who will complete a State-Approved STE program of study that leads to one of the MSDE-recognized Technical Skill Assessment (TSA) options listed below
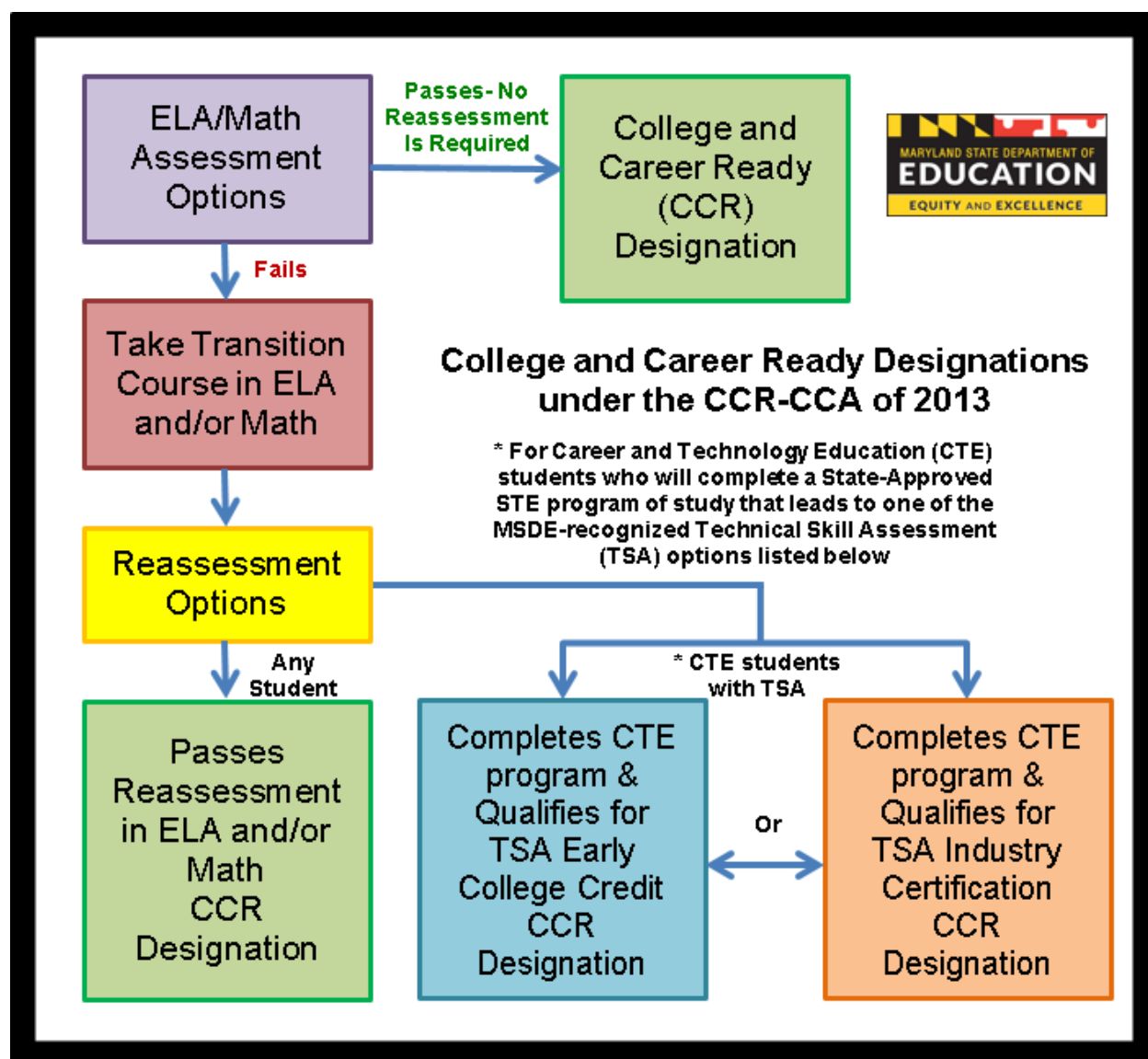
These varied options support all students in their progress toward college and career readiness (CCR). Each provides students a path that is ambitious but attainable, while respecting their goals, talents, and interests. Graduates must also be aware of the admission requirements of the colleges to which they apply as the acceptable scores for entry vary among two- and four-year colleges.

These standards represent higher expectations for many high school graduates. The partnership of local school systems and their community colleges gives clear academic targets and, as needed, articulated learning supports prior to graduation. Achieving CCR standards positions students for entry into credit-bearing college courses. The result is an economy of time and resources for their future success.

Maryland Local Education Agencies Options for Initial CCR Determination

Please refer questions to:

Marcia A. Sprankle, Ed.D.
Assistant State Superintendent
Division of Curriculum, Instructional Improvement, and Professional Learning
Telephone: 410-767-0315
Email: Marcia.Sprankle@maryland.gov

Maryland Local Education Agencies Options for Initial CCR Determination

(The required score depends on the year in which the student first took the CCR assessment.)

English Language Arts (ELA)

CCR Assessment Options	2019-2020
Assessment	**Score**
SAT • Evidence Based Reading and Writing Section (EBRW)	480+
ACT • Average of English and Reading Subject Tests	21+
Accuplacer • Reading • Writing	• Reading 263+ • Writing 263+
AP • English Language and Composition • English Literature and Composition	3+
IB • Language A • Literature SL or HL	4+
Maryland Comprehensive Assessment Program (MCAP) • English 10	750*

Mathematics

CCR Assessment Options	2019-2020
Assessment	**Score**
SAT • Mathematics Section	530+
ACT • Math Subject Test	21+
Accuplacer • College Level Mathematics	263 Quantitative Reasoning Algebra, and Statistics (QAS) assessment for Intermediate Algebra; Liberal Arts Math; Topics in Math Literacy; First or only Statistics Couse; Finite Math 272 QAS for College Algebra; Concepts for Elementary Teachers I, II, & III; AND ALSO Intermediate Algebra; Liberal Arts Math; Topics in Math Literacy; First or only Statistics Course; Finite Math
AP • AB Calculus • BC Calculus • Statistics	3+

CCR Assessment Options	2019-2020
Assessment	**Score**
IB • Mathematics SL • Mathematics HL • Further Mathematics	4+
Maryland Comprehensive Assessment Program (MCAP) • Algebra II • Geometry*	750*

** The Geometry assessment may be used as a no-cost CCR assessment for 11th grade students enrolled in Geometry. Eleventh grade students who earn a score of 750 or higher on the Geometry assessment are not required to take a mathematics transition course or senior year reassessment. For 11th graders enrolled in Geometry who take MCAP, a score of 750+ does not indicate placement in a college credit-bearing course.

Additional CCR Determination Options

Dual Enrollment	Students who have been granted permission to take and are enrolled in a college-level credit-bearing mathematics/ELA course by the end of their junior year are considered CCR and do not have to take a CCR assessment.
Local Agreements	LSSs may use alternate means for determining CCR if an agreement exists between the LSS and a local community college that allows students to take college-level credit-bearing mathematics/ELA coursework using different metrics.
GPA	The MOU states that LSSs may use: "The verified cumulative unweighted high *school GPA of 3.0* or better be used to signify the college-readiness of the applicant; the GPA will have an expiration date of no less than 5 years, regarding its utility as a metric for college-readiness. As such, the applicant would not have to take the Accuplacer exam, or otherwise be restricted from registering for credit classes. This measure does not apply to grades earned in English as a Second Language (ESL) courses. The use of the recommended 3.0 or higher high school GPA, after junior year, as an alternative measure for College-Readiness at all Maryland community colleges will be in place by Fall 2019." Please note that this is for the purposes of CCR designation only. A review of the metric will occur within three years of the implementation of the new alternative measure.

Senior Year Reassessment Options

- All of the previously listed CCR determination options;
- An assessment agreed to via an agreement with a local community college; or
- For CTE students only, a Technical Skill Assessment recognized by MSDE leading to a license or an industry recognized certification.

Considerations for students completing Career and Technical Programs of Study

CTE students who are not designated CCR by the end of the 11th grade must:
- complete an appropriate transition course or other instructional opportunity in conjunction with the completion of a State-Approved CTE Program of Study.
- be reassessed by the end of the senior year. Reassessment options include all of the CCR Assessment Options previously described in the PSSAM/MACC MOU (p. 60), as well as the Career and Technical Education (CTE) Program Technical Skill Assessments that lead to earning a license or industry certification, or early college credit. A Technical Skill Assessment recognized by MSDE leading to a license or an industry certification is an additional reassessment option for CTE students only. (See the next section for complete details.)

Maryland Career and Technology Education Programs of Study CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters and Programs of Study

Career and Technical Education (CTE) students are expected to meet the CCR designation in the same manner, with the same options as other students. However, if CTE students complete a State-Approved Career and Technical Education Program of Study, then they have an additional reassessment option, a Technical Skill Assessment (TSA). The TSAs are recognized by MSDE and lead to students earning college credit or an industry-recognized license or certification. Students must qualify to receive college credit or industry credential based on the requirements listed in the Technical Skill Assessment Chart by Career Clusters and Programs of Study. If a student that completes a CTE program of study qualifies for one of the CTE Technical Skill Assessment options prior to grade 11, then the student is still required to take both the English language arts and mathematics assessments. The TSA option to meet CCR designation may only be used as a reassessment option. CTE students who do not pass the English language arts and/or mathematics assessments are still required to enroll in and complete a transition course or other instructional opportunity. CTE students may be designated CCR as long as they complete their CTE program of study and qualify for the associated industry credential or college credit listed in the Technical Skill Assessment Chart. Testing accommodations available for students with disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990 are provided in the Testing Accommodations Chart for Technical Skill Assessment Chart. All numbers listed in the "ADA" field of the Technical Skill Assessment Chart correspond with accommodation information in the Testing Accommodations Chart for Technical Skill Assessments.

Please refer questions to:

Tiara Booker-Dwyer
Assistant State Superintendent
Division of Career and College Readiness
and
Office of Leadership Development and School Improvement
Maryland State Department of Education
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Email: tiara.booker-dwyer@maryland.gov

NOTE: These assessments only apply to students who are completing a State Approved Career and Technology Education (CTE) Program of Study. This document will be updated on an annual basis. *See the ADA accommodations chart beginning on page 31

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Arts, Media and Communication (AMC)	Graphic Communications (PrintED)	011001	2	Introduction to Graphic Communications assessment plus Graphic Design assessment	Students must pass the Introduction to Graphic Communications assessment plus one specialty assessment from the following list: • Graphic Design; • Digital File Preparation/Digital File Output; • Offset Press: Operations/Binding and Finishing; • Digital Production and Printing; or • Screen Printing Technology.	**GAERF** **SkillsUSA: Career Essentials: Assessment**
		011002	2	Graphic Communication assessment plus Digital File Preparation/Digital File Output assessment		
		011003	2	Graphic Communication assessment plus Offset Press assessment		
		011010	2	Graphic Communication assessment plus Digital Production and Printing assessment		
		011011	2	Graphic Communication assessment plus Screen Printing Technology assessment		
		011099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Interactive Media Production	011005	6	Adobe Dreamweaver Certification	There are five certifications in Adobe Creative Suite. Students can obtain TSA by passing one of the following exams: Dreamweaver, Illustrator, InDesign, Photoshop or Premiere Pro.	**Adobe: Certification**
		011006	6	Adobe Illustrator Certification		
		011007	6	Adobe InDesign Certification		
		011008	6	Adobe Photoshop Certification		
		011009	6	Adobe Premiere Pro Certification		
		011099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Audiovisual Communication and Broadcast Technologies	011005	6	Adobe Dreamweaver Certification	There are five certifications in Adobe Creative Suite. Students can obtain TSA by passing one of the following exams: Dreamweaver, Illustrator, InDesign, Photoshop or Premiere Pro.	**Adobe: Certification**
		011006	6	Adobe Illustrator Certification		
		011007	6	Adobe InDesign Certification		
		011008	6	Adobe Photoshop Certification		
		011009	6	Adobe Premiere Pro Certification		
		011099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Business, Management and Finance (BMF)	Business Management	021007	1	Institute for the Assessment of the Skills and Knowledge of Business: Entrepreneurship/Management- NEW	The A*S*K Business Institute certification assessment in Entrepreneurship/ Management measures technical skills at the occupational level and includes items which gauge factual and theoretical knowledge. This assessment consists of a written assessment that can be administered in 1, 2 or 3 sessions.	**ASK Business Institute: Assessment of Skills and Knowledge**
		021002	10	CLEP Principles of Management Assessment	Depending on the college, students may be eligible to earn college credit with a score of 50 or better on the CLEP exam.	**College Board: CLEP Exams**
		021011	10	AP Microeconomics Exam	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**College Board: AP Central**
		021012	10	AP Macroeconomics Exam	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**College Board: AP Central**
		021099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Accounting and Finance	021008	1	Institute for the Assessment of the Skills and Knowledge of Business: Finance- NEW	The A*S*K Business Institute certification assessment in Finance measures technical skills at the occupational level and includes items which gauge factual and theoretical knowledge. This assessment consists of a written assessment that can be administered in 1, 2 or 3 sessions.	**ASK Business Institute: Assessment of Skills and Knowledge**
		021003	10	CLEP Finance and Accounting Assessment	Depending on the college, students may be eligible to earn college credit with a score of 50 or better on the CLEP exam.	**College Board: CLEP Exams**
		021011	10	AP Microeconomics Exam	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**College Board: AP Central**
		021012	10	AP Macroeconomics Exam	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**College Board: AP Central**
		021099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Business, Management and Finance (BMF)	Academy of Finance (NAF)	021006	S	NAF-Track Certification	NAF-Track Certification includes passing end of course exams, portfolio review, and internship requirements.	**NAFTRACK: Certified Hiring**
		021099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Marketing	021009	1	Institute for the Assessment of the Skills and Knowledge of Business: Fundamental Marketing Concepts- NEW	The A*S*K Business Institute certification assessment in Fundamental Marketing Concepts measures technical skills at the occupational level and includes items which gauge factual and theoretical knowledge. This assessment consists of a written assessment that can be administered in one, two or three sessions.	**ASK Business Institute: Assessment of Skills and Knowledge** **College Board: CLEP Exams** **College Board: AP Central** **College Board: AP Central**
		021004	10	CLEP Marketing Assessment	Depending on the college, students may be eligible to earn college credit with a score of 50 or better on the CLEP exam.	
		021011	10	AP Microeconomics Exam	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	
		021012	10	AP Macroeconomics Exam	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	
	Business Administrative Services	021010	1	Institute for the Assessment of the Skills and Knowledge of Business: Fundamental Business Concepts- NEW	The A*S*K Business Institute certification assessment in Fundamental Business Concepts measures technical skills at the occupational level and includes items which gauge factual and theoretical knowledge. This assessment consists of a written assessment that can be administered in 1, 2 or 3 sessions.	**ASK Business Institute: Assessment of Skills and Knowledge** **Microsoft Office Specialist Certification**
		021005	6	Microsoft Office Specialist Certification	Pass both the Microsoft Office Word and Excel exams to earn the MOS certification	
		021099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Management Information Systems	021005	6	Microsoft Office Specialist Certification	Pass both the Microsoft Office Word and Excel exams to earn the MOS certification	**Microsoft Office Specialist Certification**
		021099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Business, Management and Finance (BMF)	**Business Marketing and Marketing Management**	021004	**10**	CLEP Marketing Assessment	Depending on the college, students may be eligible to earn college credit with a score of 50 or better on the CLEP exam.	**College Board: CLEP Exams**
		021011	**10**	AP Microeconomics Exam	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**College Board: AP Central**
		021012	**10**	AP Macroeconomics Exam	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**College Board: AP Central**
		021099	**S**	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Accounting and Business/Finance Services	021003	**10**	CLEP Finance and Accounting Assessment	Depending on the college, students may be eligible to earn college credit with a score of 50 or better on the CLEP exam.	**College Board: CLEP Exams**
		021011	**10**	AP Microeconomics Exam	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**College Board: AP Central**
		021012	**10**	AP Macroeconomics Exam	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**College Board: AP Central**
		021099	**S**	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Business Administration and Management	021005	**6**	Microsoft Office Specialist Certification	Pass both the Microsoft Office Word and Excel exams to earn the MOS certification	**Microsoft Office Specialist Certification**
		021002	**10**	CLEP Principles of Management Assessment	Depending on the college, students may be eligible to earn college credit with a score of 50 or better on the CLEP exam.	**College Board: CLEP Exams**
		021099	**S**	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Construction and Development (CD)	Construction Design and Management	031001	6	Autodesk AutoCAD Certification	Students are required to pass Autodesk's AutoCAD or Revit certification assessments	**Autodesk Foundation**
		031002	6	Autodesk Revit Certification		
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Construction Trades Professions: Masonry	031004	16	Core plus Level 1 Masonry assessment	Pass the National Center for Construction Education and Research (NCCER) – Core: Intro Craft Skills and Level I assessment in the trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSA once they have passed course requirements and are eligible to receive college credit.	
	Construction Trades Professions: Carpentry	031005	16	Core plus Level 1 Carpentry assessment	Pass the National Center for Construction Education and Research (NCCER) –Core: Intro Craft Skills and Level I assessment in trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSA once they have passed course requirements and are eligible to receive college credit.	
	Construction Trades Professions: Electrical	031006	16	Core plus Level 1 Electrical assessment	Pass the National Center for Construction Education and Research (NCCER) –Core: Intro Craft Skills and Level I assessment in trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSA once they have passed course requirements and are eligible to receive college credit.	
	Construction Trades Professions: Plumbing	031007	16	Core plus Level 1 Plumbing assessment	Pass the National Center for Construction Education and Research(NCCER) – Core: Intro Craft Skills and Level I assessment in trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSA once they have passed course requirements and are eligible to receive college credit.	

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Construction and Development (CD)	Construction Maintenance Professions: Industrial Maintenance	031008	16	Core plus Level 1 Industrial Maintenance assessment	Pass the National Center for Construction Education and Research(NCCER) – Core: Intro Craft Skills and Level I assessment in trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Construction Maintenance Professions: HVAC	031009	16	Core plus Level 1 HVAC assessment	Pass the National Center for Construction Education and Research(NCCER) – Core: Intro Craft Skills and Level I assessment in trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Construction Maintenance Professions: Welding	031010	16	Core plus Level 1 Welding assessment	Pass the National Center for Construction Education and Research(NCCER) – Core: Intro Craft Skills and Level I assessment in trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Local Construction Trades: Masonry	031004	16	Core plus Level 1 Masonry assessment	Pass the National Center for Construction Education and Research (NCCER) – Core: Intro Craft Skills and Level I assessment in the trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSA once they have passed course requirements and are eligible to receive college credit.	
	Local Construction Trades: Carpentry	031005	16	Core plus Level 1 Carpentry assessment	Pass the National Center for Construction Education and Research (NCCER) –Core: Intro Craft Skills and Level I assessment in trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSA once they have passed course requirements and are eligible to receive college credit.	

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Construction and Development (CD)	Local Construction Trades: Electrical	031006	16	Core plus Level 1 Electrical assessment	Pass the National Center for Construction Education and Research (NCCER) –Core: Intro Craft Skills and Level I assessment in trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSA once they have passed course requirements and are eligible to receive college credit.	
	Local Construction Maintenance: Building/ Property Maintenance	031008	16	Core plus Level 1 Industrial Maintenance assessment	Pass the National Center for Construction Education and Research(NCCER) – Core: Intro Craft Skills and Level I assessment in trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Local Construction Maintenance: HVAC	031009	16	Core plus Level 1 HVAC assessment	Pass the National Center for Construction Education and Research(NCCER) – Core: Intro Craft Skills and Level I assessment in trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Local Construction Maintenance: Welding	031010	16	Core plus Level 1 Welding assessment	Pass the National Center for Construction Education and Research(NCCER) – Core: Intro Craft Skills and Level I assessment in trade area	**NCCER: Credentials & Registry**
		031099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
		031011	12	Certified Welding Certification- SMAW	The AWS Certified Welder program allows students to test to those procedures used in the structural steel, petroleum pipelines, sheet metal and chemical refinery welding industries and demonstrate proficiency with the following processes: (1) Shielded Metal Arc Welding (SMAW), (2) Gas Metal Arc Welding (GMAW), (3) Gas Metal Arc Welding - Short Circuit (GMAW-S), (4) Flux Cored Arc Welding (FCAW).	**American Welding Society**
		031012	12	Certified Welding Certification- GMAW		
		031013	12	Certified Welding Certification- GMAW-S		
		031014	12	Certified Welding Certification- FCAW		

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Consumer Services, Hospitality & Tourism (CSHT)	Local Construction Maintenance: Welding	031015	12	Certified Welding Certification- GTAW	The AWS Certified Welder program allows students to test to those procedures used in the structural steel, petroleum pipelines, sheet metal and chemical refinery welding industries and demonstrate proficiency with the following processes: (5) Gas Tungsten Arc Welding (GTAW), (6) Submerged Arc Welding (SAW), or (7) Brazing.	**American Welding Society**
		031016	12	Certified Welding Certification- SAW		
		031017	12	Certified Welding Certification- BZ		
	Careers in Cosmetology	041001	8	Cosmetology License	The MD State Board of Cosmetology requires students to pass both theory and practical exams to be licensed.	**DLLR: Cosmetologist**
	Barber/ Hairstylist	041002	8	Barber License	The MD State Board of Barbers requires students to pass both theory and practical exams to be licensed. (For existing programs only)	**DLLR: Barbers**
	Culinary Arts (ACF)	041004	1	Certified Fundamentals Cook (CFC) certification	Students are required to pass NOCTI written with at least a 70% and pass NOCTI practical with at least a 75%. Students must take both the written and performance tests.	**American Culinary Federation: Certification Levels**
		041005	1	Certified Fundamentals Pastry Cook (CFPC) certification		
		041099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Baking and Pastry Arts (ACF)	041004	1	Certified Fundamentals Cook (CFC) certification	Students are required to pass NOCTI written with at least a 70% and pass NOCTI practical with at least a 75%. Students must take both the written and performance tests.	**American Culinary Federation: Certification Levels**
		041005	1	Certified Fundamentals Pastry Cook (CFPC) certification		
		041099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Food and Beverage Management (ProStart)	041006	9	National ProStart Certificate of Achievement	Students must pass the Level I and Level II end-of-course exams and complete the 400 hour work-based learning (WBL) requirements.	**National Restaurant Association: Exams**

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Consumer Services, Hospitality & Tourism (CSHT)	Hospitality and Tourism Management	041007	14	Certified Hospitality Tourism Management Professional (CHTMP) certification	To earn the Certified Hospitality Tourism Management Professional (CHTMP), students must pass the end of course assessments for Year 1 and Year 2 courses, complete 100 hour work-based learning (WBL), and complete WBL requirements	**AHLEI: High School Programs**
	Nail Specialist and Manicurist	041003	8	Nail Technician Certification	MD State Board Nail Technician Theory and Practical Exam administered by PSI. (For existing programs only)	**DLLR: Cosmetologist**
	Restaurant, Culinary, and Catering Management	041006	9	National ProStart Certificate of Achievement	Students must pass the Level I and Level II end-of-course exams and complete the 400 hour work-based learning (WBL) requirements.	**National Restaurant Association: Exams**
Environmental, Agricultural & Natural Resources (EANR)	Curriculum for Agricultural Sciences Education	051099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	**Curriculum for Agricultural Science Education**
	Horticultural Services	051001	11	Certified Professional Horticulturalist (CPH) certification	Students are required to pass the Certified Professional Horticulturalist (CPH) assessment.	**Maryland Nursery, Landscape, and Greenhouse Association**
	Environmental Studies/ Natural Resources	051099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Agricultural Sciences and Operations	051001	11	Certified Professional Horticulturalist (CPH) certification	Students are required to pass the Certified Professional Horticulturalist (CPH) assessment.	**Maryland Nursery, Landscape, and Greenhouse Association**
		051099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
		071011	S	Geographic Information System (GIS) certification	Pass the Spatial Technology and Remote Sensing (STARS) assessment to earn the Geographic Information System (GIS) certification.	**Digital Quest: Certification**
		071012	17	ESRI ArcGIS Desktop certification	Pass the ArcGIS Desktop Entry assessment to earn the ESRI ArcGIS Certification.	**Esri: ArcGIS Desktop Entry**

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
EANR	Natural Resources and Conservation	051099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
Health & Biosciences (HB)	Academy of Health Professions - Certified Nursing Assistant	061001	S	Certified Nursing Assistant (CNA)	Pass the teacher developed Certified Nursing Assistant assessment	**Maryland Board of Nursing**
		061002	3	Geriatric Nursing Assistant GNA	Pass the National Nurse's Aide Assessment Program (NNAAP) administered through Credential, a subsidiary of Pearson Vue Testing. Students must first hold the CNA certificate in order to be eligible to take the GNA exam	
		061099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Academy of Health Professions - Pharmacy Technician	061003	15	Pharmacy Technician Certification - ExCPT exam	Students must pass exam for the Certification of Pharmacy Technicians (ExCPT) through the National Health Careers Association (NHA). To sit for the ExCPT exam students must be within no more than 30 days of successful completion of all requirements needed to obtain a high school diploma.	**Pharmacy Technician Certification (CPhT)**
		061004	21	Pharmacy Technician Certification - PTCB exam	Students must pass exam for Pharmacy Technician certification through the Pharmacy Technician Certification Board (PTCB). To sit for the PTCB exam, the student must be 18 years of age and a high school graduate.	**PTCB: Apply for CPhT**
		061099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Academy of Health Professions - Dental Assisting	061005	20	Dental Assisting certification	Pass the Dental Assisting National Board of Radiation Health and Safety (RHS) and the Maryland General Exams (MDG). Certified to expose radiographs and in General Chairside procedures.	**DANB: Certified Dental Assistant (CDA)**
		061099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Health & Biosciences (HB)	Academy of Health Professions - Clinical Medical Assistant	061006	15	Certified Clinical Medical Assistant (CCMA) certification	Students must pass the National Healthcareer's CCMA Certification Assessment	**Medical Assistant Certification (CCMA)**
		061099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Academy of Health Professions - Physical Rehabilitation	061099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Academy of Health Professions - Allied Health Other Specialty	061099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Academy of Health Professions - Allied Health Intern	061099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Academy of Health Professions - Dual Enrollment	061099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Biomedical Science (PLTW)	061099	S	College Credit	Students are eligible to earn college credit from PLTW affiliate colleges and universities with a score of 6 or better on any of the end-of-course exams. Students are also eligible to earn up to 8 college credits from Stevenson University for BIO 113, BIO 113L and BIO 222 by doing the following: Completing the program, earning a GPA of 3.0 of higher in all courses, and receiving a score of 7 or better on the PLTW end-of-course assessments.	**PLTW**
		061010	S	Biotechnician Assistant Credentialing Exam (BACE)	The Biotechnician Assistant Credentialing Exam (BACE) is an industry-recognized exam designed to assess core skills and knowledge sets identified by industry, and represented within the academic and performance standards of Biotechnology programs.	**Biotechnician Assistant Credentialing Exam**

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Health & Biosciences (HB)	Health Professions/Allied Health Professions and Related Sciences	061001	S	Certified Nursing Assistant (CNA)	Pass the teacher developed Certified Nursing Assistant assessment	**Maryland Board of Nursing**
		061003	15	Pharmacy Technician Certification - ExCPT exam	Students must pass exam for the Certification of Pharmacy Technicians (ExCPT) through the National Health Careers Association (NHA). To sit for the ExCPT exam students must be within no more than 30 days of successful completion of all requirements needed to obtain a high school diploma.	**Pharmacy Technician Certification (CPhT)**
		061004	21	Pharmacy Technician Certification - PTCB exam	Students must pass exam for Pharmacy Technician certification through the Pharmacy Technician Certification Board (PTCB). To sit for the PTCB exam, the student must be 18 years of age and a high school graduate.	**Become a PTCB® CPhT**
		061005	20	Dental Assisting certification	Pass the Dental Assisting National Board of Radiation Health and Safety (RHS) and the Maryland General Exams (MDG). Certified to expose radiographs and in General Chairside procedures.	**DANB: Certified Dental Assistant (CDA)**
		061006	15	Certified Clinical Medical Assistant (CCMA) certification	Students must pass the National Health Careers CCMA Certification Assessment	**Medical Assistant Certification (CCMA)**
		061099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Biotechnology	061099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Biotechnology	061010	S	Biotechnician Assistant Credentialing Exam (BACE)	The Biotechnician Assistant Credentialing Exam (BACE) is an industry-recognized exam designed to assess core skills and knowledge sets identified by industry, and represented within the academic and performance standards of Biotechnology programs.	**Biotechnician Assistant Credentialing Exam**

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Human Resource Services (HRS)	Fire, and Emergency Medical Training/ High School Cadet (MFRI)	071001	19	Emergency Medical Technician (EMT) certification	Student must pass one of the following assessments: (1) EMT, (2) EMR, (3) Fire Fighter I, (4) Firefighter II (must pass Firefighter I first), (5) Truck Company Fireground Operations, (6) Rescue Tech – Site Operations, (7) Rescue Technician – Vehicle and Machinery Extrication, and/or (8) Haz-Mat Operations	**Maryland Fire and Rescue Institute**
		071002	19	Emergency Medical Responder (EMT) certification		
		071003	19	Fire Fighter I certification		
		071004	19	Fire Fighter II certification		
		071005	19	Truck Company Fireground Ops certification		
		071006	19	Rescue Tech - Site Ops certification		
		071007	19	Rescue Tech - Vehicle and Machinery Extraction certification		
		071008	19	Hazardous Material Operations certification		
		071099	S	College credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Teacher Academy of Maryland	071009	7	ParaPro	Student must achieve a minimum score of 455 on ParaPro exam	**ParaPro Assessment** **The Praxis® Tests**
		071010	7	PraxisCORE	Student must achieve passing scores in Reading - 156, Writing - 162, and Math – 150	
		071099	S	College credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Homeland Security & Emergency Preparedness – Information/ Communications Technology	071011	S	Geographic Information System (GIS) certification	Pass the Spatial Technology and Remote Sensing (STARS) assessment to earn the Geographic Information System (GIS) certification.	**Digital Quest: Certification**
		071012	17	ESRI ArcGIS Desktop certification	Pass the ArcGIS Desktop Entry assessment to earn the ESRI ArcGIS Certification.	**ArcGIS Desktop Entry**

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Human Resource Services (HRS)	Homeland Security & Emergency Preparedness - Homeland Security Sciences	071099	S	College credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Homeland Security & Emergency Preparedness - Criminal Justice/Law Enforcement Pathway	071099	S	College credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Criminal Justice, Law and Society	071099	S	College credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Early Childhood Education/Child Care	071013	18	Child Development Associate certification	Candidates do not receive a pass or fail score on the CDA Exam and Verification Visit. Rather, the Council for Professional Recognition comprehensively evaluates how candidates score in each of the thirteen CDA Functional Areas on the CDA Exam and the CDA Verification Visit to make a credentialing decision	**Child Development Associate (CDA) Credential**
		071014	S	90 Hour Certificate	Students must complete 90 hours of Early Childhood courses (Child Growth and Development & Methods and Materials) and earn a grade of "B" or better.	
IT	Database Academy (Oracle) - Java Programming	081002	3	Java Foundations Certified Junior Associate certification	Students must pass either the Java Foundations Certified Junior Associate exam or Database Foundations Junior Associate exam	**Oracle Academy**
	Database Academy (Oracle) - Database Management	081003	3	Database Foundations Junior Associate certification	Students must pass either the Java Foundations Certified Junior Associate exam or Database Foundations Junior Associate exam	**Oracle Academy**

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Information Technology (IT)	Computer Science (PLTW)	081020	S	AP Computer Science Principles	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**College Board: AP Courses**
		081021	S	AP Computer Science A	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**College Board: AP Courses**
		081099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	IT Networking Academy CISCO - CCENT	081004	3	CompTIA ITF	Students are required to pass one or more of the following: • CompTIA ITF, • CompTIA A+, • CompTIA Network+, • Cisco CCT, • Cisco CCENT, • Cisco CCNA RS, • Cisco CCNA Security, • CompTIA Security+, • NDG Linux Essentials, • CompTIA Linux+, • Cisco CCNA Cyber Ops, • CompTIA PenTest+	**Cisco: Certifications** **CompTIA's Academy Partner Program**
		081005	3	CompTIA A+		
		081006	3	CompTIA Network+		
		081007	3	CompTIA Security+		
		081008	3	CompTIA PenTest+		
		081009	3	CompTIA Linux+		
		081010	3	LPI Linux Essentials		
		081011	3	Cisco CCT		
		081012	3	Cisco CCENT		
		081013	3	Cisco CCNA RS		
		081014	3	Cisco CCNA Security		
		081015	3	Cisco CCNA Cyber Ops		
		081099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	IT Networking Academy CISCO - CCNA Routing and Switching	081004	3	CompTIA ITF	Students are required to pass one or more of the following: (1) CompTIA ITF, (2) CompTIA A+, (3) CompTIA Network+, (4) Cisco CCT, (5) Cisco CCENT, (6) Cisco CCNA RS, (7) Cisco CCNA Security, (8) CompTIA Security+, (9) NDG Linux Essentials, (10) CompTIA Linux+, (11) Cisco CCNA Cyber Ops, (12) CompTIA PenTest+	**Cisco: Certifications** **CompTIA's Academy Partner Program**
		081005	3	CompTIA A+		
		081006	3	CompTIA Network+		
		081007	3	CompTIA Security+		
		081008	3	CompTIA PenTest+		
		081009	3	CompTIA Linux+		
		081010	3	LPI Linux Essentials		
		081011	3	Cisco CCT		
		081012	3	Cisco CCENT		
		081013	3	Cisco CCNA RS		
		081014	3	Cisco CCNA Security		
		081015	3	Cisco CCNA Cyber Ops		

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Information Technology (IT)	IT Networking Academy CISCO - CCNA Routing and Switching	081099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	IT Networking Academy CISCO - CCNA Security	081004 081005 081006 081007 081008 081009 081010 081011 081012 081013 081014 081015	3 3 3 3 3 3 3 3 3 3 3 3	CompTIA ITF CompTIA A+ CompTIA Network+ CompTIA Security+ CompTIA PenTest+ CompTIA Linux+ LPI Linux Essentials Cisco CCT Cisco CCENT Cisco CCNA RS Cisco CCNA Security Cisco CCNA Cyber Ops	Students are required to pass one or more of the following: • CompTIA ITF • CompTIA A+ • CompTIA Network+ • Cisco CCT • Cisco CCENT • Cisco CCNA RS • Cisco CCNA Security • CompTIA Security+ • NDG Linux Essentials • CompTIA Linux+ • Cisco CCNA Cyber Ops • CompTIA PenTest+	**Cisco: Certifications** **CompTIA's Academy Partner Program**
		081099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	IT Networking Academy CISCO - CCNA Cyber Ops	081004 081005 081006 081007 081008 081009 081010 081011 081012 081013 081014 081015	3 3 3 3 3 3 3 3 3 3 3 3	CompTIA ITF CompTIA A+ CompTIA Network+ CompTIA Security+ CompTIA PenTest+ CompTIA Linux+ LPI Linux Essentials Cisco CCT Cisco CCENT Cisco CCNA RS Cisco CCNA Security Cisco CCNA Cyber Ops	Students are required to pass one or more of the following: (1) CompTIA ITF, (2) CompTIA A+, (3) CompTIA Network+, (4) Cisco CCT, (5) Cisco CCENT, (6) Cisco CCNA RS, (7) Cisco CCNA Security, (8) CompTIA Security+, (9) NDG Linux Essentials, (10) CompTIA Linux+, (11) Cisco CCNA Cyber Ops, (12) CompTIA PenTest+	**Cisco: Certifications** **CompTIA's Academy Partner Program**
		081099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Information Technology (IT)	Computer and Information Sciences	081001	S	NAF-Track Certification	NAF-Track Certification includes passing end of course exams, portfolio review, and internship requirements.	**NAFTrack Certification**
		081004	3	CompTIA ITF	Students are required to pass one or more of the following: (1) CompTIA ITF, (2) CompTIA A+, (3) CompTIA Network+, (4) Cisco CCT, (5) Cisco CCENT, (6) Cisco CCNA RS, (7) Cisco CCNA Security, (8) CompTIA Security+, (9) NDG Linux Essentials, (10) CompTIA Linux+, (11) Cisco CCNA Cyber Ops, (12) CompTIA PenTest+	**Cisco: Certifications** **CompTIA's Academy Partner Program**
		081005	3	CompTIA A+		
		081006	3	CompTIA Network+		
		081007	3	CompTIA Security+		
		081008	3	CompTIA PenTest+		
		081009	3	CompTIA Linux+		
		081010	3	LPI Linux Essentials		
		081020	S	AP Computer Science Principles	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**College Board: AP Courses**
		081021	S	AP Computer Science A	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**College Board: AP Courses**
		081099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
Manufacturing, Engineering & Technology (MET)	Pre- Engineering (PTLW)	031001 031002	S	Autodesk AutoCAD Certification Autodesk Revit Certification	Students are required to pass Autodesk's AutoCAD or Revit certification assessments	**Autodesk Foundation**
		081020	S	AP Computer Science Principles	Depending on the college, students may be eligible to earn college credit with a score of 3 or better on the AP exam.	**CollegeBoard: AP Courses**
		091099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Manufacturing Engineering Technology (NIMS) - Machining Operations	091002	4	Job Planning, Benchwork & Layout certification with Measurement, Materials & Safety exam	Students pass the Measurement, Materials & Safety exam and one of the following: (1) Job Planning, Benchwork & Layout, (2) Manual Milling Skills I, (3) Turning Operations: Turning Between Centers, (4) Turning Operations: Turning Chucking Skills, (5) Grinding Skills I, (6) Drill Press Skills I, (7) CNC Turning: Programming Setup & Operations, (8) CNC Milling: Programming Setup & Operations, (9) CNC Turning: Operations, (10) CNC Milling: Operations	**NIMS: Certification**
		091003	4	Manual Milling Skills I certification with Measurement, Materials & Safety exam		
		091004	4	Turning Operations: Turning Between Centers certification with Measurement, Materials & Safety exam		

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Manufacturing, Engineering & Technology (MET)	**Manufacturing Engineering Technology (NIMS) - Machining Operations**	091005	4	NIMS Turning Operations: Turning Chucking Skills certification with Measurement, Materials & Safety exam	Students pass the Measurement, Materials & Safety exam and one of the following: (1) Job Planning, Benchwork & Layout, (2) Manual Milling Skills I, (3) Turning Operations: Turning Between Centers, (4) Turning Operations: Turning Chucking Skills, (5) Grinding Skills I, (6) Drill Press Skills I, (7) CNC Turning: Programming Setup & Operations, (8) CNC Milling: Programming Setup & Operations, (9) CNC Turning: Operations, (10) CNC Milling: Operations	[**NIMS: Certification**](#)
		091006	4	NIMS Grinding Skills I certification with Measurement, Materials & Safety exam		
		091007	4	NIMS Drill Press Skills I certification with Measurement, Materials & Safety exam		
		091008	4	NIMS CNC Turning: Programming Setup & Operations certification with Measurement, Materials & Safety exam		
		091009	4	NIMS CNC Milling: Pgm Setup & Operations certification with Measurement, Materials & Safety exam		
		091010	4	NIMS CNC Turning: Operations certification with Measurement, Materials & Safety exam		
		091011	4	NIMS CNC Milling: Operations certification with Measurement, Materials & Safety exam		
		091099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Manufacturing Engineering Technology (NIMS) - CNC Programming and Operations	091002	4	Job Planning, Benchwork & Layout certification with Measurement, Materials & Safety exam	Students pass the Measurement, Materials & Safety exam and one of the following: (1) Job Planning, Benchwork & Layout, (2) Manual Milling Skills I, (3) Turning Operations: Turning Between Centers, (4) Turning Operations: Turning Chucking Skills, (5) Grinding Skills I, (6) Drill Press Skills I, (7) CNC Turning: Programming Setup & Operations, (8) CNC Milling: Programming Setup & Operations, (9) CNC Turning: Operations, (10) CNC Milling: Operations	[**NIMS: Certification**](#)
		091003	4	Manual Milling Skills I certification with Measurement, Materials & Safety exam		
		091004	4	Turning Operations: Turning Between Centers certification with Measurement, Materials & Safety exam		
		091005	4	NIMS Turning Operations: Turning Chucking Skills certification with Measurement, Materials & Safety exam		
		091006	4	NIMS Grinding Skills I certification with Measurement, Materials & Safety exam		
		091007	4	NIMS Drill Press Skills I certification with Measurement, Materials & Safety exam		

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Manufacturing, Engineering & Technology (MET)	**Manufacturing Engineering Technology (NIMS) - CNC Programming and Operations**	091008	4	NIMS CNC Turning: Programming Setup & Operations certification with Measurement, Materials & Safety exam	Students pass the Measurement, Materials & Safety exam and one of the following: (1) Job Planning, Benchwork & Layout, (2) Manual Milling Skills I, (3) Turning Operations: Turning Between Centers, (4) Turning Operations: Turning Chucking Skills, (5) Grinding Skills I, (6) Drill Press Skills I, (7) CNC Turning: Programming Setup & Operations, (8) CNC Milling: Programming Setup & Operations, (9) CNC Turning: Operations, (10) CNC Milling: Operations	**NIMS: Certification**
		091009	4	NIMS CNC Milling: Pgm Setup & Operations certification with Measurement, Materials & Safety exam		
		091010	4	NIMS CNC Turning: Operations certification with Measurement, Materials & Safety exam		
		091011	4	NIMS CNC Milling: Operations certification with Measurement, Materials & Safety exam		
		091099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Manufacturing Engineering Technology (NIMS) - Multi-System Operations	091002	4	Job Planning, Benchwork & Layout certification with Measurement, Materials & Safety exam	Students pass the Measurement, Materials & Safety exam and one of the following: (1) Job Planning, Benchwork & Layout, (2) Manual Milling Skills I, (3) Turning Operations: Turning Between Centers, (4) Turning Operations: Turning Chucking Skills, (5) Grinding Skills I, (6) Drill Press Skills I, (7) CNC Turning: Programming Setup & Operations, (8) CNC Milling: Programming Setup & Operations, (9) CNC Turning: Operations, (10) CNC Milling: Operations	**NIMS: Certification**
		091003	4	Manual Milling Skills I certification with Measurement, Materials & Safety exam		
		091004	4	Turning Operations: Turning Between Centers certification with Measurement, Materials & Safety exam		
		091005	4	NIMS Turning Operations: Turning Chucking Skills certification with Measurement, Materials & Safety exam		
		091006	4	NIMS Grinding Skills I certification with Measurement, Materials & Safety exam		
		091007	4	NIMS Drill Press Skills I certification with Measurement, Materials & Safety exam		

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Manufacturing, Engineering & Technology (MET)	Manufacturing Engineering Technology (NIMS) - Multi-System Operations	091008	4	NIMS CNC Turning: Programming Setup & Operations certification with Measurement, Materials & Safety exam	Students pass the Measurement, Materials & Safety exam and one of the following: (1) Job Planning, Benchwork & Layout, (2) Manual Milling Skills I, (3) Turning Operations: Turning Between Centers, (4) Turning Operations: Turning Chucking Skills, (5) Grinding Skills I, (6) Drill Press Skills I, (7) CNC Turning: Programming Setup & Operations, (8) CNC Milling: Programming Setup & Operations, (9) CNC Turning: Operations, (10) CNC Milling: Operations	**NIMS: Certification**
		091009	4	NIMS CNC Milling: Pgm Setup & Operations certification with Measurement, Materials & Safety exam		
		091010	4	NIMS CNC Turning: Operations certification with Measurement, Materials & Safety exam		
		091011	4	NIMS CNC Milling: Operations certification with Measurement, Materials & Safety exam		
		091099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Drafting and Design Technology	031011	13	ADDA Apprentice Drafter Exam	An ADDA Apprentice Drafting Credential is the first step in an industry credentialing system that is based on an individual's knowledge and skills needed to understand essential manual and CAD drafting skills. The exam is basic drafting knowledge and not software specific.	**Autodesk Foundation**
		031001	6	Autodesk AutoCAD Certification	Students are required to pass Autodesk's AutoCAD or Revit certification assessments	
		031002	6	Autodesk Revit Certification		
		031099		College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Manufacturing Engineering Technology (MSSC)	091012	1	Quality Practices & Measurement with Safety exam (MSSC)	Students must pass the Safety exam and one of the following: (1) Quality Practices & Measurement (2) Manufacturing Processes & Production, (3) Maintenance Awareness	**NIMS: Certification**
		091013	1	Manufacturing Processes & Production with Safety exam (MSSC)		
		091014	1	Maintenance Awareness with Safety exam (MSSC)		

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Transportation Technologies (TT)	Automotive Technology Maintenance and Light Repair- Plus (NATEF)	101001	5	Suspension and Steering student certification	Pass one of the following ASE Student Certification exams: (1) Suspension and Steering, (2) Brakes, (3) Electrical/ Electronic Systems, (4) Engine Performance, (5) Engine Repair, (6) Automatic Transmission/ Transaxle, (7) Manual Drive Train and Axles, OR (8) Heating and Air Conditioning. Developed by ASE in partnership with AYES, NATEF, and SkillsUSA	**ASE Certification Tests**
		101002	5	Brakes student certification		
		101003	5	Electrical/ Electronic Systems student certification		
		101004	5	Engine Performance student certification		
		101005	5	Engine Repair student certification		
		101006	5	Automatic Transmission/Transaxle student certification		
		101007	5	Manual Drive Train and Axles student certification		
		101008	5	Heating and Air Conditioning student certification		
		101009	5	Maintenance and Light Repair student certification		
		101099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Autobody/ Collision Repair Technician	101010	5	Painting and Refinishing student certification	Pass one of the following ASE Student Certification exams: (1) Painting and Refinishing OR (2) Structural Analysis and Damage Repair. Developed by ASE in partnership with AYES, NATEF, and SkillsUSA.	**ASE Certification Tests**
		101011	5	Structural Analysis and Damage Repair student certification		
		101012	S	I-CAR Platinum Certificate		**I-CAR's Training Portfolio**
		101099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Transportation Technologies (TT)	Medium/Heavy Truck Technician-Diesel (NATEF)	101013	5	Diesel Engines student certification	Pass one of the following ASE Student Certification exams: (1) Diesel Engines, (2) Electrical/Electronic Systems, (3) Brakes, (4) Suspension and Steering. Developed by ASE in partnership with AYES, NATEF, and SkillsUSA.	**ASE Certification Tests**
		101003	5	Electrical/Electronic Systems student certification		
		101002	5	Brakes student certification		
		101001	5	Suspension and Steering student certification		
		101099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Marine Maintenance and Repair Technologies	101018	1	NOCTI - ABYC certification in Marine Service Technology Fundamentals	The American Boat and Yacht Council (ABYC) certification in Marine Service Technology Fundamentals is a NOCTI developed certification exam in partnership with ABYC based on ABYC curriculum that covers over 240 hrs of content.	**NOCTI: American Boat & Yacht Council (ABYC) Certificate Programs**
	Transportation Logistics and Management	101099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	
	Automotive Maintenance and Repair Technologies	101001	5	Suspension and Steering student certification	Pass one of the following ASE Student Certification exams: (1) Suspension and Steering, (2) Brakes, (3) Electrical/ Electronic Systems, (4) Engine Performance, (5) Engine Repair, (6) Automatic Transmission/ Transaxle, (7) Manual Drive Train and Axles, (8) Heating and Air Conditioning, (9) Maintenance and Light Repair, (10) Painting and Refinishing, (11) Structural Analysis and Damage Repair, or (12) Diesel Engines. Developed by ASE in partnership with AYES, NATEF, and SkillsUSA	**ASE Certification Tests**
		101002	5	Brakes student certification		
		101003	5	Electrical/ Electronic Systems student certification		
		101004	5	Engine Performance student certification		
		101005	5	Engine Repair student certification		

Career Cluster	CTE Program of Study	TSA Codes	*ADA	Technical Skill Assessment	Specific Criteria	Websites for Additional Information
Transportation Technologies (TT)		101006	5	Automatic Transmission/Transaxle student certification	Pass one of the following ASE Student Certification exams: (1) Suspension and Steering, (2) Brakes, (3) Electrical/ Electronic Systems, (4) Engine Performance, (5) Engine Repair, (6) Automatic Transmission/ Transaxle, (7) Manual Drive Train and Axles, (8) Heating and Air Conditioning, (9) Maintenance and Light Repair, (10) Painting and Refinishing, (11) Structural Analysis and Damage Repair, or (12) Diesel Engines. Developed by ASE in partnership with AYES, NATEF, and SkillsUSA	**ASE Certification Tests**
		101007	5	Manual Drive Train and Axles student certification		
		101008	5	Heating and Air Conditioning student certification		
		101009	5	Maintenance and Light Repair student certification		
		101010	5	Painting and Refinishing student certification		
		101011	5	Structural Analysis and Damage Repair student certification		
		101013	5	Diesel Engines student certification		
		101012	S	I-CAR Platinum Certificate		**I-CAR's Training Portfolio**
		101099	S	College Credit	Based on articulation agreements and dual enrollment options in the program, students can obtain TSAs once they have passed course requirements and are eligible to receive college credit.	

Testing Accommodations Chart for Technical Skill Assessments

	Testing Agency	Accommodations	Steps to Take to Receive Accommodations	Testing Agency Contact
1.	NOCTI and NOCTI dispensed exams:	It is important to use Individualized Education Plans (IEPs) as guidelines when determining necessary accommodations for NOCTI assessments. NOCTI offers the following accommodations: Text-to-speech, readers, visual assistance, assessment booklets, time extensions and multiple sessions. For more information on these accommodations, follow this link.	The coordinator guide is available to all NOCTI customers and is posted at their Client Services Center, a password protected site for managing their NOCTI testing programs	NOCTI Customer Care and Outreach nocti@nocti.org 1-800-334-6283 ext 291
2.	Graphic Arts Education and Research Foundation (PrintED); ; dispensed by Skills USA Work Force Ready System	Students with IEPs may receive reasonable accommodations for their special needs provided that those accommodations do not compromise assessment integrity. A reader is permitted as long as the reader is not an instructor in the assessment area being administered. The school may also use a computer reader client program of their choice. Tests are not timed. Student may take as long as the school permits to complete the assessment. It typically takes an average of an hour to complete (50 questions per test). Tests are all on-line so large print or test booklets are not offered at this time. Schools may test in any size group. A headset is recommended for group testing. The student may take breaks; however, the test must be completed in one setting. The student should click the "Suspend Assessment" button during breaks. The "Suspend Assessment": button will allow the student to continue testing when returning from a break.	There is no process to apply for accommodations since the school manages that part. The school needs to place the order in sufficient time for them to configure their computers for sound if that is needed. Agency requires a 48 business hour turn-around from the time the order is placed before the test is ready to access. An e-mail will be sent to the purchaser once the access is available.	SkillsUSA Support Desk 1-866-444-7779 support@skillconnect.org Once the order is placed the purchaser will receive an e-mail with instructions to access the on-line test as well as support phone numbers and other methods of help. For additional information on IEP accommodations contact the support desk or go to: SkillsUSA: Career Essentials: Assessment

	Testing Agency	Accommodations	Steps to Take to Receive Accommodations	Testing Agency Contact
3.	Pearson VUE dispensed exams	Pearson VUE provides reasonable and appropriate test accommodations to individuals with documented disabilities who demonstrate a need for test accommodations. Pearson VUE test accommodations may include things such as a separate testing room, extra testing time, a reader or recorder for individuals with mobility or vision impairments and cannot read or write on their own. Test accommodations are individualized and considered on a case-by-case basis.	To request special accommodations for exams offered through Pearson VUE, go to the Pearson VUE Test Accommodations link and click on "Select Your Test Program," then find your exam (e.g. Linux, CISCO, Oracle, CompTIA, Geriatic Nurse Aide, Dental Assisting National Board, Pharmacy Technician Certification Board (PTCB), etc) in the list of exams to see the necessary forms that must be completed and sent to Pearson VUE. Candidate must make their requests for accommodations at the time of registration.	For questions related to special accommodations, send an email to Pearson VUE: accommodationspearsonvue @pearson.com To inquire about the status of requested accommodations, call 1-800-466-0450.
4.	National Institute for Metalworking Skills (NIMS)	Paper versions of online theory tests may be requested for students with IEPs. Additional accommodations can be made when IEPs or language challenges are present such as readers and translators.	There is no application for paper exams. To request a paper theory test, a representative of the school where testing will occur must email a written request to support@nims-skills.org with the student's name, school's name, theory test name, payment method and proctor contact information.	For questions related to special accommodations, send an email to NIMS: support@nims-skills.org Find further detail at Paper Testing & Other Accommodations. Paper tests are only mailed to registered
5.	National Institute for Automotive Service Excellence (ASE)	ASE provides testing accommodations, under the provisions of the Americans with Disabilities Act (ADA), to individuals who need accommodations to take the ASE certification tests. ASE will make a reasonable effort to accommodate your request. After your request is received and evaluated, you will be notified of the testing accommodations that will be provided. Please do not register or schedule an appointment until after your request has been evaluated and approved by ASE.	To request accommodations, download the ADA Request Form or call ASE Customer Service at 1-800-390-6789 to receive the form by e-mail or fax. The form must be completed by a qualified, appropriate professional (e.g., physician for physical disability, or psychologist for learning disability). The completed form must state the nature of the student's disability, how it affects their ability to take a computer-based, timed, multiple choice test, as well as the type of accommodations needed. For more information about the supporting documentation that is required, read ASE's detailed ADA Policy. Return the completed form and all supporting documentation to the address listed on the form.	If you have questions, call ASE Customer Service at 1-800-390-6789 before submitting your ADA Request Form. Request Forms and Guidelines for ASE Certification Testing Accommodations under ADA

	Testing Agency	Accommodations	Steps to Take to Receive Accommodations	Testing Agency Contact
6.	Certiport dispensed exams	Certiport is committed to ensuring that those persons with the desire to certify their proficiency in the use of computers should have the opportunity to do so. Certiport is committed to providing access for all individuals with disabilities. Certiport and its Authorized Testing Centers require advance notification of requests for accommodations as well as a reasonable amount of time to review and implement such requests. that are designed to certify not only knowledge, but also efficiency in the use of computers.	To request special accommodations for Certiport exams, found at Accommodation of disabilities. Certiport and its CATCs are not obligated to accommodate examinees with language limitations unrelated to a documented disability (e.g., English as a second language, literacy) nor to provide unlimited time for the completion of exams.	For questions, send an email to: accommodationscertiport@pearson.com
7.	Educational Testing Service (ETS)	ETS is committed to serving test takers with disabilities or health-related needs by providing services and accommodations that are reasonable and appropriate given the purpose of the test. Testing accommodations are available for test takers with disabilities or health-related needs who meet ETS requirements.	To request special accommodations for Praxis exams offered through ETS, go to the Praxis Special Accomodations link, for the ParaPro exam go to the link and click on ParaPro Special Accommodations Link to see the necessary forms and documentation that must be completed and sent to ETS. All test takers requesting any accommodations must submit their requests and have their accommodations approved by ETS Disability Services before their test can be scheduled. Documentation review takes approximately six weeks once your request and complete paperwork have been received.	For questions related to special accommodations, send an email to ETS Disability Services stassd@ets.org 1-609-771-7780 1-866-387-8602 (Toll free for test takers in the United States, U.S. Territories* and Canada) To inquire about the status of requested accommodations, call 1-800-466-0450.
8.	Maryland Board of Cosmetology/ Maryland Board of Barbers; dispensed through PSI	PSI Services provides examination services for the State Board of Barbers and the State Board of Cosmetology. All PSI examination centers are equipped to provide access in accordance with the Americans with Disabilities Act (ADA) of 1990, and every reasonable accommodation will be made in meeting a candidate's needs. Maryland Board of Cosmetologists/ Maryland Board of Barbers 500 N. Calvert Street, 3rd Fl Baltimore, Maryland 21202 410-230-6320 barbers.cos@maryland.gov	Accommodations are provided in accordance with the Americans with Disabilities Act (ADA). Applicants with disabilities or those who would otherwise have difficulties taking the examination must contact the Maryland Board of Cosmetology for approval for special arrangements and request a copy of the ADA Accommodations. Applicants with disabilities or those who would otherwise have difficulty taking the examination should review the candidate information bulletin for instructions or call the ADA Services Team for further information.	Maryland Board of Cosmetology 478-207- 2240 ADA Services Team 1-800-733-9267 ext 6750

	Testing Agency	Accommodations	Steps to Take to Receive Accommodations	Testing Agency Contact
9.	National Restaurant Association Educational Foundation (NRAEF) (ProStart)	The Association provides reasonable accommodations to individuals with disabilities following procedures that are consistent with the *Americans with Disabilities Act, Uniform Guidelines on Employee Selection Procedures and the Standards for Educational and Psychological Testing*. This includes alternate test formats (such as oral instead of written) and test aids (such as readers or translators). Please follow your school's guidelines when making such accommodations. ***Foreign Language Translations***:An examinee with limited proficiency in English may use a qualified interpreter to assist the educator in administering his or her exam. The interpreter must be fluent in both English and the examinee's native language. The interpreter may have no personal relationship to the examinee. The interpreter also may not interpret subjective opinions or provide clues to the examinee. Examinees who want to take the exam in English are permitted to use a bilingual English native language dictionary (e.g., English-Spanish) during the exam. English-language dictionaries are not permitted.	No official requests for accommodations are required by NRAEF. See underlined instructions in the previous column to determine appropriate accommodations that should be provided to students with an IEP taking the National ProStart Assessments.	For questions regarding accommodations, contact the Service Center at: servicecenter@restaurant.org (800) 765-2122 ext. 6703

	Testing Agency	Accommodations	Steps to Take to Receive Accommodations	Testing Agency Contact
10.	College Board	The College Board is committed to making sure that students with disabilities can take tests with the accommodations they need. All reasonable requests are considered.	Approval by the College Board's Services for Students with Disabilities (SSD) is required before students can take exams with accommodations. Schools submit the request online through the SSD Online Disability Accommodation Management System (SSD Online). Documentation is always required and must sometimes be submitted for College Board review. Families can also submit requests without the involvement of their school by requesting a paper Student Eligibility Form from their school or SSD. However, when families work with their schools to apply online, they usually save time and get a faster response. For more information on this process read General Instructions for Filling Out the Student Eligibility Form.	College Board Service for Students with Disability ssd@info.collegeboard.org **Phone:** 212-713-8333 **Fax:** 866-360-0114 **College Board SSD Program** P.O. Box 7504 London, KY 40742-7504
11.	Maryland Nursery, Landscape and Greenhouse Association (MNLGA)	The Maryland Nursery, Landscape and Greenhouse Association administers the Certified Professional Horticulturalist (CPH) assessment. Testing accommodations are allowed for student applicants in accordance with the Americans with Disabilities Act (ADA) of 1990. Maryland Nursery, Landscape, and Greenhouse Association	The MNLGA may not be able to directly provide a full array of possible accommodations. The school/teacher should notify the MNLGA at the time of exam registration that a student requires an accommodation and the nature of the accommodation. Through this communication, it will be determined if the school/school system needs to make arrangements for the accommodation to be provided.	For questions and to register a student for the CPH exam, contact: Michelle Mount MNLGA 410-823-8686
12.	American Welding Society (AWS)	Entry Level Practical Knowledge Qualification – Written Test: The practical knowledge written test is a written examination designed to show that the Entry Welder understands the subject matter presented in the program. If the trainee has special needs for learning, the test site coordinator/instructor shall administer the written test in the manner most suitable for the trainee.	AWS does not require any paperwork or request of documentation to offer accommodations.	For questions regarding special accommodations, contact: Ivan Santa-Cruz, Education Developer Phone:305-443-9353ext. 228 Email:isantacruz@aws.org

	Testing Agency	Accommodations	Steps to Take to Receive Accommodations	Testing Agency Contact
13.	American Design Drafter Association (ADDA)	ADDA allows extra time, accommodations for English as a second language, and other ADA Accommodations as referenced on the Examination Application.	Special accommodations can be requested on the Examination Application, found at the following link: ADDA Professional Certification. Once at this link, choose the application for the credential sought by the student. The type of accommodations needed should also be indicated on the Examination Application.	Pennie King Programs Manager ADDA International 105 East Main Street Newbern, TN 38059 Telephone 731-627-0802 Fax 731-627-9321 email: pking@adda.org website: American Design Drafting Association
14.	American Hotel & Lodging Educational Institute	The Certification Commission heartily supports the intent of the Americans with Disabilities Act (ADA) PL 101-334 §309(b)(3).	Commission will make a reasonable effort to provide candidates who have documented disabilities with the necessary aids and services that do not fundamentally alter the measurement of the skills or knowledge the CGSP Program.	Please direct specific questions regarding special accommodations to the Professional Certification Department at +1-407-999-8100 or 1-888-575-8726. AHLEI Professional Certification
15.	National Healthcareer Association (NHA)	Accommodations may be available to individuals with documented disabilities pursuant to the American with Disabilities Act (ADA). NHA provides reasonable testing accommodations to candidates whose documented disabilities or other qualifying medical conditions hinder their ability to take the examination under standard conditions.	To be considered for special accommodations, please complete the NHA Request for Accommodations Form in its entirety. Please be aware that submission of a request for an accommodation does not guarantee testing accommodations. Candidates should allow for a minimum of 30 days for processing, with the understanding that some cases may take longer. Candidates should include all of the required documentation with their initial request. Candidates MUST register online prior to requesting accommodations by going to www.nhanow.com and completing the registration process. Candidates must complete the registration process on their own behalf.	National Healthcareer Association compliance@atitesting.com 913-661-6525
16.	National Center for Construction Education and Research (NCCER)	Since NCCER Level 1 Certifications consist of End of Module exams given in the classrooms, accommodations referenced in the IEP should be utilized.	NCCER does not require any paperwork or request of documentation to offer accommodations.	Contact your local CTE Director/Administrator for further details.

	Testing Agency	Accommodations	Steps to Take to Receive Accommodations	Testing Agency Contact
17.	Environmental Systems Research Institute (Esri)	If a candidate is unable to take an exam using standard testing equipment or within the standard exam time, a request may be made for special accommodations. Each student will be assessed on an individual basis.	Even though the ArcGis Desktop Entry examination is dispensed through Pearson Vue, requests for test accommodations are handled directly by Esri. Please submit an accommodation request via e-mail to Esri at least twenty-one (21) days before registering for an exam. For more information on general test accommodations please visit Pearson VUE Test Accommodations.	Esri Testing Program certification@esri.com
18.	Council for Professional Recognition	It is the Council's commitment to provide a standardized and fair assessment for all eligible Child Development Associate (CDA) Candidates. Prior to submitting the CDA Application, a CDA Candidate with a documented disability should submit the Special Accommodations Request Form to the Council.	Even though the CDA examination is dispensed through Pearson Vue, requests for test accommodations are handled directly by the Council for Professional Recognition. Prior to submitting the CDA Application, a CDA Candidate with a documented disability should submit the Special Accommodations Request Form to the Council For more information on general test accommodations please visit Pearson VUE Test Accommodations.	Council for Professional Recognition CDA Exam Accommodations accommodations@cdacouncil.org
19.	Maryland Fire and Rescue Institute (MFRI)	Each student will be assessed on a case by case analysis.	An individual seeking an accommodation under the Americans with Disabilities Act must make a formal request in writing, listing the specific accommodation(s) being requested, and attaching supporting documentation, no more than three years old, to support the request. It is encouraged that the request is made at the beginning of each program; however, it can be made at any time. Forms are available upon request. Requests for information on reasonable accommodations under the Americans with Disabilities Act, or questions or complaints concerning the ADA or any of the other applicable federal or state laws regarding discrimination, shall be referred to the MFRI Equity Office or a registration center, which will institute the proper procedures. For additional information, contact the MFRI Equity Office at equity@mfri.org.	MFRI Equity Office equity@mfri.org

	Testing Agency	Accommodations	Steps to Take to Receive Accommodations	Testing Agency Contact
20.	Dental Assisting National Board (DANB)	DANB offers reasonable accommodations to candidates with documented disabilities as covered by the Americans with Disabilities Act (ADA). Reasonable accommodations will be provided to all eligible candidates in a manner that does not affect the integrity or security of the exam. DANB strives to provide an equal and fair testing opportunity to all candidates, those requesting accommodations and those who do not, in order to adequately measure their knowledge. DANB exams are administered only in the English language. Students must be able to complete the exam in English.	To request special accommodations, individuals should complete the DANB Exam Reasonable Accommodations Form and submit with supporting documentation by fax or mail to : 444 N. Michigan Ave. Suite 900 Chicago, IL 60611 Fax: 1-312-642-8507 DANB will respond to requests for accommodations in writing within 2 – 4 weeks of receiving the request.	DANB 1-800-367-3262.
21.	Pharmacy Technician Certification Board (PTCB)	The Pharmacy Technician Certification Board (PTCB) complies with the Americans with Disabilities Act of 1990 (ADA). To ensure equal opportunities for all qualified persons, PTCB will make reasonable testing accommodations for certification candidates when appropriate, and consistent with such legal requirements. PTCB will consider requests for special testing accommodations related to the Pharmacy Technician Certification Exam (PTCE) from certification candidates with a documented disability that substantially limits the candidate's sensory, manual, speaking, or other functional skills, including a disability that impairs significantly the candidate's ability to arrive at, read, or otherwise complete, the examination. These accommodations can include additional time to complete the exam or use of approved auxiliary aids.	Even though the PTCB examination is dispensed through Pearson Vue, requests for test accommodations are handled directly by the Pharmacy Technician Certification Board (PTCB). PTCB requires that each candidate requesting a special testing accommodation do so during the application process. Candidates must download the Special Accommodations Form and are required to submit the completed form by mail or fax within 30 days of submitting a certification application. A physician or other qualified professional who has made an individualized assessment related to the candidate's disability must provide the required information concerning the disability and the requested accommodation.	Pharmacy Technician Certification Board 800-363-8012
22.	School-Based Assessment	Schools and colleges are required to provide all reasonable and allowable accommodations for the administration of assessments to persons with disabilities or special needs.	All requested accommodations must be specified in the secondary student's IEP and reported to the Office of Student Disability Support Services for postsecondary students.	Contact your local CTE Director/Administrator for further details.

English/Language Arts Graduation and Career and College Readiness Requirements for Each Graduating Class from 2019 to 2020

Please refer questions to:

Ms. Cecilia Roe

Director of Instructional Assessment, Professional Learning, and English Language Arts
Maryland State Department of Education
Division of Curriculum, Instructional Improvement, and Professional Learning
Telephone: 410.767.0574
Email: cecilia.roe@maryland.gov

Maryland English Language Arts (ELA) Graduation and College and Career Readiness Requirements

Graduating Class of 2020 (Students entering 9th Grade during the 2016/2017 School Year)					
School Year	Grade	ELA Graduation Requirements for Public High Schools in Maryland		Additional ELA Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)	
		Credit Requirements	Assessment Requirements	CCR Assessment Options	12th Grade Transition Course

2016/2017 2017/2018 2018/2019 2019/2020	9th 10th 11th 12th	Students must earn 4 credits in English Language Arts.	Students must participate in the Maryland Comprehensive Assessment Program (MCAP) English 10 assessment.	• CCR designation must be determined by the end of 11th grade, through one of the following: MCAP English 10
				  o Score of 750 or higher
				• SAT
				  o Score of 480 or higher on Evidence-based Reading and Writing (EBRW) Section
				• ACT
				  o Score of 21 or higher (Average of English and Reading scores)
				• AP Lit & Comp or AP Lang & Comp
				  o Score of 3 or higher
				• IB Language A: Literature SL or HL, or IB Language A: Language & Literature SL or HL
				  o Score of 4 or higher
				• Accuplacer
				  o Score of 263+ Reading, and 263+ Writing, (students must meet minimum scores on both)
				• Dual enrollment
				  o Admission to and enrollment in a Maryland IHE's appropriate ELA college credit-bearing course
				• 3.0 GPA A verified cumulative, unweighted high school GPA or better. (See page 7)
				
				Note: LSSs may use alternate CCR determination options, if an agreement exists between the LSS and a local community college that allows students to take college-level credit-bearing coursework using different metrics.
					Students not designated CCR by the end of the 11th grade must participate in one of the following options:
					• Next ELA course in the sequence with support by adding additional time and additional content addressed, or
					• ELA transition course, or
					• Transition course articulated with a college, or
					• Other ELA instructional opportunity, such as:
					  o ELA module
					  o Online ELA course
					  o Hybrid ELA course
					
					Students who were not designated CCR by the end of the 11th grade must be reassessed by the end of the senior year. Reassessment options include all of the CCR Assessment Options listed in the column to the left. Additional senior year CCR reassessment options include:
					• Summative Assessment aligned to the ELA Transition Course articulated by a college, or
					• Career and Technical Education Program Technical Skill Assessment that qualifies students to earn college credit or leads to a license or an industry certification.
					
					Note: LSSs may use alternate CCR determination options, if an agreement exists between the LSS and a local community college that allows students to take college-level credit-bearing coursework using different metrics.

Maryland English Language Arts (ELA) Graduation and College and Career Readiness Requirements

School Year	Grade	ELA Graduation Requirements for Public High Schools in Maryland		Additional ELA Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)	
		Credit Requirements	Assessment Requirements	CCR Assessment Options	12th Grade Transition Course

2016/2017 2017/2018 2018/2019 2019/2020	9th 10th 11th 12th	Students must earn 4 credits in English Language Arts.	Students must achieve a score of 725 on the Maryland Comprehensive Assessment Program (MCAP) English 10 assessment.
			
			If the MCAP English 10 graduation requirement is not met after two attempts, the student may submit an English Bridge Project.
				CCR designation must be determined by the end of 11th grade, through one of the following:
				• MCAP English 10
				  ○ Score of 750 or higher
				• SAT
				  ○ Score of 480 or higher on Evidence-based Reading and Writing (EBRW) Section
				• ACT
				  ○ Score of 21 or higher (Average of English and Reading scores)
				• AP Lit & Comp or AP Lang & Comp
				  ○ Score of 3 or higher
				• IB Language A: Literature SL or HL, or IB Language A: Language & Literature SL or HL
				  ○ Score of 4 or higher
				• Accuplacer
				  ○ Score of 263+ Reading, and 263+ Writing, (students must meet minimum scores on both)
				• Dual enrollment
				  ○ Admission to and enrollment in a Maryland IHE's appropriate ELA college credit-bearing course
				• 3.0 GPA A verified cumulative, unweighted high school GPA or better. (See page 7)
				
				Note: LSSs may use alternate CCR determination options, if an agreement exists between the LSS and a local community college that allows students to take college-level credit-bearing coursework using different metrics.
					Students not designated CCR by the end of the 11th grade must participate in one of the following options:
					• Next ELA course in the sequence with support by adding additional time and additional content addressed, or
					• ELA transition course, or
					• Transition course articulated with a college, or
					• Other ELA instructional opportunity, such as:
					  ○ ELA module
					  ○ Online ELA course
					  ○ Hybrid ELA course
					
					Students who were not designated CCR by the end of the 11th grade must be reassessed by the end of the senior year. Reassessment options include all of the CCR Assessment Options listed in the column to the left. Additional senior year CCR reassessment options include:
					• Summative Assessment aligned to the ELA Transition Course articulated by a college, or
					• Career and Technical Education Program Technical Skill Assessment that qualifies students to earn college credit or leads to a license or an industry certification.
					
					Note: LSSs may use alternate CCR determination options, if an agreement exists between the LSS and a local community college that allows students to take college-level credit-bearing coursework using different metrics.

Mathematics Graduation and Career and College Readiness Requirements for Each Graduating Class from 2019 to 2020

Please refer questions to:

Ms. Debra L. Ward
Coordinator of Mathematics
Maryland State Department of Education
Division of Curriculum, Instructional Improvement, and Professional Learning
Telephone: 410.767.0355
Email: debra.ward@maryland.gov

Graduating Class of 2020 (Students entering 9th Grade during the 2016/2017 School Year)					
School Year	**Grade**	**Mathematics Graduation Requirements for Public High Schools in Maryland**		**Additional Mathematics Requirements put into law as a result of College and Career Readiness and College Completion Act of 2013 (CCR)**	
		Credit Requirements	**Assessment Requirements**	**CCR Assessment Options**	**12th Grade Transition Course**
2016/2017 2017/2018 2018/2019 2019/2020	9th 10th 11th 12th	Students must earn 3 credits in mathematics which must include a credit in: • Algebra • Geometry Maryland's goal for all students is completion of Algebra II but completion of Algebra II is not a Maryland mathematics credit requirement. Enrollment in a mathematics course during 12th grade is required. *Note the University System of Maryland (USM) Mathematics Admission Requirements related to the completion of Algebra II in the footnote below.[1]*	Students must participate in the MCAP Algebra I assessment	CCR designation must be determined by the end of 11th grade, through one of the following: • MCAP Algebra II o Score of 750 or higher • For 11th graders enrolled in Geometry, a score of Level 4 or higher on the Geometry assessment may satisfy the CCR determination. [2] • SAT o Score of 530 or higher on the Mathematics portion • ACT o Score of 21 or higher on Mathematics portion • AP Calculus AB, AP Calculus BC, AP Statistics o Score of 3, or higher • IB Mathematics o Score of 4, or higher • Accuplacer 263 --Quantitative Reasoning Algebra, and Statistics (QAS) • Dual enrollment o Admission to and enrollment in a Maryland IHE's appropriate mathematics college credit-bearing course o 3.0 GPA A verified cumulative, unweighted high school GPA or better. (See page 7) *Note: Local School Systems may use alternate CCR determination options, if an agreement exists between the LSS and a local community college that allows students to take college-level credit-bearing mathematics coursework using different metrics.*	Students not designated CCR by the end of the 11th grade must participate in one of the following options: • Next mathematics course in the sequence with support, or • Transition course articulated with a college, or • Other mathematics instructional opportunity: o Modules o Online Mathematics course o Hybrid Mathematics Course Students who were not designated as CCR by the end of the 11th grade must be reassessed by the end of the senior year. Additional CCR reassessment options include: • Summative Assessment aligned to the Mathematics Transition Course articulated with a college, or • Career and Technical Education Program Technical Skill Assessment that qualifies students to earn college credit or leads to a license or an industry certification. *Note: LSSs may use alternate CCR determination options, if an agreement exists between the LSS and a local community college that allows students to take college-level credit-bearing mathematics coursework using different metrics.*

[1] ***The Mathematics Admissions requirements for schools in the University System of Maryland exceed the Maryland Mathematics Graduation Requirements.*** (See details below.) The University System of Maryland (USM) Board of Regents in December 2009 approved a new academic policy that requires incoming freshman undergraduates to have completed four years of high school math. The requirement applies to student applicants who entered ninth grade in Fall 2011 (Seniors during 2014-2015). The coursework must include Algebra I, Geometry, and Algebra II. Students who complete Algebra II before their senior year must also complete the fourth-year math requirement. They can do so by taking a course during their senior year that is intensive in algebra and expands on algebra foundations developed during Algebra II.

The University System of Maryland is comprised of: Bowie State University; Coppin State University; Frostburg State University; Salisbury University; Towson University; University of Maryland, Baltimore; University of Maryland, Baltimore County; University Center for Environmental Science; University of Maryland, College Park; University of Maryland, Eastern Shore; University of Maryland, University College; and University of Baltimore.

[2] **Unless otherwise determined, districts may use the Geometry assessment as a means to satisfy the CCR assessment requirement for 11th grade students taking Geometry. Please note that a score of 725 or higher on the Geometry assessment does not indicate readiness for college-level credit-bearing mathematics coursework.**

		Mathematics Graduation Requirements for Public High Schools in Maryland		Additional Mathematics Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)	
School Year	**Grade**	**Credit Requirements**	**Assessment Requirements**	**CCR Assessment Options**	**12th Grade Transition Course**
2016/2017 2017/2018 2018/2019 2019/2020	9th 10th 11th 12th	Students must earn 3 credits in mathematics which must include a credit in: • Algebra • Geometry Maryland's goal for all students is completion of Algebra II but completion of Algebra II is not a Maryland mathematics credit requirement. Enrollment in a mathematics course during 12th grade is required. *Note the University System of Maryland (USM) Mathematics Admission Requirements related to the completion of Algebra II in the footnote below.[1]*	Students must achieve 725 on MCAP Algebra I assessment *Note: Students who took the MCAP for Algebra I assessment during the **2014/2015** or **2015/2016** school year only needed to participate in the assessment to satisfy their Maryland Mathematics Assessment graduation requirement.* If the Algebra I graduation assessment requirement is not met after two attempts, the student may meet the requirement through successful completion of an Algebra I Bridge Project.	CCR designation must be determined by the end of 11th grade, through one of the following: • MCAP Algebra II o Score of 4 or higher • For 11th graders enrolled in Geometry, a score of Level 4 or higher on the Geometry assessment may satisfy the CCR determination. [2] • SAT o Score of 530 or higher on the Mathematics portion • ACT o Score of 21 or higher on Mathematics portion • AP Calculus AB, AP Calculus BC, AP Statistics o Score of 3, or higher • IB Mathematics o Score of 4, or higher • Accuplacer 263 --Quantitative Reasoning Algebra, and Statistics (QAS) • Dual enrollment o Admission to and enrollment in a Maryland IHE's appropriate mathematics college credit-bearing course o 3.0 GPA A verified cumulative, unweighted high school GPA or better. (See page 7) *Note: LSSs may use alternate CCR determination options, if an agreement exists between the LSS and a local community college that allows students to take college-level credit-bearing mathematics coursework using different metrics.*	Students not designated CCR by the end of the 11th grade must participate in one of the following options: • Next mathematics course in the sequence with support, or • Transition course articulated with a college, or • Other mathematics instructional opportunity: o Modules o Online Mathematics course o Hybrid Mathematics Course Students who were not designated as CCR by the end of the 11th grade must be reassessed by the end of the senior year. Additional CCR reassessment options include: • Summative Assessment aligned to the Mathematics Transition Course articulated with a college, or • Career and Technical Education Program Technical Skill Assessment that qualifies students to earn college credit or leads to a license or an industry certification. *Note: LSSs may use alternate CCR determination options, if an agreement exists between the LSS and a local community college that allows students to take college-level credit-bearing mathematics coursework using different metrics.*

Graduating Class of 2021 (Students entering 9th Grade during the 2017/2018 School Year)

[1] ***The Mathematics Admissions requirements for schools in the University System of Maryland exceed the Maryland Mathematics Graduation Requirements.*** (See details below.) The University System of Maryland (USM) Board of Regents in December 2009 approved a new academic policy that requires incoming freshman undergraduates to have completed four years of high school math. The requirement applies to student applicants who entered ninth grade in Fall 2011 (Seniors during 2014-2015). The coursework must include Algebra I, Geometry, and Algebra II. Students who complete Algebra II before their senior year must also complete the fourth-year math requirement. They can do so by taking a course during their senior year that is intensive in algebra and expands on algebra foundations developed during Algebra II.

The University System of Maryland is comprised of: Bowie State University; Coppin State University; Frostburg State University; Salisbury University; Towson University; University of Maryland, Baltimore; University of Maryland, Baltimore County; University Center for Environmental Science; University of Maryland, College Park; University of Maryland, Eastern Shore; University of Maryland, University College; and University of Baltimore.

[2] **Unless otherwise determined, districts may use the Geometry assessment as a means to satisfy the CCR assessment requirement for 11th grade students taking Geometry. Please note that a score of 725 or higher on the Geometry assessment does not indicate readiness for college-level credit-bearing mathematics coursework.**

Frequently Asked Questions English Language Arts (ELA) Graduation and College and Career Readiness Requirements

Please refer questions to:

Ms. Cecilia Roe

Director of Instructional Assessment, Professional Learning, and English Language Arts
Maryland State Department of Education
Division of Curriculum, Instructional Improvement, and Professional Learning
Telephone: 410.767.0574
Email: cecilia.roe@maryland.gov

MSDE ELA Graduation Requirements
Questions Related to:
Maryland Education Article, Annotated Code of Maryland
§ 7-205.1. High school curriculum and graduation requirements
(b) Assessment of students; transition and other courses Section (2) (ii) states:
"The implementation of transition courses or other instructional opportunities required under subparagraph (i) of this paragraph :

1. *Shall include an assessment or reassessment of the student after completion of the course; and*
2. *May not preclude or replace enrollment in a course otherwise required for graduation from high school."*

(1).   Question:
Does a senior, deemed not college and career ready in ELA via a CCR assessment administered at the end of the 11th grade, need to enroll in an ELA transition course during the senior year if enrollment in the transition course would preclude the student from taking a course required for graduation?
Answer:
No, if there is no room for additional courses in a student's school schedule, then the student is not required to enroll in an English transition course in the 12th grade.

(2).   Question:
Does a senior, deemed not college and career ready in ELA via a CCR assessment administered at the end of the 11th grade, need to be provided other instructional opportunities beyond the school day in order to satisfy the requirements of the law, if the student cannot fit a transition course into his/her schedule?
Answer:
No, transition courses or other instructional opportunities should take place during the regular school day. The statute states that a transition course may not "replace" a course needed to graduate. Thus, if a student needs credits in English Language Arts or in math to graduate, transition courses in those content areas cannot be used to fulfill the regular English Language Arts or math credits needed to graduate. The transition course or instructional opportunity must be in addition to the English or math course needed for graduation, by adding time spent and content addressed.

The statute states that a transition course may not "preclude" enrollment in a course needed to graduate. Thus, if a student needs specific courses to graduate, and cannot fit those courses and a transition course into the schedule, the student need not take the transition course. A transition course cannot get in the way of a student completing his regular graduation credit requirements.

(3). Question:
Can a student satisfy the English assessment graduation requirement using a means other than by earning a passing score on the Maryland Comprehensive Assessment Program for English or by successfully completing an English Bridge Plan?
Answer:
Yes, according to The Code of Maryland Regulations (COMAR) 13A.03.02.09.B.(3)(c), students can satisfy their English assessment graduation requirement using other exams approved by the MSDE including Advanced Placement (AP) English Language or English Literature score of 3 or higher, International Baccalaureate (IB) English A1 score of 5, or higher.

Additional ELA Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)
General CCR Questions:

(4). Question:
Community colleges require students to earn minimum scores on Accuplacer in Reading, and Writing or on the Evidence-based Reading and Writing (EBRW) Section of the SAT before being permitted to take a college-level credit bearing English course. If a community college allows a high school student to take a college-level credit bearing English course, is the student considered to be college and career ready?
Answer:
Yes, if a community college allows a student to take a college-level credit bearing English course; however, taking and successfully completing a __non-credit developmental__ English course at a community college does not necessarily mean a student has met the minimum assessment requirements to meet the CCR designation.

(5). Question:
Dual enrollment is listed as an option for Grade 11 Assessment, but is it dual enrollment for students completing a course in Grade 11 or 12? If the course is in lieu of another assessment, could an 11th grader take the credit-bearing course in the summer before the Junior or Senior year and have the class count?
Answer:
- College-level credit-bearing coursework can count toward the CCR designation. Students in grade 11 dually enrolled in a college-level credit-bearing English course do not need to take a CCR assessment.
- Students who are permitted by a local community college to take a college-level credit-bearing English course during the summer between their 11th and 12th grade year are considered to be CCR and would not be required to take a 12th grade English transition course or reassessment.
- Students in 12th grade and dually enrolled in a college-level credit-bearing English course are CCR and no transition course or reassessment is needed.

(6). Question:
Who will oversee the testing and the collection of data? If the plan includes the next course in the sequence with support (as indicated on the MSDE English Language Arts [ELA] and Mathematics Credit, Enrollment and Assessment Requirements charts), how will this information be gathered and analyzed?
Answer:
The MSDE oversees the testing administration of the state administered assessments that may be used for the CCR designation including Algebra II. All other CCR assessment decisions are a district decision.

The MSDE will collect information from the local districts on CCR assessments and transition opportunities as part of data collections in the Office of Accountability. The information collected will be used to fulfill federal and state compliance reporting. Information will be available at the local district and state level to inform programmatic and policy decisions.

(7). Question:
Under what circumstances, if any, can a student be exempt from taking a Transition Course?
Answer:
A student who has a schedule that is already full with courses required for graduation, and has no room for additional courses in his/her schedule, is exempt from taking the transition course.

(8). Question:
CCR 12th grade reassessment options include the SAT and Advanced Placement English exams. Results from Advanced Placement Exams typically become available after schools have dismissed for the summer. Depending on when a 12th grade student takes the SAT, the results may also not be available until after schools dismiss for the summer. How will a student learn of their CCR designation if the CCR assessment results are not available until the summer?
Answer:
This is a district decision.

(9). Question:
If a student uses the SAT CCR assessment option instead of the English 11 CCR assessment option, and English 11 assessment results are tied to teacher performance, how will that affect the teacher?
Answer:
This is a district decision.

(10). Question
How can comparisons be made between systems if a few systems opt for the SAT, some for the Accuplacer, and some for MCAP CCR Assessment option?
Answer:
Any comparisons between districts should be done by the districts themselves solely for the purposes of informing best practices. It is hoped that districts will use the analysis of data from the CCR assessments and transition courses to improve practices designed to help students achieve a CCR designation by the time they graduate from high school.

(11). Question:
Does allowing some districts to cover the cost for all of their students to take the SAT for CCR designation widen the equity gap?
Answer:
All districts have the option to cover the cost for all of their students to take the SAT. It is each district's decision whether to use the SAT as a CCR assessment for all students.

(12). Question:
If a system uses the SAT and a student is absent on the day of testing, what is used in its place?
Answer:
This is a district decision. Any of the other CCR assessment options could potentially be used.

(13). Question:
In an IB program, what is the HL and SL designation?
Answer:
HL is Honors Level and SL is Standard Level. While one is called "standard," the test is a rigorous assessment of language skills and part of the IB program.

(14). Question:
The Accuplacer score as indicated on the MSDE English Language Arts (ELA) Credit, Enrollment and Assessment Requirements chart lists the following scores: Score of 263 + Reading and 263+ WritingCan those scores be combined and averaged?
Answer:
No, the listed scores are minimum scores for each assessment. These scores cannot be combined or averaged.

(15). Question:
English 10 and 11, ACT, AP, and IB all require essays; the SAT is optional. Is the SAT essay required to determine CCR status? Writing is a pivotal skill which perhaps should be scored. There will be a great discrepancy among systems when some use assessments where the essays are required.
Answer:
The assessments and cut scores listed are accepted "as is." It is up to the district to determine whether the test they choose to administer has an essay.

(16). Question:
For the ACT, do students need to have a 21 or higher on the English and Writing subtests; the English and Reading subtests; or the English, Reading, and Writing subtests? Is the writing piece optional?
Answer:
The student must achieve an average score of 21 or higher on English and Reading.

(17). Question:

Since there are additional instructional opportunities outside the regular English class, are there additional situations in which a student would be exempt from taking an ELA Transition Course? Unlike math where conceivably the student could not fit additional coursework in their schedule, in English, if the additional instructional opportunities are outside the regular school day, how would there be justification for a waiver?

Answer:

Transition courses or other instructional opportunities should take place during the regular school day and may not preclude or replace enrollment in a course otherwise required for graduation from high school. Students not designated college and career ready by the end of the 11th grade must participate in one of the following:

- *ELA transition course, or*
- *Transition course articulated with a college, or*
- *Other ELA instructional opportunity, such as:*
  - *ELA module*
  - *Online ELA course*
  - *Hybrid ELA course*

(18). Question:

For a school that offers the IB Program, knowing that the students have to score a 4 or higher on the IB exam, which exam determines CCR since there are multiple exams given through IB?

Answer:

Language A: Literature SL or HL

Language A: Language & Literature SL or HL

Language B is a second language proficiency assessment; therefore, it is not listed for CCR determination.

Students must achieve a score of 4 or higher on one of the English-related IB exams.

(19). Question:

Can we have the students enroll in regular English during the first semester and enroll in an English course offered by the community college for the second semester? Will this cover the transition course because it would be outside the regular English classroom?

Answer:

Yes, if the English course is on a semester schedule, and the students are receiving the entire English 12 course in the first semester.

(20). Question:

Is the 3.0 GPA determined by the end of junior year or the end of senior year?

Answer:

The MOU states: "The use of recommended 3.0 or higher high school GPA, after junior year, as an alternative measure for College-Readiness at all Maryland community colleges will be in place by the fall of 2019."

Frequently Asked Questions Mathematics Graduation and College and Career Readiness Requirements

Please refer questions to:

Ms. Debra L. Ward

Coordinator of Mathematics
Maryland State Department of Education
Division of Curriculum, Instructional Improvement, and Professional Learning
Telephone: 410.767.0355
Email: debra.ward@maryland.gov

(1).   Question:
Does a senior, deemed not college and career ready in mathematics via a CCR assessment administered at the end of the 11th grade, need to enroll in a mathematics transition course during the senior year if enrollment in the transition course would preclude the student from taking a course required for graduation?

Answer:
No, if there is no room for additional courses in a student's school schedule, then the student is not required to enroll in a mathematics transition course in the 12th grade.

(2).   Question:
Does a senior, deemed not college and career ready in mathematics via a CCR assessment administered at the end of the 11th grade, need to be provided other instructional opportunities beyond the school day in order to satisfy the requirements of the law, if the student cannot fit a transition course into his/her schedule?

Answer:
No, transition courses or other instructional opportunities should take place during the regular school day. The statute states that a transition course may not "replace" a course needed to graduate. Thus, if a student needs credits in English Language Arts or in mathematics to graduate, transition courses in those content areas cannot be used to fulfill the regular English Language Arts or mathematics credits needed to graduate. The transition course or instructional opportunity must be in addition to the English or mathematics course needed for graduation, by adding time spent and content addressed.

The statute states that a transition course may not "preclude" enrollment in a course needed to graduate. Thus, if a student needs specific courses to graduate, and s/he cannot fit those courses and a transition course into his schedule, s/he need not take the transition course. A transition course cannot get in the way of a student completing regular graduation credit requirements.

(3).   Question:
If a community college allows a high school student to take a college-level credit-bearing mathematics course, is the student considered to be college and career ready?
Answer:
*Yes, if a community college allows a student to take a college-level credit-bearing mathematics course; however, taking and successfully completing a **non-credit developmental mathematics course** at a community college does not necessarily mean a student is college and career ready.*

(4). Question:

Dual enrollment is listed as an option for Grade 11 Assessment, but is it dual enrollment for students completing a course in Grade 11 or 12?

If the course is in lieu of another assessment, could an 11th grader take the credit-bearing course in the summer before Junior or Senior year and have the class count?

Answer:

- *College-level credit-bearing coursework can count toward the CCR designation. Students in grade 11 dually enrolled in a college-level credit-bearing mathematics course do not need to take a CCR assessment.*
- *Students who are permitted by a local community college to take a college-level credit-bearing mathematics course during the summer between their 11th and 12th grade year are considered to be CCR and would not be required to take a 12th grade mathematics transition course or reassessment.*
- *Students in 12th grade dual enrolled in a college-level credit-bearing mathematics course are CCR and no transition course or reassessment is needed.*

(5). Question:

Who will oversee the testing and the collection of data? If the plan includes the next course in the sequence with support (as indicated on the MSDE English Language Arts (ELA) and Mathematics Credit, Enrollment and Assessment Requirements charts), how will this information be gathered and analyzed?

Answer:

The MSDE oversees the testing administration of the state administered assessments that may be used for the CCR designation including Algebra II, and English 11. All other CCR assessment decisions are a district decision.

The MSDE will collect information from the local districts on CCR assessments and transition opportunities as part of data collections in the Office of Accountability. The information collected will be used to fulfill federal and state compliance reporting. Information will be available at the local district and state level to inform programmatic and policy decisions.

(6). Question:

CCR 12th grade reassessment options include the SAT and Advanced Placement mathematics exams. Results from Advanced Placement Exams typically become available after schools have dismissed for the summer. Depending on when a 12th grade student takes the SAT, the results may also not be available until after schools dismiss for the summer. How will a student learn of the CCR designation if the CCR assessment results are not available until the summer?

Answer:

This is a district decision.

(7). Question:

If a student uses the SAT CCR assessment option instead of the MCAP Algebra II CCR assessment option, and MCAP Algebra II CCR assessment results are tied to teacher performance, how will that affect the teacher?

Answer:

This is a district decision

(8). Question:

How can comparisons be made between systems if a few systems opt for the SAT, some for the Accuplacer, and some for MCAP CCR Assessment Option?

Answer:

Any comparisons between districts should be done by the districts themselves solely for the purposes of informing best practices. It is hoped that districts will use the analysis of data from the CCR assessments and transition courses to improve practices designed to help students achieve a CCR designation by the time they graduate from high school.

(9). Question:

Does allowing some districts to cover the cost for all of their students to take the SAT for CCR designation widen the equity gap?

Answer:

Districts have the option to cover the cost for all of their students to take the SAT. It is each district's decision whether to use the SAT as a CCR assessment for all students.

(10). Question

If a system uses the SAT and a student is absent on the day of testing, what is used in its place?

Answer:

This is a district decision. Any of the other CCR assessment options could potentially be used.

(11). Question:

There is a great deal of confusion over whether or not Geometry can be used as a college and career ready test for grade 11. If it can, will it count for CCR if the student scores a 750 or higher?

Answer:

Section 7-205.1b.1 of the Annotated Code of Maryland (https://www.lexisnexis.com/hottopics/mdcode/) stipulates that beginning with the 2015-2016 school year, all students shall be assessed using acceptable college placement cut scores no later than the 11th grade to determine whether the student is ready for college-level credit-bearing course work. To be ready for credit-bearing college-level coursework in Mathematics, students must possess the foundational skills acquired through successful completion of Algebra II. It is unlikely that a student who has not yet competed Algebra II would be ready for credit-bearing college-level mathematics coursework. LSSs may use the Geometry assessment as a CCR assessment for 11th grade students enrolled in Geometry in order to comply with the requirement that all students be assessed by the end of the 11th grade to determine readiness for college-level credit-bearing coursework in mathematics.

(12). Question:

Would earning a score of 725 or higher on the Geometry Maryland Comprehensive Assessment Program or the Algebra II Maryland Comprehensive Assessment Program result in a student being designated as CCR?

Answer:

A student who earns a score of 725 or higher on the Algebra II Maryland Comprehensive Assessment Program (MCAP) is considered CCR. A junior who earns a score of 725 or higher on the Geometry MCAP is considered CCR. The Geometry MCAP is an acceptable no-cost CCR assessment option for students taking Geometry during their junior year only.

(13). Question:

If a student fails to earn a Geometry credit by the end of the 11th grade and needs to re-take Geometry as a senior, can the Geometry assessment fulfill the CCR reassessment requirement?

Answer:

Yes, if a student fails to pass Geometry by the end of junior year and is re-taking Geometry as a senior to earn the Geometry credit required for graduation, the Geometry assessment could be used to fulfill the CCR reassessment requirement.

(14). Question:

COMAR 13A.03.02.09.C.(2) indicates that any student who has taken an-aligned Algebra I course prior to the 2016-2017 school year may meet the graduation requirements for Algebra I by passing Algebra I and taking the assessment aligned with the Algebra I course at least one time. Does this regulation mean that students only have to take one of the CCR assessments but will not be required to earn the designated cut score since the students only have to take the Algebra I assessment?

Answer:

There is no connection between the graduation requirements associated with Algebra I and the CCR assessment requirements.

Section 7-205.b.2 of the Annotated Code of Maryland stipulates that transition courses must be in place next year.

*"(i) Subject to subparagraph (ii) of this paragraph, the Department, in collaboration with local school systems and public community colleges, shall develop and **implement**, by the **2016-2017** school year, transition courses or other instructional opportunities to be delivered in the 12th grade to students who have not achieved college and career readiness by the end of the 11th grade." COMAR 13A.03.02.09C.(2) is in reference to earning a diploma; it is unrelated to meeting the CCR requirement. Algebra I does not satisfy the requirement for CCR designation; however, Algebra I does satisfy a graduation requirement.*

(15). Question:

Can a single mathematics course taken during the senior year satisfy both an LSS requirement that a student earn a 4th mathematics credit and mathematics transition course requirement if the same student was deemed not CCR at the end of the 11th grade?

Answer:

In this situation, one senior year mathematics course can satisfy both local and state requirements. Enrollment in a 4th year is required, however only 3 credits of mathematics are required.

(16). Question:

IB Exams are typically given during the 12th grade. Why are IB exams listed under CCR assessment options?

Answer:

IB exams were listed to cover unusual circumstances. If a student took an IB exam as an 11th grader due to some unusual circumstance, the score earned could determine CCR.

(17). Question:

Is the 3.0 GPA determined by the end of junior year or the end of senior year?

Answer:

The MOU states: "The use of recommended 3.0 or higher high school GPA, after junior year, as an alternative measure for College-Readiness at all Maryland community colleges will be in place by the fall of 2019."

Attachment 1 2019 – 2020 Revisions to the Memorandum of Understanding Between Maryland Association of Community Colleges and Public School Superintendents Association of Maryland

1. <u>College and Career Readiness and Assessment.</u> A high school junior and senior student to be deemed as college and career ready must meet one of the following criteria:

	11th Grade							
	PARCC	SAT	ACT	AP	IB	Next-Generation ACCUPLACER	Dual Enroll.	GPA
English Language Arts (ELA)	**English I 0 score of Level 4 or 5 satisfies the CCR determination English **11** score of Level 4 or 5 These scores are valid for the 2018-2019 school year, as the PARCC test will no longer be administered.	Old SAT Score of 500 or greater Evidence- based Reading& Writing (EBRW) Section New SAT Evidence Based Reading/ Writing Score of 480	Score of 21 or greater Average of English Test & Reading Test scores	English Language & Composition or English Literature & <u>Composition</u> Exam Score of 3, 4, or 5	Lang. A: Lit SL or HL Or Lang. A: Lang. & Lit. SL or HL Grade 4 or above on one or more	Writing score of 263 Reading score of 263	Admission to and enrollment in a Maryland IHE's appropriate ELA college credit-bearing course. Existing local agreements between LEAS and community colleges or CCR are accepted.	• The verified, cumulative, unweighted high school GPA of3.0 or better be used to signify the college-readiness of the applicant; the GPA will have an expiration date of no less than 5 years, regarding its utility as a metric for college-readiness. As such, the applicant would not have to take the Accuplacer exam, or otherwise be restricted from registering for credit classes. • This measure does not apply to grades earned in English as a Second Language (ESL) courses. • The use of the recommended 3.0 or higher high school GPA, after junior year, as an alternative measure for College-Readiness at all Maryland community colleges will be in place by Fall 2019. • A review of the metric will occur within three years of the implementation of the new alternative measure.
Math*	Algebra II Score of Level 4 or 5 For 11* graders enrolled in Geometry, a score of Level 4 or 5 on PARCC Geometry satisfies the CCR determination	Old SAT Score of 500 or greater Mathematics Section New SAT Score of 530	Score of 21 or greater on Mathematics Test	Calculus AB Calculus BC Statistics Exam Score of 3, 4, or 5	Math Studies Math SL Math IHL Further Math Grade 4 or above on one or more	Score of 263 on Next-Generation Quantitative Reasoning Algebra, and Statistics (QAS) assessment for Intermediate Algebra; Liberal Arts Math; Topics in Math Literacy; First or only Statistics Course; Finite Math. Score of 272 on Next-Generation PAS for College Algebra; Concepts for Elementary Teachers I, II &III; AND ALSO: Intermediate Algebra; Liberal Arts Math; Topics in Math Literacy; First or only Statistics Course; Finite Math.	Admission to and enrollment in a Maryland IHE's appropriate math college credit bearing course. Existing local agreements between LEAs and community colleges or CCR are accepted.	

* The Geometry assessment may be used as a no-cost CCR assessment for 11th grade students enrolled in Geometry. Eleventh grade students who earn a score of4 or higher on the Geometry assessment are not required to take a mathematics transition course or senior year reassessment.

**This satisfies the CCR designation for school year 2019-2020. Further research is being done to determine if additional years will be approved.

There are several college majors or pathways that may require a score higher than the minimal college readiness scores identified in the above chart. These majors are in the Science and Math fields, for example, an Associates of Science and Engineering degree requires a strong Math background. The minimally accepted indicated scores for those majors are as follows:

Next-Generation Accuplacer	SAT (new)	ACT
Score of 263 on Next-Generation Quantitative Reasoning Algebra, and Statistics (QAS) assessment for Intermediate Algebra; Liberal Arts Math; Topics in Math Literacy; First or only Statistics Course; Finite Math. Score of 272 on Next-Generation QAS for College Algebra; Concepts for Elementary Teachers I, II &III; AND ALSO: Intermediate Algebra; Liberal Arts Math; Topics in Math Literacy; First or only Statistics Course; Finite Math.	570	24

In the case where a student achieves a score in any of the above instruments that meets minimal college readiness levels but falls below the recognized readiness levels for specific majors as describe above, that student may be required to take credit- bearing, pre- requisite coursework.

Numerous LEAs have long standing local agreements with their community colleges that move students to credit-bearing coursework at their community colleges. These local agreements vary in scope based on past experiences ranging from acceptance of a certain level GPA with coursework review, to academic performance on a specific level of high school coursework.

This MOU recognizes the validity of these local agreements without specification of each individual agreement. Local agreements can be extended at the discretion of the community college and the LEA.

2. <u>Ineligible.</u> If a student is deemed not college and/or career ready (hereafter "CCR") at the end of 11th grade, the student is required to meet the criteria as established in the chart below in order to be eligible for dual enrollment:

Senior Coursework

English Language Arts (ELA)	Complete an ELA transition course or an additional ELA "instructional opportunity" (online, hybrid, module, etc.) in preparation for re-assessment OR Enroll in a transition course articulated with a community college. These articulated college courses include, but are not limited to, Developmental English, courses approved by the community college as sufficient preparation for college, or courses that are taught by community college faculty.
MATH	Complete a math transition course or an additional math "instructional opportunity" (online, hybrid, module, etc.) in preparation for re-assessment OR Enroll in a transition course articulated with a community college

3. <u>Reassessment.</u> Reassessment criteria are identified below:

Reassessment

English Language Arts (ELA)	Summative Course Assessment (externally validated by local community college) OR PARCC 11 OR SAT/ACT OR Accuplacer OR AP Test OR IB Test
MATH	Summative Course Assessment (externally validated by local community college) OR PARCC Algebra II OR SAT/ACT OR Accuplacer OR AP Test OR IB Test
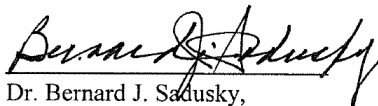
4. <u>Exception</u>. If a student is determined to be college- ready in mathematics prior to 11th grade, all CCR requirements have been met for mathematics. However, students entering 9th grade class of 2014-2015 school year shall enroll in a mathematics course in each year of high school that the student attends, up to a maximum of four years of attendance, unless in the 5th or 6th year a mathematics course is needed to meet a graduation requirement.

5. <u>Career and Technology Programs</u>. For students enrolled in Career and Technology Programs to be deemed as college and career ready they must meet the following criteria:

> Senior Year Coursework - An appropriate transition course or other instructional opportunity consistent with the completion of a State Approved Career and Technology Education Program of Study.

Reassessment- Technical Skill Assessment recognized by MSDE leading to a license or an industry certification.

<u>This MOU expires June 30, 2020.</u> The parties agree to annually review this MOU to provide modifications as may be deemed relevant in accordance with changes in the law.

Maryland Association of

Community Colleges

Dr. Bernard J. Sadusky,
Executive Director

Public School Superintendents

Association of Maryland
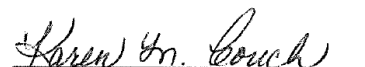
Dr. Karen Couch, President

Exhibit 3.2   Cohort III Gender and Race

GENDER	COHORT I (2018)	COHORT II (2019)	COHORT III (2020)
Male	37%	36%	30%
Female	63%	64%	70%
RACE			
African American	77%	85%	84%
Hispanic/LatinX	13%	9%	11%*
White	2%	2%	3%
Asian	1%	1%	1%
American Indian	1%	0	1%
Multi-racial	6%	0	0
Other	1%	3%	8%

*For 2020, this category was surveyed as ethnicity and is not included with reporting on race.

Source: BCCC Student Information System and MSP Records

Exhibit 3.3   BCPSS High Schools sending 10 or more students to MSP

High School	Cohort I 2018	Cohort II 2019	Cohort III 2020
	Number of Students		
Acad For College & Career Exploration	15		
Augusta Fells Savage Institute		10	
Baltimore City College High School	10	12	
Baltimore Design School	13		
Baltimore Leadership School for Young Women			16
Baltimore Polytechnic Institute	18	16	19
Benjamin Franklin Masonville			13
Carver Vocational Technical	14	21	
City Neighbors High School	19	25	
Digital Harbor High School	24	18	16
Edmondson/Westside High School	23		18
Forest Park High School	25		
Frederick Douglass HS		13	
Green Street Academy			12
Mergenthaler Vocational-Technical High School	29	15	19
National Academy Foundation	13		
New Era Academy	10		10
Patterson Park High School	16	36	12
Paul Laurence Dunbar High School		19	
REACH Partnership School		13	
Renaissance Academy		11	
Western High School	18	17	19

Source: MSP records and BCCC SIMS

Exhibit 3.4   MSP Fall Enrollment and Retention

Semester	Cohort 1	Cohort 1 Retention	Cohort 2	Cohort 2 Retention	Cohort 3	Total
Fall 2018	335	n/a	n/a	n/a	n/a	335
Fall 2019	143	43%	381	n/a	n/a	524
Fall 2020	84	25%	153	40%	258	495

Source: BCCC Student Information System and MSP Records

Exhibit 3.5   MSP Summer Bridge Courses

Course Code	Course Title	Credits
PRE 100	Preparation for Academic Achievement	1 credit
ENG 101	English Writing	3 credits
RENG 91	English and Reading Skills	4 credits
RENG 92	Composition Skills	4 credits
MAT 128	Pre-calculus I: College Algebra	3 credits
MAT 107	Modern Elementary Statistics	3 credits
MAT 92	Intermediate Algebra	4 credits
MAT 86	Integ Pre & Intro Algebra	5 credits
PSY 101	Introductory Psychology	3 credits
SOC 101	Introduction to Sociology	3 credits
MSPE101	Mayors Scholars Program – English	Non credit
MSPW1	MSP Workforce Workwise	Non credit

Source: BCCC Records

Exhibit 3.6   **Summer Bridge 2020 Overview Schedule**

Mayor's Scholars Program
Summer Bridge Overview Schedule
June 29 – August 10, 2020

Log on to this Zoom link to attend all orientation events:
Register in advance for this meeting daily:
https://zoom.us/meeting/register/tJcod-6opzwuHdLzk2zwmUI0KoY7kJvqWW-6
You may wish to download the Zoom app on your computer/tablet/phone in preparation.

Week One – June 29 – July 3	
Monday, 6/29	**Scheduled Event**
10:00am – 10:45am	Welcome Town Hall
10:45am – 12:00pm	What you need to know about MSP
Tuesday, 6/30	**Scheduled Event**
9:00-11:00am Concurrent Sessions	A. Online Learning for New College Students
	B. Living and Learning in a New Environment
	C. Getting to Know Your MSP Teammates
12:00-2:00pm Concurrent Sessions	A. Online Learning for New College Students
	B. Living and Learning in a New Environment
	C. Getting to Know Your MSP Teammates
Wednesday, 7/1	**Scheduled Event**
9:00-11:00am Concurrent Sessions	A. Online Learning for New College Students
	B. Real Talk MSP
9:00 – 10:00am 10:00-11:00am	C. Part 1. Community Standards Part 2. Planning Your Education (introducing Education Plans)
12:00-2:00pm Concurrent Sessions	A. Online Learning for New College Students
	B. Real Talk MSP
12:00 – 1:00pm 1:00-2:00pm	C. Part 1. Community Standards Part 2. Planning Your Education (introducing Education Plans)
Thursday, 7/2	**Scheduled Event**
9:00-11:00am Concurrent Sessions	A. Online Learning for New College Students
	B. Part 1. Test Anxiety and Time Management Part 2. Disability Support Services

	C. Student Engagement and Campus Services
12:00-2:00pm Concurrent Sessions	A. Online Learning for New College Students
	B. Part 1. Test Anxiety and Time Management Part 2. Disability Support Services
	C. Student Engagement and Campus Services
2:00- 3:00pm	**MSP ZOOM DANCE PARTY**
Friday, July 3	**HOLIDAY**
Week Two: July 6 - 10	**CLASSES BEGIN ON JULY 7**
Monday July 6	**Scheduled Event**
Concurrent Sessions 9:00-11:00am	A. Keeping Your MSP Scholarship
	B. School Life Balance
12:00-2:00pm	A. Keeping Your MSP Scholarship
	B. School Life Balance
Tuesday, July 7- Thursday, July 9	**CLASSES**
Friday, July 10	**Scheduled Event**
9:00-11:00am	Understanding your Educational Plan
12:00-2:00pm	Living and Learning in a New Environment
2:00-3:00pm	**MSP ZOOM PARTY: KAHOOT**
WEEKS THREE THROUGH SIX	**REGULAR CLASS SCHEDULE**
	ADVISING FOR FALL REGISTRATION BEGINS
Friday, July 17	**Scheduled Event**
9:00-11:00am	Preparing for Fall Registration
12:00-2:00pm	Living and Learning in a New Environment: Procrastination
2:00-3:00pm	**MSP ZOOM PARTY: BINGO**
Friday, July 24	**Scheduled Event**
9:00-11:00am	Meet Your Advisors
12:00-2:00pm	Living and Learning in a New Environment
2:00-3:00pm	**MSP ZOOM PARTY: KARAOKE BATTLE**
Friday, July 31	**Scheduled Event**
9:00-11:00am	Completing Fall Registration
12:00-2:00pm	MSP Chat and Chill
2:00-3:00pm	**MSP ZOOM PARTY: KAHOOT**
Friday, August 7	**Scheduled Event**
10:00-11:00am	MSP Chat and Chill
1:00-2:30pm	Summer Bridge Closing Ceremony

Exhibit 4.1

Catherine E. Pugh	Cheryl Casciani	Dr. Sonja Brookins Santelises
Mayor, City of Baltimore	*Chair, Baltimore City Board of School Commissioners*	*Chief Executive Officer*

July 13, 2018

Karen C. Mobley
Articulations Coordinator
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215

Enclosed is the fully executed Memorandum of Understanding (MOU) between Baltimore City Public Schools and your business.

Please contact Ms. Patricia Graff at 410-396-8846 if you have any questions.

Sincerely,

Jeffrey Parker
Director of Materials Management

Enclosure

C: Rachel Pfeifer
Patricia Graff

MEMORANDUM OF UNDERSTANDING
Between
THE BALTIMORE CITY COMMUNITY COLLEGE
and
THE BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS

1. Introduction

This Memorandum of Understanding (MOU) is entered into between the Baltimore City Community College (hereafter, "BCCC") and the Baltimore City Board of School Commissioners, on behalf of Baltimore City Public Schools (hereinafter "City Schools"), collectively referred to as "parties". The purpose of this MOU is to enable City Schools and the BCCC to work collaboratively in awarding dual enrollment credit for public school students at the BCCC and to allow City Schools students to take BCCC courses as dually enrolled students. The expectation of both City Schools and the BCCC is that dual enrollment will develop learners who are prepared for both BCCC and careers. This MOU is entered into as of____June 1, 2018_____.
For the purposes of this MOU, a "dually enrolled student" means a student who is dually enrolled in a City Schools' school and in the BCCC. The credits earned at the BCCC count as credit on the high school transcript and satisfy high school graduation requirements, if agreed to by City Schools in advance of the student's enrollment. City Schools and the BCCC agree that dual enrollment programs prepare students for success in BCCC by completing rigorous BCCC-level course(s) while in high school.

The cooperative program established by this MOU will be governed the terms of this MOU, the policies and procedures of City Schools and the BCCC, and applicable state and federal laws.

2. Term of the MOU

The term of this MOU shall be for a five-year period, commencing on the date this MOU is entered into and ending on ____June 30, 2023_____, unless terminated earlier as provided in this MOU. Thereafter, this MOU shall be automatically renewed for successive terms of one (1) year each.

3. Responsibilities of the Parties

A. Both parties shall:

1.) Maintain a common unique identifier for the purpose of tracking students. The common unique identifier will be City Schools' Student ID number.
2.) Coordinate parent information about the Programs.
3.) Cooperate in providing joint marketing materials and efforts to promote dual enrollment, subject to City Schools' final written approval prior to dissemination.
4.) Cooperate to gather, report, and share assessment data each semester, including:
   i.) The number of dually enrolled students under this MOU from each high school; and
   ii.) The number and course name of the courses in which each student dually enrolls; and
   iii.) Grades earned in dually enrolled courses; and
   iv.) Graduation and completion information at the conclusion of both high school and BCCC.

B. City Schools shall:

1.) Make all eligible high school students aware of the opportunity to dually enroll under this MOU.
2.) Pay the tuition for the dual enrollment course as outlined in the Tuition and Fee Section of this document and in Attachment II.
3.) Record the course on the student's high school transcript.

4.) Ensure that parents/guardians of dually enrollment students have signed papers acknowledging the different requirements for obtaining information about their child's progress in dual enrollment courses versus high school courses.

5.) Approve qualified applications as detailed in Attachment I.

6.) Determine which dually enrolled students are eligible for State-mandated reduced dual enrollment costs.

C. BCCC shall:

1.) Enroll qualified City Schools students in courses.

2.) Maintain a list of all dually enrolled students.

3.) Invoice City Schools at agreed upon intervals.

4.) Charge tuition and fees as outlined in this MOU and in Attachment II.

5.) Provide City Schools with official grades for all courses taken by dually enrolled students.

6.) Offer general enrollment courses based on the availability of qualified faculty members to teach the courses in the time frames requested by City Schools.

7.) The college will accept and exempt students from ACCUPLACER that have a SAT score of 500 or better or ACT cut score of 21 or better.

8.) Accept scores of students who complete ACCUPLACER exams administered by City Schools to determine course placement upon graduation from City Schools as outlined in Attachment III.

9.) Make certain that its employees, agents, volunteers, and contractors and any instructors who have contact with students be fingerprinted and have a background check in compliance with Title 5, Subtitle 5, Part VI, of the Family Law Article of the Maryland Code.

   i.) Employees Having Direct Contact with Students:
   Any and all current and future employees of the BCCC who have direct contact with students must have a criminal background check and fingerprinting conducted by the Human Resources Department of the City Schools before beginning work in a City School. Previous background checks will not be accepted. The fee for the background check shall be paid by check or money order at the time the fingerprinting is performed. No employee can begin work in a City School until results have been received. Violation of this provision may result in Termination for Cause.

   ii.) Employees Do Not Have Direct Contact With Students:
   Employees of BCCC who will be placed in a City School but will not have direct contact with students must have on record a Criminal Justice Information Service (CJIS) and NCIC background checks. Copies of the background checks must be forwarded to the Contract Monitor before services can commence. Every two years the BCCC shall submit copies of background checks to the Contract Monitor. Should any employee be flagged during the term of this agreement, the BCCC shall contact the Contract Monitor within 24 hours of notification. Violation of this provision may result in Termination for Cause.

   iii.) Employment of Sex Offenders:
   The BCCC shall at all times be compliant with the Criminal Procedure Article of Annotated Code of Maryland Section 11-722 that states that a person who enters a contract with a County Board of Education or a nonpublic school may not knowingly employ an individual to work at a school if the individual is a registered sex offender. If a registered sex offender is employed by the BCCC, they are prohibited from assigning that employee to perform management, delivery, installation, repair, construction or any other type of services on any City Schools property. Violation of this provision may result in Termination for Cause.

4.   **Tuition and Fee Structure**

1. The BCCC will charge tuition to City Schools in accordance with Attachment II.

2. The BCCC will determine how the following fees will be charged to students:
   a) Application
   b) Registration per semester c)
   Instructional Services

5. Family Education Rights and Privacy Act (FERPA)

The BCCC and City Schools shall adhere to the policies and procedures as defined by the Family Education Rights and Privacy Act (FERPA as well as requests made under the Public Information Act and those made through official requests by a government agency.

Prior to dissemination or review of records, the BCCC and its employees, agents, volunteers and contractors shall maintain the confidentiality of all medical, psychological, and student records in compliance with federal and state laws.

6. Data Dissemination

For purposes of publicity, advertising, or news release in any form, the parties shall confer with one another regarding the time, manner and content of appropriate data dissemination, results of studies or reports, or other materials, and consent to such dissemination, provided that such consent shall not be unreasonably withheld by either party.

7. Curriculum

A. Implementation of this MOU will follow the parameters outlined in the Dual Enrollment Matrix (See Attachment II). Deviations from the terms of Attachment II must be approved in writing by both the TITLE OF PERSON for the BCCC and Executive Director of BCCC and Career Readiness for City Schools.

B. The BCCC shall retain full and complete authority over its curriculum offered for dual enrollment.

C. The BCCC and City Schools shall each designate one individual to be the point of contact for any and all requests and course approvals for dual enrollment offerings. Jointly, these designees will determine which courses are available for dual enrollment and will develop a crosswalk to be maintained by City Schools. Only courses that are considered to fulfill core or electives in the high school curriculum are eligible for high school graduation requirements and will be included in both the high school and BCCC GPA. All dual enrollment courses will be included on both the BCCC and high school transcript. When the two designees agree to include a course on the crosswalk that course may be offered for high school credit without any additional approvals. City Schools and the BCCC will review course submissions yearly.

8. Indemnification

Neither party shall assume any obligation to indemnify, hold harmless, pay attorneys' fees or damages that may arise from or in any way be associated with the performance or operation of this MOU. Furthermore, the liability of the parties shall be governed by the terms and provisions of the applicable Tort Claims Act. Notwithstanding the foregoing, City Schools will not defend or indemnify the BCCC in cases where any losses, expenses, or damages are caused by the BCCC's own gross negligence or willful misconduct. This provision shall not be construed as a waiver of either party's rights under the doctrine of sovereign immunity, if applicable.

9.   Licensing

Services provided by BCCC must by law be provided by individuals who are licensed and/or certified. BCCC shall only assign individuals to provide services under this MOU who are licensed and/or certified in accordance with the law. Additionally, BCCC shall only assign individuals who are credentialed to provide the specific professional services required by this agreement. All such individuals assigned by BCCC to provide services shall maintain their license and/or certification in good standing (not under review or subject to suspension, credentials current) during the entire term of this MOU. BCCC shall, prior to providing services, submit documentation that the individuals assigned to provide services are properly credentialed and are licensed and/or certified to the (BCPSS) Director of Materials, 200 E. North Avenue, Baltimore, Maryland 21202.

10.   Independent Contractors

Except as otherwise specified herein, nothing in this Agreement shall be construed to create any relationship between the parties other than that of independent entities cooperating solely for the purposes stated in this MOU. It is mutually understood and agreed that each party to this MOU, including their agents and employees, are acting and performing as independent contractors. Neither party has, nor shall have, control or direction of the other or create any obligation or responsibility on behalf of the other party. Accordingly, each party shall assume full responsibility for its own actions, including acts of omission or commission, by their employees, officers, directors and agents.

11.   Termination

Either party may terminate this MOU at any time with written notification at least thirty (30) days prior to termination.

Students enrolled in a course at the time of termination shall be permitted to complete the course under the terms and conditions set forth in this MOU. A student may elect to take additional coursework provided by the BCCC at his or her sole expense after the MOU is terminated.

12.   Nondiscrimination

The BCCC and City Schools agree to make no distinction among the participant, students or employees who are covered by the MOU on the basis of age, sex, sexual orientation, race, color, religious belief, national origin, marital status, status as a qualified individual with a disability or handicap or as a disabled veteran.

13.   Governing Law

This MOU shall be governed by, and construed in accordance with the laws of the State of Maryland. Furthermore, the parties agree that any suits or actions brought by either party against the other shall be filed in a court of competent jurisdiction in Baltimore City.

14.   Compliance with Laws

Both parties shall comply with all federal, state, and local laws, statutes, ordinances, rules, and regulations applicable to the services to be rendered under this MOU. Any violation of these laws, statutes, ordinances, rules, or regulations constitutes a breach of this MOU and entitles the non-breaching party to terminate this MOU immediately upon delivery of written notice of termination to the breaching party.

15.   Documentation and Record Keeping

The BCCC shall maintain documentation as necessary to prove that it is meeting its obligations under this MOU and such other standards as apply. The BCCC shall maintain such documentation for a period of three

(3) years after the termination of this MOU, or in the alternative, shall submit such documentation to City Schools within 30 days of the expiration date of this MOU. At any time during normal business hours, and as deemed necessary by City Schools, the BCCC shall make available to City Schools any such documentation for inspection. Copies of any School Records are the property of City Schools and shall be returned by the BCCC to City Schools upon the termination of this MOU.

16.   Interpretation

The MOU shall not be construed or interpreted for or against any party hereto because the party drafted or caused that party's legal representative to draft any of its provisions. Any heading of the paragraphs in this MOU is inserted for convenience and reference only and shall be disregarded in construing or interpreting this MOU. When interpreting the MOU, the terms of this MOU shall be controlling unless, specifically changed by an Amendment signed by the parties, all other documents shall be subordinate to the general terms of this MOU.

17.   Entire Agreement

This MOU and its attachments constitute the entire agreement between the parties and neither party shall be bound by any representations, statements, promises or agreements not expressly set forth herein.

This MOU, when fully executed, shall supersede any and all prior or contemporaneous MOUs, either oral or in writing, with respect to the subject matter thereof. Attachments I through III may be modified as a result of the annual review of the MOU by the Dual Enrollment Advisory Committee. When signed by both the TITLE OF PERSON for the BCCC and the CEO for City Schools, the modified attachments supersede any prior provisions in Attachments I through III.

18.   Assignment

This MOU shall be binding upon the parties hereto and their successors and assigns, except that neither shall assign their rights, duties or responsibilities set forth in this MOU without the express written consent of the other party.

19.   Modifications and Amendments
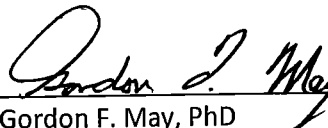
Any and all modifications to the terms of this MOU must be by a written Amendment, signed and approved by all parties.

20.   Severability

Each provision of this MOU shall be deemed a separate, severable, and independently enforceable provision. The invalidity or breach of any provision shall not cause the invalidity or breach of the remaining provisions or of the MOU, which shall remain in full force and effect.

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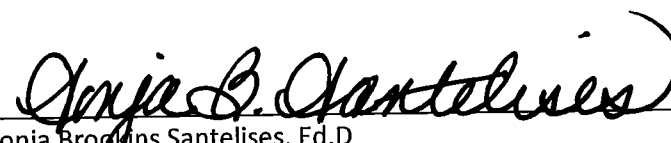
IN WITNESS WHEREOF, all parties have signed and sealed this MOU as of the day first written above.

_____
Gordon F. May, PhD
President/CEO
Baltimore City Community College

_6/13/18____
Date

te

_____
Sonja Brookins Santelises, Ed.D
Chief Executive Officer
Baltimore City Board of School Commissioners

_6/27/18____
Date

APPROVED AS TO FORM AND
LEGAL SUFFICENCY THIS 9th
DAY OF ___July___, 20_18_.

_____
OFFICE OF LEGAL COUNSEL

APPROVAL OF THE DIRECTOR OF
MATERIALS MANAGEMENT

_____

Approved for Form & Legal Sufficiency

_____
Signature

MEMORANDUM OF UNDERSTANDING
Between
THE BALTIMORE CITY COMMUNITY COLLEGE
and
THE BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS

Attachment I - Dual Enrollment Procedures

This document details the joint processes for students to be dually enrolled in City Schools and the BCCC.

Section 1: Eligibility Criteria

The college will propose eligibility criteria for each course via a form maintained by City Schools.

Section 2: Description

In the event that a City Schools student wishes to be enrolled in a course at the BCCC, the following process will be followed:

1. The student must complete an application for dual enrollment at the high school to verify qualifications/criteria for dual enrollment are met for each semester. The application will be maintained by City Schools.
2. The student must secure the approval of the school counselor or principal to allow the course to be considered for dual credit.
3. The school counselor or registrar must verify enrollment of students. Information such as qualifying placement score, student ID number, titles and course numbers for dual credit course(s) will be uploaded into a school system database. City Schools will send a file of applicants to BCCC that will designate them in the BCCC registration database.
4. The student must register for a course by signing the joint enrollment form produced by both the College and City Schools.
5. Tuition at the rates designated in the MOU will be paid by City Schools for both students who are eligible for State-mandated discounts based on family, and those who are not students.
6. Identify any other fees that need to be paid besides tuition and who is responsible for payment.

Section 3: Process Flow

1. For interested students whose prior academic background does not meet course eligibility criteria, the student takes the placement test.
2. A student who meets the GPA, course, and/or placement test completes the request for dual enrollment and submits the request to the principal and/or counselor for signature.
3. The school counselor verifies the enrollment in high school, the placement test score, and records the request in the dual enrollment database by the completion of the joint form.
5. City Schools transmits the data to the BCCC.
6 City Schools provides a list of students and their courses within the first three weeks of school.
7. Upon completion of the course, BCCC will provide a list of course completers with final grade.
8. City Schools uploads the list and pays the tuition invoice as detailed in Section 4 below.
9. City Schools will pay the invoice within 30 days of receipt.
10. City Schools will record the course on the student transcript. If the course is part of the approved graduation credit agreement, the course will count toward graduation credit and be included in the student's GPA as a weighted grade. If the student fails to attend the course, the college transcript will indicate so.
11. City Schools will include the grade on the transcript, including a withdrawal, an incomplete or a failure.

12. City Schools reserves the right to not approve future dual enrollment courses in the event a student withdraws, fails the course, or receives a FX grade for non-attendance.
13. Until official grades are received by City Schools, students may use unofficial grades as evidence of successful completion of a course.

Section 4: Billing
The BCCC will invoice City Schools for the tuition. The BCCC will invoice City Schools only for students who complete the course and receive a grade. The attachment identifies how fees will be billed in addition to tuition or any other information regarding billing arrangements.

Section 5: Eligible Courses

City Schools and the BCCC will maintain a current list of approved dual enrollment courses. This will include courses that are aligned to Advanced Placement courses.

Section 6: Reporting
BCCC will gather, report, and share assessment data with City Schools each semester.
1. Number of dual enrollment students enrolled from each high school.
2. Course title and course index number for courses that have dual enrolled students.
3. Track and report to BCPSS attendance of students participating in the Dual Enrollment Program.
4. Report to BCPSS Midterm and Final Grades for student participating in the Dual Enrollment Program.
5. Track and report to BCPSS college credits earned by BCPSS students participating in the Dual Enrollment Program.

MEMORANDUM OF UNDERSTANDING
Between
THE BALTIMORE CITY COMMUNITY COLLEGE
and
THE BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS

Attachment II: Example of a Dual Enrollment Matrix

Issue/Criteria	Dual Enrollment-General/College course @ HS; College Course @ College
Minimal Grade level	10
Cumulative High School Credit GPA	School will submit through approval process for each course
Principal Approval	yes; counselor may also approve
College Admission Application	Yes
College-level placement scores or appropriate SAT/ACT scores	School will submit through approval process for each course
ACCUPLACER Reading/Writing Cut Scores	School will submit through approval process for each course
ACCUPLACER Math Cut Scores	School will submit through approval process for each course
How to administer the ACCUPLACER	For students who have met other State criteria for college and career readiness (CCR), through the COLLEGE if needed (e.g., if student's prior academic record does not meet course entrance criteria). For students who have not met State CCR criteria, through CITY SCHOOLS.
Maximum college courses/semester	4
Adhere to college and board policies	Yes
Parental permission, including grade release and sharing of records	Yes
Unique institutional identifier (for both schools)	Yes, City Schools ID

Fees and Other Costs	Dual Enrollment-General/College course @ HS; College Course @ COLLEGE
Application	100% of fee in Current Catalog
Registration	100% of fee in Current Catalog
Instructional Services	100% of fee in Current Catalog
Cost per Credit	
Who Pays Fees?	City Schools, at the FARMs rate.
Proportion of tuition due?	75% of tuition published in current College Catalog for first 12 credits per student, 90% thereafter.

Who pays for tuition?	City Schools
Who pays for books?	Student
Course location	City Schools or College determined by a course by course basis
Contact hours met	Varies
Student transportation	Student responsible for transportation if course offered is at college. City Schools will promote exceptions
Processes/Management	
The College's Central contact	Dean Academic and Operations
City Schools's Contact Central contact	Manager of College and Career Readiness
Communication with parents	City Schools will handle communication
Participant recruitment	City Schools and the College
Participant selection mechanism	Typically the Principal or School Counselor, with reference to Test Scores and other criteria
Course selection	Central Contacts from the College and City Schools
Course approval	Based on articulations

MEMORANDUM OF UNDERSTANDING
Between
THE BALTIMORE CITY COMMUNITY COLLEGE
and
THE BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS

Attachment III: Course Placement Upon First Full-time Attendance

The following cut-scores apply to placement in <u>courses at <COLLEGE HERE></u>:

	Developmental Courses	**College Level Courses**
English Language Arts	Reading Comprehension Score 0-78	Reading Comprehension Score 79+
Mathematics	College Level Mathematics Score 0-44	College Level Mathematics Score 45+

The following cut-scores apply to placement in <u>developmental courses at BCCC</u>:

	Developmental Course	**ACCUPLACER Scores**
English Language Arts	Integrated Reading and English	Reading Comprehension Score less than or equal to 49
	Integrated Reading and English I	Reading Comprehension Score between 50 and 65
	Integrated Reading and English II	Reading Comprehension Score between 66 and 78
Mathematics	Arithmetic: Concepts and Applications	Elementary Algebra Score less than 35 <u>and</u> Arithmetic Score less than 55
	Elementary Algebra	Elementary Algebra Score less than 35 <u>and</u> Arithmetic Score greater than or equal to 55
	Intermediate Algebra	Elementary Algebra Score greater than or equal to 63 <u>and</u> College Level Math Score less than or equal to 44

*Note: Students will be assessed with the following subtests, or units, of the ACCUPLACER, based on their enrollment in the College Readiness courses for math and/or ELA. Theses assignments are:

	ACCUPLACER Subtests
College Readiness – Math	Arithmetic Elementary Algebra College Level Mathematics
College Readiness - ELA	Reading Comprehension Sentence Processing

Exhibit 5.1

Historical Fall Enrollment Headcount Trends (2000-2019)			
Fall Semester	Full-Time Headcount	Part-Time Headcount	Total Headcount
2000	1,884	3,999	5,883
2001	2,018	4,250	6,268
2002	2,219	4,876	7,095
2003	2,393	4,906	7,299
2004	2,694	4,624	7,318
2005	2,630	4,530	7,160
2006	2,787	4,306	7,093
2007	2,740	4,074	6,814
2008	2,779	4,138	6,917
2009	2,795	4,158	6,953
2010	2,972	4,188	7,160
2011	3,104	3,982	7,086
2012	1,803	3,671	5,474
2013	1,779	3,592	5,371
2014	1,653	3,616	5,269
2015	1,494	3,232	4,726
2016	1,329	3,080	4,409
2017	1,333	2,855	4,188
2018	1,547	2,976	4,523
2019	1,579	3,330	4,909

Source: BCCC Office of Institutional Research September 2020

Exhibit 5.2

Baltimore City Community College
Enrollment Projections FY2020-2028

revised Sept. 2020   blue = actual #   black = projection

FY	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Contributing Factors:												
Baltimore City Actual and Projected Enrollment-Public High Schools (9-12 grades)	21,510	21,630	20,653	20,780	20,880	21,350	21,740	21,860	22,170	21,660	20,750	20,380
Historical and Anticipated FALL Enrollment Data for Baltimore City Public Schools (BCPSS, 12th grade)	4,603	4,178	4,180	3,930	4,270	4,230	4,250	4,480	4,670	4,510	4,130	4,120
BCPSS shifted for possible BCCC entry (FALL)	4,507	4,603	4,190	4,180	3,930	4,270	4,230	4,250	4,480	4,670	4,510	4,130
CREDIT enrollment of Maryland residents (FALL)	4,100	3,813	4,221	4,538	4,742	4,955	5,177	5,410	5,652	5,906	6,171	6,449
NON-CREDIT enrollment of Maryland residents (FALL)	4,393	3,448	2,817	1,775	1,860	1,949	2,043	2,141	2,244	2,352	2,464	2,583
MHEC CREDIT FALL headcount projections (2019-2028) (2017-2019 = MHEC reflected Third-Week Enrollment; 2020 = EIS Headcount)	3,791	3,493	3,791	4,909	5,734	5,952	6,139	6,270	6,059	6,730	7,044	7,419
MHEC CREDIT FY ELIGIBLE FTE projections	2,302	2,206	2,478	2,591	3,940	4,083	4,203	4,227	4,156	4,583	4,788	5,029
MHEC NON-CREDIT FY FTE ELIGIBLE projections	2,291	1,768	1,505	1,054	1,517	1,523	1,529	1,535	1,541	1,547	1,553	1,559
PROJECTED HS/Dual Enrolled - CREDIT - Fall headcount - 50 students per year growth due to P-TECH through FY2023 and 4.49% beginning in 2024. (NEEDS PROJECTION for non-PTECH dual enrollment growth.)	102	139	172	245	295	345	395	413	431	451	471	492
PROJECTED Continuing - CREDIT students - Fall headcount - ~~.5% increase plus 289 per year continuing MSP for FY 2020-24~~ Assumes 4.49% increase in outyears. NEEDS PROJECTION for MSP growth in continuing students.)	2,992	2,855	2,647	2,972	3,105	3,245	3,391	3,543	3,702	3,868	4,042	4,223
PROJECTED NEW FT & PT - CREDIT Fall assuming ~~.5%~~ 4.49% growth each year	840	671	824	830	867	906	947	989	1,034	1,080	1,129	1,179
PROJECTED New Mayor's Scholars Program Cohort CREDIT Fall - assuming 4.49% growth each year.			289	353	369	385	403	421	440	459	480	502
PROJECTED Transfer CREDIT Fall - assuming 4.49% growth each year	475	523	591	509	532	556	581	607	634	662	692	723
PROJECTED TOTAL CREDIT Fall - assuming sum of each student type (new MSP, other new, dual enrolled, continuing, transfer)	4,409	4,188	4,523	4,909	5,168	5,437	5,716	5,973	6,241	6,521	6,814	7,120
Fall headcount as percentage of total year's credit FTE (eligible)	58.1%	57.6%	55.4%	57.5%	55.0%	55.0%	55.0%	55.0%	55.0%	55.0%	55.0%	55.0%
PROJECTED FY Credit Eligible FTEs based on Fall rationale calculations (Fall headcount * 9.1/30/.535)	2,302	2,206	2,478	2,783	2,908	3,039	3,175	3,318	3,467	3,622	3,785	3,955
PROJECTED FY CREDIT ELIGIBLE FTEs based on Fall rationale calculations (Fall headcount * 9.1/30/.55)	2,302	2,206	2,478	2,591	2,829	2,956	3,089	3,227	3,372	3,524	3,682	3,847
PROJECTED Fall Credit Eligible FTEs (assuming +1% growth each year.)	1,099	1,029	1,185	1,229	1,241	1,254	1,266	1,279	1,292	1,305	1,318	1,331
PROJECTED FY Credit Eligible FTE based on fall FTE trends **(assuming +0.1% growth each year)**	2,302	2,206	2,478	2,591	2,594	2,596	2,599	2,601	2,604	2,607	2,609	2,612

Exhibit 5.3

June 15, 2020

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 Maggie McIntosh
Chair, Appropriations Committee
Maryland House of Delegates
House Office Building, Room 121
6 Bladen Street
Annapolis, MD 21401

RE: 2020 Joint Chairmen's Report - Baltimore City Community College – Enrollment and the Mayor's
        Scholars Program (MSP)

Dear Chairman Guzzone and Chairwoman McIntosh:

The *Joint Chairmen's Report on Fiscal Year 2020 State Operating Budget* (page 200) directed Baltimore City
Community College (BCCC) to submit to the budget committees a report titled "Enrollment and the Mayor's
Scholars Program." Updated information was requested on "MSP for the 2019-2020 academic year." A second
report, due to the legislature on November 30, 2020, will include additional information on the MSP.

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 enrollment growth. The Realignment Plan included 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.* The MSP continues to have a notable impact on enrollment at
BCCC. The MSP enrollment target of 250 students has been exceeded for the past two years.

Enclosed is the formal response from Baltimore City Community College on Enrollment and the Mayor's Scholars
Program.

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 on my cell 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
Mr. Ian Klein, Budget Analyst, Department of Legislative Services
The Hon. Kurt L. Schmoke, Esq., Chair, BCCC Board of Trustees
Kevin Large, Special Assistant to the President/Director of Government Relations, BCCC

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."
Office of Academic Affairs

Introduction

This report provides an update to the Joint Chairmen's Report on Enrollment and the Mayor's Scholars Program (MSP) dated November 21, 2019 and the Addendum to the report, dated January 7, 2020. The initial report addressed the decrease in enrollment per full-time equivalent (FTE) and identified the Mayor's Scholars Program's impact on FTE enrollment. This update includes information from the Fall 2019 and Spring 2020 semesters on enrollment activities for specific student subpopulations and an update on MSP for the same time period. The activities in the enrollment report have been designed to improve student enrollment. These initiatives and strategies are organized by targeted student subpopulations that were specifically identified in the last report and serve as a precursor to the institution's forthcoming work on the Strategic Enrollment Management Plan. The groups are:

1. Currently Enrolled Students/Retention;
2. Dual Enrollment;
3. Near Completers and Complete College Baltimore;
4. LatinX;
5. Veterans and Military Students;
6. International Students;
7. Year Up;
8. Workforce Development and Continuing Education;
9. Promise Academy; and
10. Granville T. Woods Scholars Program

Over the past five years, BCCC has experienced changes in enrollment across the subpopulations. Table 3.1 shows the 2015-2019 fall credit headcount by student population.

Table 3.1   Fall Credit Headcounts by Population

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Headcount	**4,726**	**4,409**	**4,188**	**4,523**	**4,909**
Special Populations: Student Characteristics					
Veterans (Includes active duty, reserve military, veterans, and spouse/dependents)	134	101	87	124	65
LatinX	155	142	131	190	241
Hispanic or Hispanic Multi-Race (Excluding White)	124	116	103	158	198
Hispanic-and-White or Hispanic-and-White with Other Races	31	26	28	32	43
Dual Enrollment	117	102	139	172	245
Non-U.S. Citizen (Student Visa or Other Non-Citizen Status)	457	455	470	845	723
Source: BCCC fall Enrollment Information System files submitted to the Maryland Higher Education Commission.					

While there has been a decrease in students who have identified as veterans or military, the College has witnessed progressive and steady growth among dual enrollment and LatinX students. The following sections of the report detail the initiatives for the subpopulations noted in table 3.1 as well as others that BCCC has identified for strengthening enrollment.

ENROLLMENT REPORT

1. **Currently Enrolled Students/Retention**

Initiative
Like all other institutions of Higher Education, BCCC was forced to modify the way services are delivered to students due to the COVID-19 pandemic. In March 2020, the campus converted all instruction to completely online. The campus closed and provided support to students remotely. Despite the interruption in normal operations, BCCC was still able to maintain engagement with students who were enrolled throughout the semester. This engagement included the following:

The Division of Student Affairs, in collaboration with the Division of Academic Affairs, Student Accounting, and Information Technology, transitioned all student services to virtual support. The Records and Registration Office collaborated with the Admissions Office and the Student Success Center for virtual registration of students. In order to make the online registration process easier for students, BCCC has relaxed practices that formerly made it difficult for students to complete the online registration process by removing selected stop codes from the student information system. The offices have worked to identify and resolve barriers for students desiring to register online. The process involves "triaging" students who experienced difficulty registering online. "E-advising" activities have included both group and individual Zoom advising meetings, virtual workshops, sharing of campus-wide virtual activities, connecting students to instructors, and advising students for summer registration.

To prepare for supporting students remotely, the staff within the Division of Student Affairs have been continuously engaged in workshops, seminars, webinars, and meetings designed to extract and apply best practices at BCCC. Some of these staff development/training opportunities have included:

- Zoom Training;
- Skype for Business Video Training;
- Advising Webinar "Best Practices for Serving Students Remotely";
- Virtual Student Programming;
- Council for Opportunity in Education Webinar (TRIO); and
- BCCC Online Registration Training.

BCCC is fully committed to serving the students who have chosen to attend the institution. Initiatives to promote student success and retention are more important than ever in a remote instruction environment. Table 3.2 provides an update on strategic engagement initiatives designed to promote retention at the College.

Table 3.2   Currently Enrolled Students/Retention Initiatives

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome/Update
Increase engagement of 1st year students	PRE 100 classroom outreach engaging 1st Year students	Student Success Center	- PRE 100 Coordinator - Academic Affairs (faculty)	All first-year students enrolled in PRE 100 courses were visited by advisors from the Student Success Center, Judicial Affairs

			• Judicial Affairs and Title IX • Student Support and Wellness Services	and Title IX, along with the Student Support and Wellness Services departments
Increased touchpoints	Academic advisors tracked and monitored student progress through establishing three touch points with students throughout the semester	Student Success	• Academic advisors • Student Accounting • Student Success Center	The utilization of the caseload management model for first year and academic probation students has increased the touch-points of activities between advisors and students
Eliminated *automatic* drop for non-payment	• Identified students who had not selected a method of payment; • Directed employees to reach out to students via Canvas, email, telephone calls, classroom announcements, campus signage, classroom visitation, and on campus appointments; • Promoted the completion of FAFSA; • Informed students of the various payment options and due dates; • Notification to students by Academic Affairs that their courses could be dropped for non-payment;	Division of Student Affairs	• Division of Academic Affairs (faculty) • Student Accounting	More than 1,500 students were able to remain enrolled based upon the outreach by the staff and faculty from BCCC
Institution-wide Collaboration triage support of students during online instruction period (post COVID-19)	The divisions within BCCC collaborated to implement a virtual registration process that allowed students who were unable to complete online registration and other online services virtually.	Division of Student Affairs	• Division of Information Technology • Division of Academic Affairs	Suspended stop codes for students who needed to complete the online registration process Offered division-wide professional development

	Devised workshops via Zoom and telephone meetings to assist students with navigating the online instruction, registration processes, financial aid processes, and general student support services.			opportunity for all staff detailing the processes for online and virtual registration Provided division-wide training to staff on assisting and supporting students in the virtual environment
Remote Departmental Frameworks (post COVID-19)	Each department is developing and accessing drafts of frameworks to ensure that services from that department are available to students remotely.	Division of Student Affairs	Institution-wide	Preliminary frameworks are currently in development to improve support services to students
Improve student access to Institution online services (post COVID-19)	Remove and suspend stop codes that are negatively impacting students' ability to maximize online registration and services.	Division of Student Affairs	• Division of Student Affairs • Division of Academic Affairs • Division of Information Technology	To date, the number of students registered for the summer 2020 sessions has increased (summer session 1 headcount is up by 23/5% compared to summer 2019; summer session II is up by 11.5% by comparison to summer 2019)
Communication to student-body during COVID-19 pandemic	Increased communication regarding operations at the College were disseminated to students via direct email and posting on the BCCC website. Two virtual Student Town Hall meetings held for the student body to engage with BCCC President and Cabinet members.	BCCC Cabinet	• Student Body • Student Government Association	Town hall meetings were well attended. Many students were able to submit questions/concerns in advance as well as ask questions during the programs.
Provided Community Resources to support	BCCC has provided updated community resources to support students. These resources included but were not	Student Wellness and Support	Institution-wide	There was an increase in student call volume to the call center in addition to an

students (post COVID-19)	limited to: Internet providers, food resources, mental health resources, and general wellness resources in the Greater Baltimore Metropolitan area.	Student Life and Engagement		increase in students taking advantage of wellness programing and counseling provided by the Student Support and Wellness Services department.

2. Dual Enrollment

Initiative

Maryland's College and Career Act of 2013 recognized the potential of dual enrollment opportunities and called for expansion of dual enrollment in the state. Through the partnerships with local school systems, BCCC has been able to provide assistance to students in 9th -12th grade enrolled in a Maryland public or private high school, or in a home schooling program. The dual enrollment program is designed to provide high school students with an opportunity to dually enroll at BCCC. Its purpose is to give students a measure a confidence by demonstrating that they are capable of doing college-level work. The Dual Enrollment Program enables students to take college level courses and earn college credits while they are still enrolled in high school. Students who meet the Early Enrollment Scholarship requirements may qualify for up to $1,000 per academic year toward the cost of tuition, fees, and books.

Although many spring and summer 2020 plans had to be altered due to the COVID-19 pandemic, leadership and key staff from BCCC and Baltimore City Public Schools worked collaboratively to begin the development of a preliminary framework for dual enrolled students. The framework is being developed to build a sustainable infrastructure to best design a successful Dual Enrollment model. As a demonstration of its commitment to the dual enrollment program, BCCC has developed a new staff position, Associate Director of Admissions for Dual Enrollment, to focus and grow the program. This position is expected to be filled in summer 2020.

3. Near Completers and Complete College Baltimore

Initiative

BCCC has a large number of students who have successfully completed 75% of the work toward their degree or certificate, but have left the institution without completion. The Near Completers Initiative emphasizes the need to re-engage, re-enroll and graduate students by providing 1) financial assistance, 2) customized student support, and 3) dedicated staff to incentivize their return and increase the degree/certificate attainment rates for the college and the state of Maryland. Students returning as near completers benefit from having one point of contact and other support systems in place to help facilitate the re-enrollment process on through to graduation. The institution benefits from improved enrollment and graduation rates as well as an increased alumni base. Securing external funding will further extend the benefits that can be offered to near completers.

In May 2020, the college applied for the One Step Away Grant through the Maryland Higher Education Commission to further extend the benefits that can be offered to near completers. The funding, if received, will be used to purchase much-needed degree auditing software that will expedite the assessment of progress toward completion of major requirements and college general education requirements. Additionally, BCCC would use grants funds to pay for the first course for eligible students once they return. A dedicated staff will also be assigned to work with each student to provide support with re-enrollment, graduation, and transfer.

4. LatinX

Initiative

LatinX college students are the fastest growing population in the United States. However, when compared to other ethnicities, educational attainment for this group falls short. BCCC, like many other institutions in the country, has to create focused efforts to target this special population to support degree attainment and to further educational opportunities. LatinX students may include, but are not limited to: Hispanic, students who disclose/self-report that they are members of the LatinX community, students who qualify for DACA, members of communities that identify as Spanish speaking, Dreamers, ESOL, and students who need English Language services. The percentage of Hispanic /Latino population at Baltimore City Public Schools is 13.5% for 2019/2020 school year. Table 3.3 provides an update on engagement with this subpopulation.

Table 3.3   LatinX Initiatives

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome
Targeted High school recruitment	BCCC hosted informational sessions, orientations, College Fairs, MD DREAM Act and application days specifically at high schools that had high concentrations of ESOL, undocumented, or native Spanish speaking students. The schools with highest concentration of Spanish speaking students in Baltimore City are: • Digital Harbor High School; • Patterson High School; • National Academy Foundation; • Forest Park Senior High School; • Reginald F. Lewis High School; and • Benjamin Franklin High School. Participation in "Mi Futuro" The 6th Annual College Fair for LatinX Students – hosted by Latino Providers Network at Community College of Baltimore County.	Admissions	• Student Life and Engagement • Mayor's Scholars Program (MSP) • Advancement and Strategic Partnerships	Increased enrollment of LatinX students from high school, particularly in the MSP program. The reported headcount from fall 2018 to fall 2019 increased from 190 students to 241.
Community Partnerships	BCCC joined the Latino Providers Network and created relationships with several other organizations who work closely with the LatinX community. The organization hosts monthly meetings. BCCC hosted a Mayor's Scholars information session for 83 community leaders at the invitation of the Latino Providers Network The Latino Providers Network donated $2,500 towards the LatinX Student club scholarship. The Latino Racial Justice Circle hosts a community fair where the BCCC admissions staff engage with Latino community members.	Admissions Workforce Development	• Financial Aid • Student Affairs • Academic Affairs • Student Support and Wellness • Mayor's Scholar's Program • Advancement and Strategic Partnerships	Organizations have been able to provide support and resources not available at the college such as tax assistance, legal counsel, etc. Our BCCC LatinX Scholarship has been able to raise $3,236.93 due to the good relationships our admissions staff and LatinX

	BCCC partnered with the Latino Education Advancement Fund to offer a Dual Enrollment information session during their annual student/parent conference. BCCC partnered with the office of the Comptroller of Maryland to help facilitate students' access to obtain their MD Certified taxes during the closures due to COVID-19. BCCC helped establish direct communication to a specific individual for BCCC students to work with for assistance with expediting their taxes. The contact is Spanish speaking and can assist LatinX students. Admissions participated in the first Hispanic Taxpayer Outreach Summit hosted by the Comptroller of Maryland. The event was attended by community leaders to help spread the word about their bilingual services. BCCC admission, financial aid and MSP staff participated in MSFAA training provided by CASA de Maryland. During the workshop, training staff assisted BCCC LatinX students to help them fill out their MSFAA. BCCC also participated in a community MSFAA/Financial aid event hosted by CASA de Maryland at a local Baltimore City Library. Most of the attendees were Hispanic families. BCCC partners with University of Baltimore legal Immigration clinic to provide our students free services.			students have developed with these organization. LatinX students are eligible to apply for and receive these funds if they do not qualify for FASFA.
On Campus Engagement	The students of BCCC established a student club named "LatinX Uni2" giving students a voice in the student experience on campus. The club has held cultural events, social justice forums, and participated in civic discourse around DACA and immigration policies. The club also established a scholarship to help	Student Life and Engagement	• Division of Student Affairs • Student Life and Engagement • Advancement and Strategic Partnerships	Established scholarship with the BCCC Foundation and awarded two $1,000 awards to LatinX students for

	provide additional financial support for enrolled LatinX students. BCCC offers Campus tours and information sessions with Spanish speaking tour guides when requested. BCCC offers one on one appointments via Zoom or phone appointments in Spanish. BCCC partnered with MHEC, CASA and the Maryland Comptroller's office to provide information on MSFFA, MD DREAM ACT and tax services for Spanish speaking students.			fall. Fall 2021 scholarship application opened on 2/3/2020. The committee will make decisions over the summer regarding awards. Total amount to be awarded $3,236.93.
Marketing and Promotion	BCCC used media outlets and print materials to promote the Mayor's Scholars program to the Spanish speaking community. Admissions has joined an online newspaper show to talk about the MSP program to the Spanish followers for "Somos Baltimore Latino" Our LatinX members have also shared their experiences at BCCC. Pachanga online Radio Station is a radio station our LatinX club uses to promote BCCC LatinX Community Events. They share BCCC events flyers on their social media platforms. The LatinX UnI2 Club has a Facebook page where information is shared in Spanish. BCCC staff and students participated in Baltimore City Parade with Nuestra Raices Inc. The event consisted of over 40 folkloric groups targeted towards hundreds of LatinX community members. Two (2) fully bilingual Recruiters/Advisors help in marketing and promoting programs to future BCCC in the LatinX community.	Division of Advancement and Strategic Partnerships Mayor's Scholar's Program	• Admissions • Division of Student Affairs • Student Life and Engagement • Student Support and Wellness • International Student Services	The Baltimore City LatinX community is familiar with Baltimore City Community College and all its services due to the g outreach its admission recruiters have established. Some of these efforts have led to increased enrollment of LatinX students from high school, particularly in the MSP program. The reported headcount from fall 2018 to fall 2019 increased from 190 students to 241.

5. Veterans and Military Students

Initiative

BCCC supports veterans, service members, and military families by offering educational opportunities for them to continuously enhance their existing skillsets. This subpopulation of students includes active duty, National Guard, Reservists, Veterans (prior military service), dependents spouses or children, and survivors. BCCC supports veterans and military personnel enrolled at the institution with several initiatives, such as a dedicated Veteran certifying official on campus, one-on-one assistance, counseling services through Student Support and Wellness, and dedicated priority registration.

Table 3.4   Veterans and Military Students Initiatives

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome
Veterans' Treatment Court (VTC) Outreach	A program for Veterans who have legal cases overseen by the MD District Circuit Courts. This program pursues alternative avenues of treatment- i.e. enrolling in College to gain employment/degree. The MD Judiciary's Office of Problem-Solving Courts is the entity who is funding the VTC program.	Admissions	• Division of Student Affairs • Workforce development	Attend bi-weekly court dockets (Twice a month - every other Tuesday) Assist enrollees with admissions, securing VA educational benefits, and financial aid. Providing information about BCCC's gainful employment opportunities. Providing prospective enrollees with Information on programs offered at BCCC. Update: All dockets have been postponed, rescheduled, or heard by presiding Judge and defendant via video conference.
Town Hall Meetings with MCVET residents (MD Center for Veterans Education and Training)	MCVET is an organization that provides housing and support services such as health care, counseling and employment and education assistance.	Admissions	• Division of Student Affairs • Student Life and Engagement • Student Wellness Services • Tutoring Center	Attend MCVET's monthly town hall meetings to discuss educational opportunities at BCCC. Recruit new and returning Veterans. Assist with securing VA

				educational benefits. Update: Monthly Town Hall Meetings have been postponed due to COVID-19.
Partnership with University of Baltimore - Bob Parsons Scholarship	A virtual information session took place on June 3, 2020. The scholarship is open to a wide-variety of community college students, with a focus on veteran-related students.	Admissions	• Division of Student Affairs • Academic Operations and Services	Build a partnership with UB's Veteran population.
Renewal/update of the VAOnce and DoD MOUs	The DoD is a Voluntary Education Partnership Memorandum of Understanding (MOU) through which the college receives tuition assistance funds for active service members. VAOnce MOU is an agreement between BCCC and the VA to use this service to certify the courses that Veterans and their beneficiaries are enrolled in.	Admissions	• Division of Student Affairs • Division of Business and Finance	In Spring 2020, BCCC renewed both of these agreements to commit to continued service and support to the Veteran population and to be eligible to receive educational funding to promote and foster that support.

Due to the COVID-19 pandemic, most in-person recruitment activity has been suspended. However, services offered to veterans, service members and their families has continued remotely. Some of these activities have included the following: 1) Virtual registration session held on May 20th to inform Veterans and beneficiaries about the registration process, documents needed for submission to VA, and general overall inquires; and 2) Virtual "VA – Check-in" was held on May 6th to gather information from Veterans and beneficiaries about switching to online instruction, end of semester concerns, pre-registration / summer session concerns, COVID-19 information, and general overall engagement of that population. Additional strategies are outlined in Table 3.4.

6. International Students

Initiative
More than 85 countries are represented at BCCC among students, faculty, and staff. The College assesses the needs of international students, providing thorough information on immigration regulations and procedures to advise international students effectively, orient students to the policies and expectations of the institution, its culture, and the U.S. educational system. On an annual basis, BCCC sponsors workshops on travel, graduation and transfer, employment, and New International Student Orientation. In the fall of 2019, the College established membership in the Maryland International Education Consortium to increase the college's international presence and to better maximize the resources of partnering with the consortium. This membership helps to increase the institution's exposure to international communities. BCCC also engages this subpopulation of students by hosting weekly club meetings and co-sponsoring cultural activities for students.

Since the COVID-19 pandemic, BCCC has been working with this subpopulation of students very closely. International Student Services maintains regular communication with this group of students and communicates regulations and changes. Some of this communication has included advisory warning from the United States Department of Health and Human Services, The World Health Organization, and immigration laws regarding travel. Other communications have included providing these students with local resources that can help them during these uncertain and stressful times. Some of these resources have included partnering with Student Support and Wellness Services, Business and Finance, the Student Success Center, and other off-campus resources, such as low-cost internet providers, counseling services, and food services. Table 3.5 provides an update on some activities regarding this subpopulation.

Table 3.5   International Student Initiatives

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome
New International Student Orientation	International student advisers welcome new international students, and introduce them to staff from various BCCC offices, particularly Student Affairs & Public Safety.	Admissions	• Bursar's Office • Public Safety • Health & Wellness • Student Success Center • ESL • Title IX & Judicial Affairs • Office of Student Life & Engagement	New international students are guided through F-1 visa regulations, BCCC culture, enrollment strategies, coping mechanisms for culture shock. Sessions held at beginning of fall 2019 and spring 2020 semesters, with 100% positive student responses from attendees. International student advisers are redeveloping orientation materials to present to students who may be taking courses online in in a hybrid format during the fall 2020 semester (in conjunction with other BCCC departments).
Online engagement	International student advisers post a range of announcements to a Canvas course they created, "Office of International Student Services," to alert students to certain campus events, immigration and class registration deadlines, scholarships and	Admissions	• Division of Academic Affairs • Division of Student Affairs	Ongoing engagement of F-1 students in programming catered to them, retention initiatives, and F-1 regulation reminders beyond the initial international

	internship opportunities, workshops offered for F-1 students in particular, or BCCC students in general.			student orientation. I International staff have completely updated workshops on employment, transfer, travel, and graduation. Since February 26th, staff posted dozens of announcements regarding pandemic with school, immigration, and health resources information.
On Campus Engagement	The International Student Club hosts a variety of events and activities on campus. Each year BCCC participates in International Education Week to broaden awareness of international diversity at BCCC.	Admissions	Student Life and Engagement	Surveys show consistently greater appreciation for international diversity at BCCC. International Education Week 2019 was best attended in history of College, featuring six events over five days. Students brought in cultural displays and food. Record-setting attendance by campus community and some community members. Images from the event were used in marketing to current and prospective students, including on College's social media platforms.
On Campus Engagement	The International Student Club hosts a variety of events and activities on campus. BCCC has held three symposia entitled "Home is Home" an event	Admissions	Student Life and Engagement	Each symposium has been well-attended by students, staff, and faculty, who consistently report

			greater appreciation of the diversity at BCCC. Due to the COVID-19 pandemic, some programming was cancelled or postponed. A web-based meeting was held on April 30th for F-1 visa students to share concerns, receive campus updates, health resources, and immigration changes.
designed to engage the BCCC community in a dialogue about cultural differences across the African Diaspora.			

7. **Year Up: Baltimore City Community helps Year Up Baltimore with completing the Admissions, Advising, and Financial Aid processes.**

Initiative
Year Up's Professional Training Corps (PTC) in Baltimore launched in 2010 at BCCC. Year Up's PTC offers an intensive, one-year program for college students, ages 18-24, combining professional coaching, hands-on skill development, and internships at some of America's top companies. As college students, participants in Year Up have access to the library, tutoring resources, and other services offered by BCCC, in addition to the services offered by Year Up. As students work toward completing a degree at BCCC, Year Up PTC provides them with professional development and work experience, preparing graduates to launch a meaningful career. Requirements to participate in Year Up include: being a high school graduate or GED recipient, of low to moderate income, US citizen, permanent resident, or have employment authorization. On a regular basis, the program hosts events such as monthly mentor orientation to additionally support students as they grow educationally and professionally.

After eleven years of partnership, the Year Up organization has made the decision to collapse and consolidate programs around the country. Current students in the January 2021 graduating class will be the last cohort of students hosted by BCCC. Students seeking to enroll in September 2020 will have to apply for participation at Year Up's Arlington, Virginia campus with internships available in Baltimore.

8. **Workforce Development and Continuing Education**

Initiative
The BCCC Adult Basic Education (ABE) Department housed within the Workforce Development and Continuing Education Division (WDCE) is a leader in helping adults achieve functional literacy and important life skills and is the largest provider of literacy services in Baltimore City. By combining modern teaching technologies and a committed and innovative professional staff, the department has achieved notable success in helping adults learn. Courses are either affordable or at no cost and can be customized for businesses, government agencies, nonprofits, schools, churches, and community organizations either onsite, or at the downtown Harbor Campus, Liberty Campus, or Reisterstown Plaza Center. The Adult Basic Education Department offers six course levels from basic literacy to GED® test preparation, as well as alternative diploma options programs.

Table 3.6   Workforce Development and Continuing Education

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome
Adult Basic Education/GED® Test Preparation	ABE/GED® Test Prep classes provide classroom instruction in basic reading, writing, and math, as well as basic life skills. Courses are offered to adults on campus and at more than 30 sites throughout Baltimore City.	Workforce Development	• Adult Basic Education • Division of Academic Affairs • Division of Student Affairs	To assist and support local residents in earning their GED. Update: the Admissions staff is continuing to work with the division to improve the enrollment in these program. Most notably by marketing both credit and noncredit programs to students applying for the Mayor's Scholar's Program Update: In February, representatives from the division accompanied admissions representatives in a presentation at the Latino Provider's Network to market programs for both credit and noncredit courses from BCCC.

9. Promise Academy

Initiative

The Promise Academy serves as a comprehensive learning community which provides students with the necessary tools for success in their first level developmental coursework. It offers various support services central to student achievement paving a pathway for continuous matriculation and college completion. The expansion of the Promise Academy will gradually ensure wrap-around services and academic support services that are coordinated with the students' needs. It will additionally provide innovative professional development opportunities to faculty and staff to include relevant pedagogy that meets student academic and demographic needs. In realizing the goals of the Academic Master Plan, it is vital that the Promise Academy carries on its communication and collaborations with other college departments; for instance, First Year Advisement, Financial Aid, Admissions, the Athletic Department, Business, and Continuing Education as well as Office for Institutional Research.

Students who enter BCCC at the lowest level (MAT 86 and RENG 91) face various challenges that are academic, social, or personal in nature. There are an abundance of reasons students come to BCCC with challenges that may include lapse in matriculation, changing career path, learning disabilities, living situations, or a lack of initial support and encouragement as they move toward graduation. For these reasons, a subpopulation of BCCC students may be considered "at-risk" (in terms of completion). At-risk college students are in need of mentoring ("intrusive advisement") throughout their developmental track in college. The reluctance of such students to seek mentors, tutoring and/or other college resources delays this population as they attempt to graduate from BCCC. Wraparound services will address multiple matriculation domains including academic, social, financial, and personal. It is the Promise Academy's intent to address these challenges by offering wraparound services to students as well as professional development in the area of developmental education; subsequently, creating both a student learning community and a professional learning community in developmental education.

Since online instruction began after the COVID-19 pandemic, staff in the Promise Academy has communicated with faculty and students through phone calls and emails to monitor progress, to identify challenges, and devise intervention strategies.

Table 3.7   The Promise Academy

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome
Advertise program to students	Discuss program with advisors, including MSP program, and testing center for student recommendations.	Promise Academy	• Assessment and Testing • Student Success Center • Mayor's Scholar's Program	Retention of students to matriculate to college-level courses
Conduct two mandatory interviews with students during the semester	Students meet with the program coordinator for mid-semester interview and early registration. Since going remote, the program coordinator contacts students through phone and email.	Promise Academy	Academic Operations and Services	Further support students as they to move forward in their educational journey
Communication with professors and embedded tutors	Discuss students' progress and intervention strategies by email.	Promise Academy	Faculty	Provide interventions and wraparound services as necessary

10. Granville T. Woods Scholars Program

Initiative

Participants in the Granville T. Woods (GTW) Scholars Program receive a full scholarship to pay for tuition, fees, and textbooks. A state-of-the-art notebook computer will be loaned to scholars to keep during their participation in the program. Upon completion of the program, the computers are awarded to graduates. During the summer months, scholars participate in study abroad activities and participate in research internships. Applicants must have earned a least a 3.0 cumulative grade point average.

One of the greatest assets of this program are the alumni (GTW Scholars who have graduated from BCCC and local high schools) who often serve as stellar examples to students currently in the program. Many alumni transfer to various four-year institutions and represent a multitude of degree programs. On a regular basis, scholars in the program have the opportunity to participate in events such as alumni game night and the GTW induction ceremony. In addition to the recognition of being a GTW Scholar, the participants meet on a weekly basis as members of the club. The student club, bearing the same name, serves as a peer resource group for positive support and interaction. The Student organization is advised by the Director of the Student Success Center.

Table 3.8   Granville T. Woods Scholars Program

Strategy	Strategic implementation	Primary Department	Supplemental Departmental Support	Outcome
Increase Enrollment of GTW and BCCC students	• GTW Sponsored Events Targeted High School recruitment	Student Success Center	• Admissions • Division of Student Affairs	Complete Associates degree and Transfer to a 4-year college or university to pursue at minimum a bachelor's

				degree. The graduating class are exploring transfer opportunities to Morgan State University, Coppin State University, and Johns Hopkins University among other schools.
Internal recruitment	Identify BCPSS students who meet the criteria to apply	Student Success Center	• Financial Aid • Division of Academic Affairs • Division of Student Affairs	Many advisors, faculty, and staff can refer students to the program and to encourage them to apply.
Community Partnership	Internship opportunities	Student Success Center	• Division of Academic Affairs • Advancement and Strategic Partnerships	Many students have participated in summer internships with The Washington Center in the past. Due to COVID-19, no students will be able to participate in these programs this summer.
Study Abroad	Offer students the chance to take courses at another institution abroad. The courses are coupled with cultural activities.	Student Success Center	Academic Affairs	All study abroad experiences have been indefinitely suspended due to COVID-19.
Student Engagement	Students in the Granville T. Woods meet twice monthly during the academic year.	Student Success Center	Division of Student Affairs	Continuity of services to enrolled GTW has included helping this group continue to feel connected. The group met virtually three times since the COVID-19 pandemic: on March 27th, April 17th, and May 8th via zoom. Some program alumni joined the session on April 17th to

				share with current students the transition to 4-year institutions and their current professions.

Additional Enrollment Activities and Updates

- With the onset of COVID-19 in Maryland, many organizations began cancelling scheduled recruitment events prior to March 17th. As of March 17th BCCC, moved all operations to remote delivery. Since then, the Admissions team has continued outreach via telephone, email, Zoom, and other social media platforms.
- In April, the Office of Admissions implemented the usage of Booking via Microsoft 365 to host one-on-one meetings with students and began hosting virtual webinars via Zoom to check in with target populations such as International Students and Veterans.
- Although there has been a transition from on campus engagement of prospective students, the Office of Admissions has continued to provide support from prospect to enrollment, engaging with an average of eighty (80) new applicants each week and processing documentation electronically.
- The Testing Center has been preparing to offer virtual proctored testing as an alternative to in-person testing. In the interim, students who contact the office for the purpose of testing are being tracked and communicated with regularly.
- Academic advisors in the Student Success Center and the Mayor's Scholars Program are also engaging continuing students about registration for both summer sessions and fall semester.
- The Office of Admissions has been actively engaged in the recruitment of students from Baltimore City Public Schools for the Mayor's Scholars Program. On April 23rd representatives from the Division of Student Affairs, The Division of Academic Affairs, and The Division of Workforce Development participated in a webinar with guidance counselors from City Schools.
- Staff at the College have been communicating with formerly enrolled students who have left the institution. These previously enrolled students, who were in good academic standing at the time of departure and have no billing obligation, are encouraged to complete their degree program.
- The Admissions department identified 1,304 BCCC applicants who may qualify for participation in the MSP program. BCCC has reached out to these Baltimore City High School seniors who have expressed interest in the Mayor's Scholars Program (MSP) to encourage them to apply. Additionally, these students were assigned to the admissions recruiters for further individualized follow up. The Director of Admissions, along with the Director of the MSP program have worked together to set up MSP information sessions with College Bound counselors and other guidance counselors at various high schools.
- BCCC is promoting the Maryland Promise Program by continuing to work with the Maryland Association of Community Colleges (MACC). MACC has provided BCCC with the names and contact information of prospective students who expressed interest in the Maryland promise campaign. The admissions staff has engaged this group of students over the spring 2020 term and will continue throughout summer 2020. Some of these students may also qualify for admission into the Mayor's Scholars Program.
- As this is a rebuilding year for the Department of Athletics, the Athletic Director, along with the Women's and Men's coaches are working together to finalize the full recruitment process for student athletes.
- In February 2020, the Office of Admissions, in collaboration with the Office of Financial Aid, sponsored a Maryland State Financial Aid Application (MSFAA) workshop on campus. This workshop was designed to assist students and prospective students with an alternative to federal funding that they may not be eligible for. The MSFAA allows children of undocumented immigrants to qualify for in-state tuition. The MSFAA is a valuable resource that will be extremely helpful when engaging the community, particularly for LatinX outreach.
- Some of the virtual outreach programming that has taken place thus far is also listed in Table 3.9.

Table 3.9   Online/Virtual Presentations

Event	Target Group	Date and Time
BCCC Info Session	Prospective Students	May 6th at 3pm
BCCC Info Session	Prospective Students	May 12th at 10 am
BCCC Info Session	Prospective Students	May 13th at 4pm
Admissions Application Next Steps	Applicants	April 29th at 2pm
Admissions Application Next Steps	Applicants	May 14th at 11am
Admissions Application Next Steps	Targeted Groups	Scheduled as needed
International Student Check-in	International Students	April 30th at 3pm
Veteran Student Check-in	Veterans	May 6th at 2pm
Veteran Student Check-in	Veterans	May 20th at 2pm
International Student Summer Orientation	International Students	May 21st at 12:30pm

THE MAYOR'S SCHOLARS PROGRAM

Background

The Mayor's Scholars Program (MSP) was developed during a time that many colleges nationwide committed to making higher education more accessible and affordable to students who might otherwise not see college as an option. Colleges were supported in this initiative by government, nonprofit, and private partners. According to the College Promise Campaign, there are over 200 "promise programs" in 41 states, including Maryland. The MSP is unique in its wide access, with few enrollment requirements and coverage of credit and non-credit programs at BCCC. In addition to holistic student support service, Mayor's scholars receive last-dollar scholarships that cover the tuition and fees that remain after financial aid has been applied.

The Program is a partnership between Baltimore City Community College (BCCC), the Baltimore City Mayor's Office and Baltimore City Public School System (BCPSS). BCCC, the academic hub, provides instruction, academic support, student services support and core funding for the program. The Mayor's Office contributes tuition and fees for eligible students for the Fall and Spring semesters. The Baltimore City Public School System provides opportunities to network with principals and guidance counselors and is a major source of students.

MSP Programmatic Model

Program Operations and Staffing

The Mayor's Scholars Program implements a student-centered, data-informed model. Based on lessons learned, best practices and data, the MSP staffing model was restructured at the end of the Fall 2019 semester to accomplish two goals. First, to better integrate the Program into the fabric of the College by utilizing other College resources. Second, to institutionalize a core staff including a Director, Administrative Coordinator and Academic Advisor who work closely with Academic Affairs and Student Affairs to support the Mayor's Scholars. Academic advising is supported by the Student Success Center's staff of Academic Advisors and services such as tutoring, counseling, disability support services, and student life and engagement will be provided by the assigned offices. Academic Affairs ensures that the curriculum is appropriately structured and that academic support is provided in multiple modes – face-to-face and virtual, synchronous and asynchronous – to meet the varied needs of students. Comprehensive integration allows the College to achieve economies of scale by serving all students with skilled, dedicated and effective staffing.

High-Level MSP Program Design

Exhibit 3.1 summarizes the major elements of the MSP program design, along with an assessment of implementation progress to date. Program elements are grouped by the core program principles that best practices has shown are important to student success.

Exhibit 3.1.   MSP Program Design

Core Principle	Design Element
Academic Momentum	•Summer Bridge: Begin college readiness, developmental progress & credit accumulation •Cohort implementation: Group MSP students together in classes, especially developmental – Enables tailored instruction and ability to push into classes •Mandatory tutoring for students in developmental courses, those who have failed a credit course or have been identified as struggling •*Class schedules that enable students to balance other life demands* •Mandatory success coaching advising with MSP-dedicated advisors that students stay with through graduation
Integration and Belonging	•Summer Bridge & Academic Year Cohort models •MSP-specific Orientations: New students in Spring, Returning students in the Fall •Programming and Cohort meetings throughout the academic year •Build & leverage student leadership
Timely & relevant student support services	•Intrusive, needs-based and data-driven advising: Tier supports, Teach college readiness & self-advocacy, Provide academic and social-emotional support •Additional financial assistance for books, transportation and laptops. Could include incentives for taking advantage of tutoring and coaching. May also present an external funding opportunity. •*Dedicated job and career advising*
Use of data & technology	•Attendance to be taken in all MSP-cohorted classes: Track & act upon attendance •Student performance monitoring throughout semester •Utilize technology to reach students where they are: Text, Cell phones •*Build data structures that enable timely data to deploy intrusive student support*

Key:
Green - Fully implemented (includes elements implemented within limitations of current infrastructure)
Blue - Partially implemented
Red - Not yet implemented

MSP Enrollment Criteria and Student Demographics

Scholar Eligibility
The intent of the MSP is to enable more Baltimore City high school graduates to earn a post-secondary credential, as reflected in the scholarship criteria below. Unlike many other promise programs nationwide, MSP has no high school grade point average (GPA) requirement, no income restrictions, and allows students the flexibility to choose academic, workforce or English language learning pathways. It funds up to

150% of a student's selected program length.[1] Students may enroll regardless of citizenship status or eligibility for federal financial aid. The MSP's scholarship support for undocumented students is exceptional, as most other promise programs in Maryland and nationwide do not include these students.

Cohort I was only open to the Baltimore City Public School System graduates who resided in Baltimore City and who enrolled at BCCC directly after high school graduation in the MSP Summer Bridge. Eligibility for Cohort II was expanded to residents of Baltimore City who graduated from any high school, completed homeschooling or who earned a GED and enrolled in the MSP Summer Bridge directly after graduation or GED attainment (See Exhibit 3.2).

MSP applicants must complete the Free Application for Federal Student Aid (FAFSA) to establish their level of financial need and, therefore, the amount of scholarship they would receive.[2] Some workforce development programs are not eligible for federal aid, so MSP funds the full cost. This broad eligibility sets MSP apart, as most promise programs nationwide do not allow students to enroll in programs that are not Pell-eligible. The MSP last-dollar scholarship does not fund books, transportation, technology or other education-related costs. During the academic year, the College provides 20 bus passes per month to supplement the scholarship. These are distributed based on need as confirmed by the Financial Aid Office.

In addition to receiving the last-dollar scholarship, students may apply to partner programs, YouthWorks and We are CASA (CASA), to receive stipends for Summer Bridge participation. YouthWorks, a program of the Mayor's Office of Employment Development (MOED), is open to students who are eligible to work in the United States. CASA provides scholarships for students who are not eligible to work in the US. Both partnership opportunities are voluntary and students are encouraged to apply.

Exhibit 3.2.   MSP Eligibility Criteria

Eligibility Criteria	Requirement
Graduation Year	Students must enroll directly after high school completion.
FAFSA	Students must complete the FAFSA if eligible to receive federal aid.
City Residency Requirement	Students must be City residents[3] during their senior year of high school and throughout their BCCC attendance.
Citizenship Status	All immigrants are eligible regardless of status.
Individual Dollar Cap	No cap on individual student scholarship amount. The scholarship is available for 150% of the selected program length.
Academic Qualification	No minimum high school GPA or other academic qualification.
BCCC Enrollment Status	Students must be enrolled full-time at BCCC. All BCCC programs, including Associate, Certificate, ESL/ELI, and Workforce Development are eligible.

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[1] Measuring graduation rates at 150% of program length, or 3 years, is standard (see the National Center for Education Statistics). Students have time to complete developmental coursework, then pursue the degree.

[2] Beginning with Academic Year 2020-2021, students who are not FAFSA-eligible will be required to complete the Maryland State Financial Aid Application (MSFAA).

[3] Only graduates of Baltimore City Public School System were eligible for Cohort I. Beginning with Cohort II, any high school graduate (including GED earners) living in Baltimore City was eligible for the MSP.

BCCC Student Standing: Academic, Other Qualification	Students must make Satisfactory Academic Progress in accordance with BCCC and federal Pell requirements.
Summer Bridge Program	All students are expected to participate in the Summer Bridge. Students can appeal to the MSP Program Director for an exemption due to hardship.

Source: BCCC Institutional Records and MSP MOU

BCPSS and Enrollment

The Baltimore City Public School System (BCPSS) is the major source of first time, full time BCCC students. The proportion of BCPSS students who choose to attend BCCC has increased with the option of the MSP as illustrated by Exhibit 3.3.

Exhibit 3.3   Recent Baltimore City Public School System (BCPSS) High School Graduates Enrolling at Baltimore City Community College (BCCC) the Next Fall Semester

Source for BCCC data: BCCC fall Enrollment Information System files submitted to the Maryland Higher Education Commission. Source for high school data: Maryland Association of Communty Colleges Databooks (Exhibit I-17).
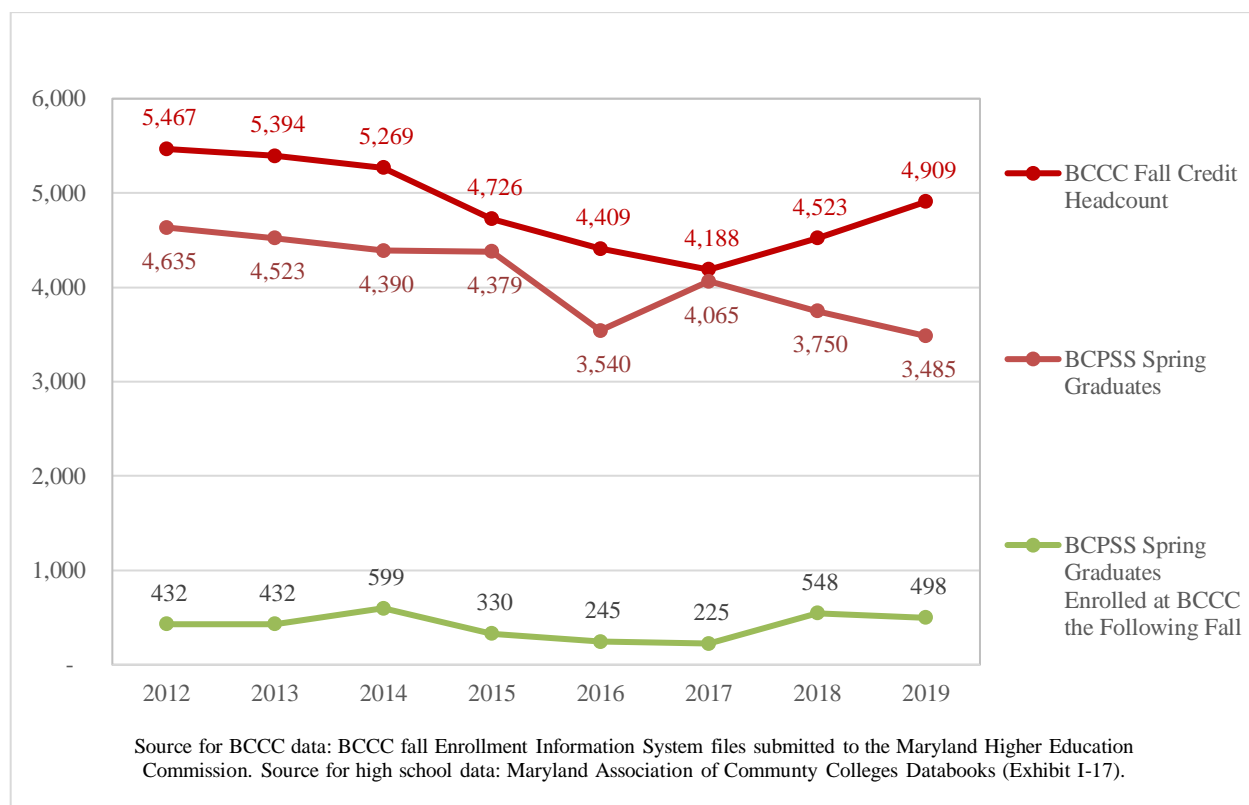
An analysis of the data from 2017 through 2019 (see Exhibit 3.4) illustrates the impact of MSP on enrollment of BCPSS students at BCCC. In 2017, the year prior to MSP's beginning, 6% of BCPSS graduates enrolled at BCCC the fall after graduation. The percentage increased to 15% in 2018 and of those, 61% were MSP scholars. In 2019, 14% of BCPSS graduates enrolled at BCCC, with 72% choosing MSP (See Exhibit 3.4). A complete FTE analysis will be provided in the November 2020 report.

Exhibit 3.4   BCPSS Graduates Enrolled at BCCC and MSP, 2017-2019

	2017	2018	2019
BCPSS Graduates	4,065	3,750	3,485
BCCC students	225 (6%)	548 (15%)	498 (14%)
BCPSS Graduates enrolled in MSP	--	332 (61%)	361 (72%)

Several BCPSS high schools (HS) have been consistent in sending students to MSP. Baltimore City College HS, Baltimore Polytechnic Institute, Carver Vocational Technical HS, City Neighbors HS, Digital Harbor HS, Mergenthaler Vocational Technical HS, Patterson HS and Western HS have sent ten or more students to the Program in 2018 and 2019 (See Exhibit 3.5).

Exhibit 3.5   BCPSS High Schools sending 10 or more Students to MSP

Cohort I 2018	# Students		Cohort II 2019	# Students
Mergenthaler Vocational-Technical High School*	29		Patterson High School*	36
Forest Park High School	25		City Neighbors High School*	25
Digital Harbor High School*	24		Carver Vocational Technical High School*	21
Edmondson/Westside High School	23		Paul Laurence Dunbar High School	19
City Neighbors High School*	19		Digital Harbor High School*	18
Baltimore Polytechnic Institute*	18		Western High School*	17
Western High School*	18		Baltimore Polytechnic Institute*	16
Patterson Park High School*	16		Mergenthaler Vo Tech*	15
Acad For College & Career Exploration	15		Frederick Douglass HS	13
Carver Vocational Technical*	14		REACH Partnership School	13
Baltimore Design School	13		Baltimore City College High School*	12
National Academy Foundation	13		Renaissance Academy	11
Baltimore City College High School*	10		Augusta Fells Savage Institute	10
New Era Academy	10			
*The school is on the 2018 and 2019 list.				
Source: MSP records and BCCC SIMS. BCCC OIR - October 2019				

Student Demographics and Profile

There have been no changes in student demographics and profile since the November 2019 report, however Appendices A and B (Selected Demographics and Characteristics of MSP Cohorts I and II) are attached for informational purposes. Comprehensive demographic data, including Cohort III, will be provided in the forthcoming November 2020 report.

MSP Scholars Federal Financial Aid Awards

The scholarship provided through MSP is last-dollar, covering tuition and fees after the application of federal, state and other third-party scholarships. As illustrated in Exhibit 3.6, Cohort I students received an average Pell grant of $2,574 in the Spring 2020 semester and the Cohort II average grant was $2,418. As of May 30, MSP scholars received a total of $1,371,787 in federal Pell grants for the 2019-2020 academic year.

Exhibit 3.6   Federal Financial Aid Awards

	Cohort I Fall 2018	Cohort I Spring 2019	Cohort I Fall 2019	Cohort I Spring 2020	Cohort II Fall 2019	Cohort II Spring 2020
# Students	306	250	150	113	410	280
# Students Awarded	167	118	57	54	224	183
Total $ Awarded	$472,448	$323,711	$165,554	$138,992	$624,720	$442,521
Average $ Award	$2,829	$2,743	$2,904	$2,574	$2,789	$2,418

Source: BCCC Financial Aid Records

Retention

Credit Retention

Semester to semester retention for Cohort 1 is 87% (Summer to Fall 2018), 68% (Fall 2018 to Spring 2019), and 43% (Spring 2019 to Fall 2019) 34% (Fall 2019 to Spring 2020). For MSP credit students, Fall-to-Fall 2019 retention is 43%.[4] This retention rate is consistent with the College's first-time, full-time rate but higher than the 37% Fall-to-Fall retention rate for a similar student population – all first-time cohorts of Pell grant recipients and developmental students, including full-time and part-time students (See Exhibit 3.7). We can conclude that Cohort I Mayor's Scholars are being retained as expected. A more complete analysis of Cohort II's retention is forthcoming.

Exhibit 3.7   MSP Cohort I Enrollment & Retention of Students Enrolled in Credit Courses

Note: The 335 number includes students who were enrolled in credit-bearing classes.
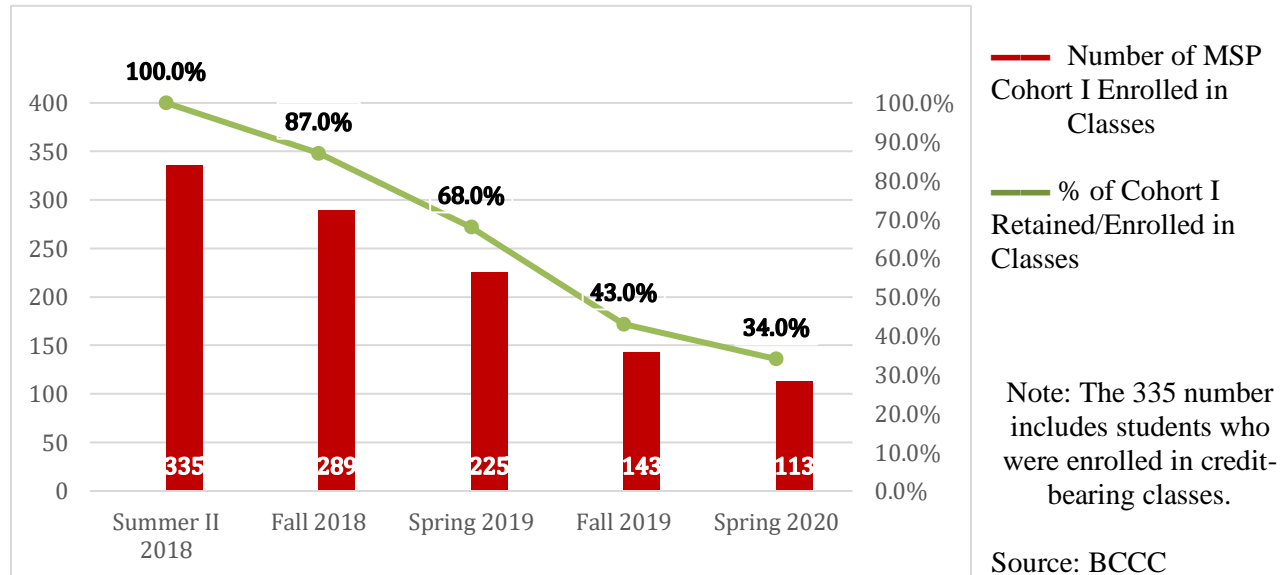
Source: BCCC Institutional Research

English Language Learners Enrollment and Persistence

There were 40 Cohort I English language learner students who enrolled in either English Language Instruction (ELI) courses (credit-level and eligible for federal financial aid) or English as a Second Language (ESL) courses (non-credit continuing education courses and not eligible for federal financial aid) starting in the 2018 Summer Bridge. During Summer Bridge 2018, 71% of English language learners advanced at least one level, exceeding the goal of 60%. Beginning in Fall 2018, there were 27 ELI (credit level) registrations. In Spring 2019, 3 ELI students moved into 100-level credit classes, so are counted in the AA & Certificates data in Exhibit 3.6 starting in Spring 2019.

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[4] MSP students' first credit enrollment at the College is in the Summer II session and is therefore reported as Fall-to-Fall retention by BCCC Institutional Research.

Of non-credit ESL, 13 students enrolled in Fall 2018. Two (15.3%) stopped attending that semester and ten completed the Fall semester. Eight (62% of Fall enrollees) returned in Spring 2019; and six (46% of fall enrollees) returned in Fall 2019. Overall, 82% of English language learners who began the MSP persisted through Fall 2019.

Workforce Development/Job Training Enrollment and Completion
Job training programs can be an attractive option for students who wish to begin working quickly. There were 22 Cohort I students who enrolled in job training Workforce Development programs over the course of the Academic Year 2018-19. Of these, 17 (77%) completed their programs and 8 (36%) earned a licensure or certification and 8 worked in their fields for 90 days or longer. Licenses and certifications were earned in CompTIA A+, Network +, Diesel Mechanics, Multi-Skilled Medical Technician, Pharmacy Technician, or Construction Core.

Academic Outcomes
A complete analysis of academic outcomes for the academic year 2019-2020 is forthcoming. At this writing, final grades are being processed.

Summer Bridge 2020
Planning for Summer Bridge 2020 is underway. Program offerings and support will be substantially different than the first two summers. In the current COVID-19 climate, the entire program will be offered virtually. All classes, tutoring, support services and co-curricular activities will be provided online. The College is anticipating several challenges, including ensuring that students have access to appropriate devices, technology, and internet service.

Students will take developmental or college-level courses depending on placement results. Exhibit 3.8 lists the courses to be offered. The variety of courses provides an opportunity for students to take courses that either lead to or are a part of the general education curriculum. Those who are college-ready will earn credits. Some students have already taken college courses through dual enrollment. This set of courses allows them to continue to accumulate credit over the Summer.

Exhibit 3.8   Summer 2020 Course Offerings

Credit Courses
Pre-100, Preparation for Academic Achievement
Math 92, Intermediate Algebra
Math 107, Modern Elementary Statistics
RENG 92, Composition Skills II
Eng 101, English Writing
Psy 101, Introductory Psychology
Soc 101, Introduction to Sociology
MSPE, English Boot Camp for Speakers of Other Languages
CLT 100, Computer Literacy
Non-Credit
Career Development, Workforce Preparation Boot Camp
MSPE, English Boot Camp for Speakers of Other Languages

Academic and Student Support
An embedded tutoring model will be used. A lead tutor will be integrated in classes, coordinate with the instructor, and provide guidance to the tutoring staff regarding the topics and issues that students need help with. In addition to tutoring, students will work with academic advisors and student support staff on a regular basis. During the Summer Bridge a variety of mandatory and optional workshops and activities will be provided. A critical orientation workshop is Successful Online Learning which introduces students to the requirements and expectations for online classes in a college context. Test anxiety, time management, financial literacy and coping with online learning are topics to be offered within the broader themes of academic skill building, wellness and personal growth, and community building. A weekly social event such as a virtual dance party will be planned along with opportunities to participate in complementary

activities like virtual yoga and Kahoot.[5] Each component of the Summer Bridge will be evaluated and assessed with the goal of learning and improving Program delivery in the future.

MSP Funding and Sustainability

Funding for the program lies primarily with the College as it covers the cost of personnel, instructional and program support costs. The City of Baltimore contributes last dollar scholarships for eligible students during the academic year. For the academic year 2018-2019, the City contributed $522,857 for tuition and fees for Fall 2018, Fall 2019 and a $25,000 contribution toward Summer bus passes. The Middendorf Foundation granted $25,000 for textbooks for the academic year 2019-2020. The College incurs the greatest portion of program costs (personnel and Summer Bridge). The College is seeking funding through external sources and is realigning to use existing resources to a greater effect.

Summer Bridge Funding Sources

Baltimore City Community College funded 90% of the cost of the 2018 Summer Bridge and 100% of the 2019 Summer Bridge. During 2018, the City authorized BCCC to utilize funds that had been designated for transportation assistance to be used as a general contribution to the Summer Bridge, since students could utilize their YouthWorks compensation to purchase discounted bus passes. Baltimore City Public Schools contributed to the cost of BridgeEdU. (See Exhibit 3.9, MSP Summer Bridge Funding Sources.)

MSP students received support from YouthWorks and We Are CASA (CASA), however those funds did not directly impact the College. YouthWorks paid students a total of $352,866 in Summer 2018, while CASA scholarships totaled $42,000. YouthWorks paid MSP students $307,596 in Summer 2019 and CASA scholarships totaled $37,200. Both YouthWorks and CASA provided an incentive to students to attend the Summer Bridge by replacing income they likely would have earned from other summer jobs. It is possible that MSP students would have been employed by YouthWorks in other jobs if their placement had not been with MSP.

Exhibit 3.9   MSP Summer Bridge Funding Sources

Summer Bridge Funding Sources	**2018**	**2019**
Baltimore City Community College	$459,735	$378,365
City of Baltimore	$25,000	$0
Baltimore City Public Schools	$25,000	$0
Total Summer Bridge Funding	**$509,735**	**$378,365**

Source: BCCC Institutional Records

Summer Bridge Expenses

Although the Summer Bridge is an integral part of the MSP, the associated expenses are borne by the College. Students do not pay tuition and fees for Summer courses, therefore, the cost of tuition and fees are considered an expense in addition to other expenses because the student tuition charges represent lost revenue to the College. See Exhibit 3.10 for an accounting of Summer Bridge expenses.

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[5] Kahoot is an interactive and engaging learning game used in educational and professional development settings.

Exhibit 3.10   MSP Summer Bridge Expenses

Summer Bridge Costs	2018	2019
Tuition and Fees	$169,407	$122,345
Faculty	$105,507	$187,278
Textbooks and Course Materials	$103,717	$4,355
Student Support Services Contractor	$75,000	$0
MSP Staff	$29,930	$48,210
Events	$12,854	$10,460
Bus Passes	$8,000	$0
Marketing Allocation	$5,320	$5,717
Total Summer Bridge Cost	**$509,735**	**$378,365**

Source: BCCC Institutional Records

The cost of the six-week 2019 Summer Bridge was 26% lower than the seven-week 2018 Summer Bridge due to a significant reduction in the cost of textbooks and personnel. The College provided textbooks for both the 2018 and 2019 Summer Bridge, since students did not receive financial aid and their first YouthWorks/CASA incentives were paid more than two weeks after the program started. Nearly $100,000 was saved in the 2019 Summer Bridge through better textbook planning by faculty and the use of online course materials. BridgeEdU, the contractor who supported Summer Bridge 2018, offered their services at a discounted rate.

Based on the 335 students who matriculated in the 2018 Summer Bridge, the seven-week 2018 Summer Bridge cost $1,522/student or $43/student/day. For the 387 students who registered for classes in the 2019 Summer Bridge, the six-week program cost $978/student or $33/student/day.

The Abell Foundation funded a consultant to facilitate the MSP Launch Team and provide program support through the beginning of the Fall 2018 semester. BCCC then funded the consultant through Summer 2019.

Academic Year 2018-19 Expenses

Most of the academic year expenses associated with MSP cannot be disconnected from college operational and ongoing expenses, such as faculty salaries. The identifiable academic year expenses at BCCC totaled $571,814, which included MSP staff, placement testing, marketing and bus passes. MSP staff represented 94% of this expense. Expenses for Academic Year 2019-2020 will be analyzed in a subsequent report.

Conclusion

The majority of the College's executive leadership team has been in place for a short period – including the President, the Vice President of Academic Affairs, the Vice President of Student Affairs, the General Counsel and the Vice President, Institutional Effectiveness, Research and Planning, and the Mayor's Scholar's Program Director. The Vice Presidents of Workforce Development and Continuing Education and Advancement and Strategic Partnerships are the only executive leadership team members who have been at the College longer. This administration has directed a new sense of collaboration and innovation toward the work of the College.

This update summarizes information from the Fall 2019 and Spring 2020 semesters on enrollment activities for ten (10) specific student populations – Currently Enrolled Students/ Retention, Dual Enrollment, Near Completers and Complete College Baltimore, LatinX, Veterans and Military Students, International Students, Year Up, Workforce Development and Continuing Education, Promise Academy, Granville T. Woods Scholars Program, and the Mayor's Scholar's Program. The strategies and initiatives outlined in this report provides greater detail regarding what BCCC has adopted to strengthen enrollment and to increase FTEs. Like many other institutions, the college has had to modify its normal operations due to the COVID-19 pandemic. Although BCCC has had to integrate safer practices to maximize the safety of students and employees, educating students remains paramount. Improving outcomes in recruitment and outreach remain

critical at the institution. Led by the Office of the President, measures are being taken to develop a comprehensive Strategic Enrollment Plan (SEM).

Aside from continuing students, of all the subpopulations noted in this report, the Mayor's Scholar's Program (MSP) has had the most notable impact on BCCC's FTEs. This program has demonstrated its impact on FTEs, significantly increasing the number of first time, full time students, almost entirely from Baltimore City Public Schools. The enrollment target of 250 students has been exceeded for the past two years. Retention for MSP (Fall-to-Fall 43%) has surpassed the 37% Fall-to-Fall retention rate for the College's Pell-eligible and developmental student populations. Experience with Cohorts I and II has allowed the institution to identify and address challenges and pilot new programs. Looking forward, MSP will continue to serve as an important conduit for BCCC recruitment and student success. Partnering with Baltimore City's Mayor's Office, Baltimore City Public Schools, and organizations such as YouthWorks, We are CASA and the CollegeBound Foundation will help to secure BCCC's position as Baltimore's community college. The new administration is committed to strengthening the program as Baltimore City Community College continues on a path to achieve its full potential.

Appendices

Appendix A   Selected Demographics and Characteristics of MSP Cohort I (2018)
Participants

Appendix B   Selected Demographics and Characteristics of MSP Cohort II (2019)
Participants

**Appendix A. Selected Demographics and Characteristics of MSP Cohort I (2018)
Participants**

Total = 335 Participants Attended At Least One of the Two Credit Courses for Which They Registered		
Gender	Number	Percentage
Female	212	63.3%
Male	123	36.7%
Age		
Mean	18.5 Years of Age	
Mode	18 Years of Age	
Ethnic Background		
Black/African American	259	77.3%
White	6	1.8%
Multi-Race	17	5.1%
Asian	2	0.6%
American Indian/Native Alaskan	2	0.6%
Hispanic	37	11.0%
Native Hawaiian/Pacific Islander	0	0.0%
Other/Unknown	12	3.6%
High School Category		
Baltimore City Public School System	332	99.1%
GED	1	0.3%
Not reported	2	0.6%
Source: MSP records and BCCC Student Information System.		

**Appendix B. Selected Demographics and Characteristics of MSP Cohort II (2019)
Participants**

Total = 381 Participants Attended At Least One Credit Course		
Gender	Number	Percentage
Female	243	63.8%
Male	138	36.2%
Age		
Mean	18 Years of Age	
Mode	18 Years of Age	
Ethnic Background		
Black/African American		83%
White		1%
Multi-Race		3%
Asian		1.0%
American Indian/Native Alaskan		0.0%
Hispanic		12.0%
Native Hawaiian/Pacific Islander		0.0%
Other/Unknown		0.3%
High School Category		
Baltimore City Public School System	361	94.8%
GED	9	2.4%
Home-schooled	1	0.3%
Foreign High School	1	0.3%
Maryland, not BCPSSS	15	3.9%
Unknown	4	1.0%
Source: MSP records and BCCC Student Information System.		

Exhibit 5.4

Summer 2020

Annual Cultural Diversity Report

2019-2020

Baltimore City Community College

Preface

Baltimore City Community College (BCCC) is committed to seeking academic excellence while striving continuously to be a welcoming, inclusive and diverse environment for all. The College community aspires to provide educational opportunities that embrace and support differences, all while fostering respect that extends beyond the classroom to all college spaces and to the local community. BCCC is intentional about supporting the learning environment so that students, faculty and staff are supported through challenges, accomplishments are celebrated, and perspectives of various groups of people are accepted. Being intentional about understanding differences makes members of our community able to engage in conversations spanning differences and commonalities.

About BCCC

BCCC meets students where they are through personal attention with the support of dedicated faculty and staff. In fiscal year (FY) 2019, we educated nearly 14,000 students from Baltimore City, the State of Maryland, and the world.

BCCC is a State-sponsored, comprehensive, degree-granting community college with five learning sites in Baltimore City. We offer 38 associate degree programs and 17 certifications in high-demand fields, affordable tuition and flexible classes scheduled to meet students' needs. Students receive a quality education and specialized training critical to get good jobs, to transfer to four-year institutions and to upgrade or acquire new skills to stay competitive in today's changing marketplace.

The College's Workforce Development and Continuing Education Division served more than 8,000 students seeking new skills and personal growth. BCCC offers General Educational Development for students seeking high school diplomas, English as a Second Language instruction and Adult Basic Education to strengthen literacy skills. BCCC welcomes students who want to enrich their lives through education and the pursuit of new skills.

Mission

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

Vision

BCCC 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.

Core Values

These core values represent the most important underlying principles and beliefs that are the basis for the vision, strategies, plans, policies, and actions of BCCC.

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.

Commitment to Diversity

BCCC is committed to creating a diverse and inclusive environment in which our students, faculty, and staff learn and work. The College's priorities are evidenced by its Core Values, Vision and Mission Statements. The goals are to recruit and retain more faculty and staff by enhancing recruiting strategies and creating a hospitable campus setting; to nurture an atmosphere of

Baltimore City Community College Cultural Diversity Report 2019-2020 1

welcome, civility, and respect for differences; and to take advantage of the College's quality as a microcosm of the larger world to instill in everyone, but especially students, an understanding of humanity beyond the College. These priorities inform the Diversity and Inclusion Plan.

In FY 2019, the College established the BCCC Diversity, Equity, and Inclusion Committee (DEI Committee) which has been charged with ensuring the institution meets these goals in alignment with the Maryland Code, Education § 11-406.

Key Definitions proposed by BCCC's DEI Committee
Diversity - the fact of many different types of things or people being included in something; a range of different things or people.

Equity - the commitment, capabilities, and experiences of an institution to equitably serve low income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.

Inclusion – the act of taking in or comprising as a part of a whole or group

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BCCC's Plan to Improve Cultural Diversity

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Strategic Goals
This Diversity, Equity, and Inclusion Plan incorporates transformational change at the College. The goals are:

Goal One: To cultivate and sustain a diverse and multicultural student body that is reflective of the global community by recruiting, retaining, and graduating ethnic minority students that are under-represented in higher education.

Goal Two: To integrate the principles of diversity, equity and inclusion into all aspects of College life.

Goal Three: To identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure progress at all levels of the College.

Goal Four: To ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.

Goal Five: To provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in a culturally sensitive manner.

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Table 1: Goals, Performance Indicators, and Strategies for Implementation

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Goals	Performance Indicators	Strategies for Implementation
Goal One: To cultivate and sustain a diverse and multicultural student body that is reflective of the global community by recruiting, retaining, and graduating ethnic minority students that are under-represented in higher education.	• Enrollment data	• Focused recruitment initiatives • Student success and retention initiatives • Community partnerships and collaborations
Goal Two: To integrate the principles of diversity, equity and inclusion into all aspects of College life.	• Attitudes Assessment • Intercultural Development Inventory	• Update and administer climate survey • diversity-focused trainings, events and activities
Goal Three: To identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure progress at all levels of the College.	• Institutional Capacity Assessment Tool "Equity" responses • Survey Responses • Regular Student, Faculty, and staff feedback	• Broad recruitment • Retention efforts • Professional development opportunities • Continuous collection and analysis of data

Baltimore City Community College Cultural Diversity Report 2019-2020 2

Goal Four: To ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.	• Institutional data • Human Resources data	• Enhance internal and external partnerships • Develop a cultural awareness "toolbox" (pending) • Sponsor professional development workshops
Goal Five: To provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in a culturally sensitive manner.	• Institutional Capacity Assessment Tool "Equity" responses (HR) • Survey Responses • Regular Student, Faculty, and staff feedback	• Cultural Diversity integration into the curriculum (Pre 100) • Host on-campus inclusive events • Enhance co-curricular activities

The five goals outlined above will be achieved by implementing cultural, environmental, and structural changes throughout the entire College community. The DEI committee, in conjunction with the President's Cabinet will monitor these goals. The committee is comprised of broad representation spanning each of the divisions across the College. In FY 2020, the DEI Committee will meet regularly to monitor the progress of the strategic diversity goals of the College. Transforming the College is a shared responsibility. Accountability measures will be developed by the committee charged with overseeing the plan's implementation.

Achievements in Diversity

The majority of the College's executive leadership team has been in place for less than a year at this writing– the President, the Vice President of Academic Affairs, the Vice President of Student Affairs, the General Counsel and the Vice President, Institutional Effectiveness, Research and Planning, and the Mayor's Scholar's Program Director. The Vice Presidents of Workforce Development and Continuing Education and Advancement and Strategic Partnerships are the only executive leadership team members who have been at the College more than a year. It is important to note the breadth and the depth of diversity represents a span of race, ethnicity, gender, and age.

Over the past five years, BCCC has experienced changes in enrollment and increased diversity. Two of the subpopulations that the College has witnessed an increase in growth has been with dual enrollment and LatinX students. There has been a steady growth among LatinX students.

Students

In addition to tracking enrollment trends based on ethnic background as provided in Chart 1, the Office of Institutional Research (OIR) develops retention data based on various student characteristics including ethnic background, gender, age, Pell status, developmental need, full- or part-time enrollment status, and distance education status. Similar measures are included in the annual Performance Accountability Report OIR prepares and submits to MHEC annually. As tables 2 and 3 reflect, the numbers and proportions of Hispanic (LatinX) students have increased since Fall 2013.

Baltimore City Community College Cultural Diversity Report 2019-2020 3

Table 2: BCCC Fall 2013 – Fall 2019 Credit Student Enrollment Counts by Ethnic Background

Baltimore City Community College Fall Credit Enrollment Distribution by Ethnic Background / Race	Fall 2013 #	Fall 2013 %	Fall 2014 #	Fall 2014 %	Fall 2015 #	Fall 2015 %	Fall 2016 #	Fall 2016 %	Fall 2017 #	Fall 2017 %	Fall 2018 #	Fall 2018 %	Fall 2019 #	Fall 2019 %
a. Hispanic or Hispanic Multi-race (Excluding White)	112	2.1%	143	2.7%	124	2.6%	116	2.6%	103	2.5%	158	3.5%	198	4.0%
b. Hispanic-and-White or Hispanic-and-White with Other Races	27	0.5%	30	0.6%	31	0.7%	26	0.6%	28	0.7%	32	0.7%	43	0.9%
c. White or White Multi-Race (Excluding Hispanic)	512	9.5%	458	8.7%	427	9.0%	425	9.6%	347	8.3%	366	8.1%	353	7.2%
d. African American Only	4,334	80.7%	4,297	81.6%	3,779	80.0%	3,455	78.4%	3,314	79.1%	3,628	80.2%	3,979	81.1%
e. Asian Only	222	4.1%	180	3.4%	210	4.4%	242	5.5%	244	5.8%	180	4.0%	171	3.5%
f. American Indian Only	11	0.2%	0	0.0%	9	0.2%	5	0.1%	7	0.2%	9	0.2%	5	0.1%
g. Native Hawaiian/Pacific Islander Only	14	0.3%	2	0.0%	6	0.1%	5	0.1%	4	0.1%	2	0.0%	7	0.1%
h. Multi-race (Other than with Hispanic or White)	21	0.4%	33	0.6%	37	0.8%	31	0.7%	35	0.8%	33	0.7%	45	0.9%
i. Other/Unknown	118	2.2%	126	2.4%	103	2.2%	104	2.4%	106	2.5%	115	2.5%	108	2.2%
Total	5,371	100.0%	5,269	100.0%	4,726	100.0%	4,409	100.0%	4,188	100.0%	4,523	100.0%	4,909	100.0%

Source: BCCC fall Enrollment Information System (EIS) files prepared for the Maryland Higher Education Commission annually in November, in accordance with State guidelines. Students are categorized by Hispanic/Hispanic-multi-race first, White/White-multi-race second, other multi-race third, and all other races. BCCC Office of Institutional Research - April 2020

Table 3: BCCC Fall 2013 – Fall 2019 Credit Hispanic Student Enrollment

Baltimmore City Community College Fall Credit Enrollment Distribution: Hispanic/Hispanic Multi-Race	Fall 2013 #	Fall 2013 % Change from Prior Fall	Fall 2014 #	Fall 2014 % Change from Prior Fall	Fall 2015 #	Fall 2015 % Change from Prior Fall	Fall 2016 #	Fall 2016 % Change from Prior Fall	Fall 2017 #	Fall 2017 % Change from Prior Fall	Fall 2018 #	Fall 2018 % Change from Prior Fall	Fall 2019 #	Fall 2019 % Change from Prior Fall
a. Hispanic or Hispanic Multi-race (Excluding White)	112		143	27.7%	124	-13.3%	116	-6.5%	103	-11.2%	158	53.4%	198	25.3%
b. Hispanic-and-White or Hispanic-and-White with Other Races	27		30	11.1%	31	3.3%	26	-16.1%	28	7.7%	32	14.3%	43	34.4%
c. Total Hispanic	139		173	24.5%	155	-10.4%	142	-8.4%	131	-7.7%	190	45.0%	241	26.8%
d. Total Fall Credit Headcount	5,371		5,269	-1.9%	4,726	-10.3%	4,409	-6.7%	4,188	-5.0%	4,523	8.0%	4,909	8.5%

Source: BCCC fall Enrollment Information System (EIS) files prepared for the Maryland Higher Education Commission annually in November, in accordance with State guidelines. Students are categorized by Hispanic/Hispanic-multi-race first, White/White-multi-race second, other multi-race third, and all other races. BCCC Office of Institutional Research - April 2020

OIR administers the Community College Survey of Student Engagement (CCSSE) to on-campus credit students, in class, every two years in the Spring semester. Due to the COVID-19 pandemic, the CCSSE was administered online for the first time. The Spring 2020 administration had 231 respondents. The results will be provided later this year by the Center for Community College Student Engagement. Highlights from the spring 2018 results (379 respondents) are provided below.

Characteristics of the respondents include the following:
- 26.2% indicated that English is not their native (first) language.
- 88.8% indicated that they would recommend BCCC to a friend or family member.
- 15.5% indicated that they are an international student or non-resident alien.
- 66.9% indicated that they are "Black or African American," 2.8% indicated they are "Hispanic or Latino," 6.8% indicated they are "Asian," 7.8% indicated they are "White," 5.6% indicated two or more races; and 10.2% indicated other or unknown.

Results related to diversity, equity, and inclusion include the following.
- 77.3% of respondents indicated that BCCC emphasized "encouraging contact among students from different economic, social, and racial or ethnic backgrounds" quite a bit or very much.
- 87.9% indicated that they strongly agree or agree that "I feel welcome and respected at BCCC."
- 77.5% indicated that they strongly agree or agree that "I have good relationships with others at BCCC."

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In Spring 2020, the College administered the Sexual Assault Campus Climate Survey to credit students and had 91 respondents. In terms of the characteristics of the respondents, distributions are similar to the general population of credit students for gender and age.

- 69.2% of the general population are female compared to 76.0% of the survey respondents.
- 40.3% of the general population are 30 years of age or more compared to 34.6% of the respondents.

There are differences in terms of attendance status (full-time versus part-time) and ethnic background as noted below.

- 32.2% of the general population are enrolled full-time versus 61.5% of the respondents.
- 80.7% of the general population are African American compared to 75.0% of the respondents; 8.2% of the general population are White compared to 17.3% of the respondents; and 4.2% indicated that they are Hispanic or Latino (only or multi-race) compared to 5.0% of the general population.

The results indicate that students feel valued and that faculty and staff are concerned about their welfare. The items for this section of the survey were modified from the prior years' versions and are noted as such when referencing results.

- 84.6% of respondents strongly agree or agree with the statement "I feel valued in the classroom/learning environment."
- A noteworthy improvement from the spring 2016 administration to the fall 2017 administration was the increase from 75.0% to 89.8% of respondents indicating their agreement with the statement "BCCC employees are genuinely concerned about the welfare of students." In spring 2020, the statement was broken into two categories with the following results.
  - ○ 83.0% strongly agree or agree with the statement "I think faculty are genuinely concerned about the welfare of students".
  - ○ 62.5% strongly agree or agree with the statement "I think administrators are genuinely concerned about my welfare."
- 76.5% of respondents agreed that "I am happy to be at this college". (New item)

Through these efforts, BCCC demonstrated an increase in successful enrollment and retention of students from all backgrounds, including first-generation students and populations of students historically underrepresented at the College.

Efforts to Increase Representation of Traditionally Underrepresented Groups
Students
Over the past five years, BCCC has experienced changes in enrollment across the aforementioned subpopulations. While there has been a decrease in students who have identified as veterans or military, the College has witnessed progressive and steady growth among LatinX students. The following describes specific initiatives and strategies BCCC has integrated to improve student enrollment that has a focus on diversity and inclusion.

LatinX
LatinX college students are the fastest growing population in the United States. However, when compared to other ethnicities, educational attainment for this group falls short. BCCC, like many other institutions in the country, has created focused efforts to target this special population to support degree attainment and to further educational opportunities. LatinX students may include, but are not limited to: Hispanic students, students who disclose/self-report that they are members of the LatinX community, students who qualify for DACA, members of communities that identify as Spanish speaking, Dreamers, ESOL, and students who need English Language services. The percentage of the Hispanic /Latino population at Baltimore City Public Schools is 13.5% for 2019/2020 school year.

Veterans and Military Students
BCCC supports veterans, service members, and military families by offering educational opportunities for them to continuously enhance their existing skillsets. This subpopulation of students includes active duty, National Guard, Reservists, Veterans (prior military service), dependents spouses or children, and survivors. BCCC supports veterans and military personnel enrolled at the institution with several initiatives, such as a dedicated Veteran certifying official on campus, one-on-one assistance, counseling services through Student Support and Wellness, and dedicated priority registration.

International Students
More than 85 countries are represented at BCCC among students, faculty, and staff. The College assesses the needs of international

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students, providing thorough information on immigration regulations and procedures to advise international students effectively, orient students to the policies and expectations of the institution, its culture, and the U.S. educational system. On an annual basis, BCCC sponsors workshops on travel, graduation and transfer, employment, and New International Student Orientation. In the fall of 2019, the College established membership in the Maryland International Education Consortium to increase the college's international presence and to better maximize the resources of partnering with the consortium. This membership helps to increase the institution's exposure to international communities. BCCC also engages this subpopulation of students by hosting weekly club meetings and co-sponsoring cultural activities for students.

The Mayor's Scholars Program
This program has demonstrated its impact on FTEs, significantly increasing the number of first time, full time students, almost entirely from Baltimore City Public Schools. The enrollment target of 250 students has been exceeded for the past two years. Retention for MSP (Fall-to-Fall 43%) has surpassed the 37% Fall-to-Fall retention rate for the College's Pell-eligible and developmental student populations. Experience with Cohorts I and II has allowed the institution to identify and address challenges and pilot new programs. Looking forward, MSP will continue to serve as an important conduit for BCCC recruitment and student success. Partnering with Baltimore City's Mayor's Office, Baltimore City Public Schools, and organizations such as YouthWorks, We are CASA and the CollegeBound Foundation will help to secure BCCC's position as Baltimore areas community college of choice. The new administration is committed to strengthening the program as BCCC continues on a path to achieve its full potential.

The Mayor's Scholars Program (MSP) has been an exemplary program, advancing the College's dedication to an inclusive educational experience. From its inception, it has been structured to meet the College's strategic goal to increase diversity of the student population and meet the diverse needs of this population. The program was created in coordination with the Mayor's Office of Baltimore City, to guarantee a free college education to all graduating high school seniors from Baltimore City Public Schools. The College has done the following through the program:

- Partnered with a local immigrant rights group, We Are CASA, which helped cover student expenses during the summer bridge program. This assistance aided some undocumented students who could not file the traditional FAFSA application.
- Maintaining bilingual recruiters (Spanish-speaking) to work with students and families in both English and Spanish, also bilingual in Spanish. All three bilingual staff would reach out to students in high school during the application process in the spring semesters.
- Held Spanish-language information and orientation sessions at off-site locations convenient to the LatinX community.
- Had bilingual staff work with students attending ESL classes. Spanish-language interpreters were assigned.
- Provided Kosher food for Jewish youth leaders participating in the summer bridge program.
- Selected Summer Bridge Student Ambassadors representative of the diversity of students- along racial, ethnic, gender, religious, and multilingual lines. The ambassadors, chosen from among cohort 1 students, mentored cohort 2 students with advising, orientation and college resources.

Administrative Staff and Faculty
The Office of Human Resources is dedicated to maintaining strategic partnerships with College leaders to attract, develop, and retain a qualified and diverse workforce that fosters an environment to support our students, mission, and vision. Services are provided in the areas of Recruitment/Talent Acquisition, Benefits, Classification and Compensation, Professional Development and Training, and Labor Relations.

BCCC is an Equal Opportunity Employer and Affirmative Action employer that does not discriminate on the grounds of race, color, gender, religion, age, sex, sexual orientation, national or ethnic origin, physical or mental disability, pregnancy, Genetic Information (GINA), marital status, veteran status, or any protected class prohibited by law. BCCC is committed to diversity and inclusion and seeks to foster positive human relations among all individuals and groups within the community.

BCCC is committed to diversity and inclusion and seeks to foster positive human relations among all individuals and groups in addition to faculty, staff and job applicants through non-discrimination in its employment practices within the community. This

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applies to all terms and conditions of employment, including recruitment, hiring, promotions, transfers, reassignments, training, career development, benefits and separation.

To deter overt discrimination, Human Resources will help faculty and staff to become aware of and to recognize more covert and subtle forms of discrimination through educational programs and remove institutional barriers to equality. All members of the college community are expected to abide by Non-Discrimination Policy, city, State and federal requirements. Persons charged with a violation of this policy, if substantiated, may be subject to disciplinary action, including discharge, in addition to the penalties imposed under State and federal law.

Efforts Designed to Create Positive Interactions and Cultural Awareness
Students
The student body of BCCC play a large role in the efforts to provide cultural diversity within the College. There are several active student clubs and organizations established that highlight diversity on campus such as:

- Anthropology and Sociology Club
- Ascenders Club
- B.R.O.S. (Brothers, Respectful, Organized and Successful)

- International Students Club
- LatinX Uni2 Club
- Veterans Club
- The Student Government Association

Under the direction of the Office of Student Life and Engagement, clubs and organizations participate in and sponsor activities that promote diversity and inclusion for the entire campus—faculty, staff, and students.

Programming and Activities
The following is a list of some of the FY 2020 College efforts to create positive interactions and cultural awareness among the BCCC Community

Table 4: Programs and Activities

August 2019	
Voter Registration	Voter Registration was held on the Liberty Campus during Welcome Week in partnership with the League of Women Voters of Baltimore.
"Speak About It"	This program was a performance about Consent, Boundaries & Healthy Relationships. The program co-sponsored with the Offices of Student Support and Wellness Services, Judicial Affairs and Title IX, the Student Government Association and the Office of Student Life and Engagement.
September 2019	
Hispanic Heritage Month Program	The Latinx Uni2 Student Club sponsored an Hispanic Heritage Month program with a program of dance, music, food and fun.
Annual Health and Wellness Fair	With more than 17 organizations in attendance, the fair was held on campus to address a diverse range of students, faculty, and staff on health and wellness. Health screenings included blood pressure measurements and HIV/STD testing.
Parade of Latino Nations	The Latinx Uni2 Student Club represented BCCC at Baltimore's First Parade of Latino Nations. The event consisted of over 40 folkloric groups, marching bands, carnival bands, cultural associations, businesses, and local schools.
October 2019	

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"I Stand with Immigrants" Program	The fourth annual "I Stand with Immigrants College & University Day of Action" took place at campuses across the country showcasing their support for immigrants. The emphasis was on Deferred Action for Childhood Arrivals (DACA) recipients in their community who face uncertain futures. This was BCCC's second year participating in the event. It was sponsored by the LatinX Uni2 Student Club
Male Students of Color Summit	The Office of Student Life and Engagement in conjunction with the B.R.O.S. Club and the Granville T. Woods Scholars Club sponsored a trip to the Male Summit of Color at Montgomery College's Germantown Campus. The summit focused on topics and activities designed to educate, equip, and enlighten male students of color to effectively increase college and career success.
November 2019	
Veterans Appreciation	The Office of Student Life and Engagement, Admissions Office, and the Student Government Association recognized the veterans on campus for Veteran's Day.
International Education Week	The Admissions, Office of Student Life and Engagement and the International Students Club celebrated International Education Week with a weeklong of events.
December 2019	
World Aids Day	In recognition of World Aids Day, the Office of Student Life and Engagement sponsored an HIV information event in the Student Atrium which included HIV testing. Members of SGA supported the event through the "HIV Question Game" and encouraging in HIV testing.
LatinX Uni2 Holiday Celebration	The LatinX Uni2 student club community came together to celebrate the conclusion of another semester and the upcoming holiday season of 2019. Members reminisced about the past year's events, changes, and future activities they would be interested in hosting. Attendees were asked to contribute a dish of food or dessert which resulted in a mix of different Latin American/American dishes.
January 2020	
Martin Luther King Jr. Day of Service	Every year, on the last Friday of Welcome Week, a service project is completed by BCCC students and staff in recognition of Martin Luther King, Jr. Day. This year there were two service projects: 1) Reading to the students in the Clarence Blount Child Development Center throughout the day; and 2) Working the lunch shift at the "Our Daily Bread Hot Meal Program". Members of the SGA, Computer Aid Drafting and Design Club, International Students Club, and Phi Theta Kappa participated.
February 2020	
Negro League Baseball Display	The Office of Student Life and Engagement and the Alumni Association presented a display of memorabilia on the history of the Negro Baseball League. Special guest was Negro Baseball League Player Luther Atkinson of the Satchel Paige All-Stars.
National Black HIV/AIDS Awareness Day	In recognition of this important day, representatives from Hidden Gardens Park West Health System provided information and free HIV/AIDS testing.
Black History Living Museum	The Office of Student Life and Engagement sponsored a Black History Living Museum in the Student Atrium. Members of the SGA and clubs and organizations participated as actors in the educational event. Visitors got an opportunity to learn about important members of the African American community that are lesser known. The historical figures portrayed were as follows: Alice Coachman-

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	Davis, Dontae Winslow, Willie Hobbs Moore, Claudette Colvin, Richard Antoine White, Marsai Martin, Brea Baker Esther McCready and Mark Dean.
March 2020	
	Programming impacted by the COVID 19 Pandemic
April 2020	
	Programming impacted by the COVID 19 Pandemic
May 2020	
	Programming impacted by the COVID 19 Pandemic

Co-Curricular Programming

In addition to the extracurricular programming that took place over the last year, faculty staff and students also participated in co-curricular activities at BCCC that included:

- **Trip to Washington, DC** –- The Anthropology and Sociology Club and History Clubs went to Washington, DC to visit the National Museum of the American Indian and the Museum of American History with BCCC Professors.
- **Earth Day** - In recognition of the 50th Anniversary of Earth Day, the Office of Student Life and Engagement hosted a virtual Earth Day celebration for the entire family with Exploratorium. The online link was provided so that everyone could join the program hosted by scientists and professionals from across the country.
- **NASA Goddard Space Flight Center tour** –- The Mathematics, Engineering and Robotics Club took a trip to NASA Goddard Space Flight Center for facility tour.

Curricular Initiatives

In addition to some of the activities noted above, some of the curricular initiatives that BCCC has adopted to promote cultural diversity in the classroom takes place in a course that all students are required to take as a part of every curriculum. Preparation for Academic Achievement (Pre-100) is designed to provide all first-year, full and part-time degree and/or certificate-seeking students with an introduction to student and academic services offered at BCCC. The course incorporates a module on diversity and accessibility. The module largely covers students and faculty interactions in terms of cultural equity and sensitivity. Another particularly noteworthy program is Nursing. Within cultural awareness and sensitivity is embedded within and throughout the program. This concept is specifically addressed in the Nursing Fundamentals course.

Administrative Staff and Faculty

During the Spring and Summer semesters of 2019, BCCC offered numerous sessions of Safe Spaces training to all faculty and staff. This engagement was extremely well attended, with a robust, interactive crowd. Safe Spaces will ensure that employees are sensitive to all the nuances in our culture today as it relates to Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex and Asexual (LGBTQIA) communities. BCCC's Office of Human Resources regularly sponsors Safe Spaces workshops for faculty and staff. The sessions are designed to be both interactive and informational. Faculty and administrative staff learn to better identify and avoid macroaggressions and other intentional or unintentional speech or actions. One of the objectives of this training is to have faculty and staff leave with and apply a greater sense of cultural competence.

Increasing the Diversity of Faculty and Staff

The most successful proven strategy for increasing diversity of faculty and staff of the campus has been the integration of purposeful improvements within Human Resources. Diversity and inclusion is integrated throughout the infrastructure of Human Resources from the posting of job announcements to hiring and professional development. Through SkillPort, BCCC's online training tool, the following diversity-related modules are offered: Bridging the Diversity Gap; Your Role in Workplace Diversity; Facing the Management Challenges of Difficult Behavior & Diverse Teams; Workplace Management – Global HR,

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Diversity, & Inclusion; Diversity on the Job: Diversity & You; Diversity on the Job: The Importance of Diversity & the Changing Workplace; Understanding Unconscious Bias; Overcoming Your Own Unconscious Bias; Overcoming Unconscious Bias in the Workplace; Maintaining a Cohesive Multigenerational Workforce; Using Communication Strategies to Bridge Cultural Divides; and Culture & Its Effect on Communication.

Table 5: BCCC Professional Development Offerings: Diversity, Equity, and Inclusion

Safe Spaces	This workshop ensures that participants are sensitive to all the nuances in our culture today as it relates to the Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex and Asexual (LGBTQIA) community. The workshop reviews best practices in interfacing with the community, and attendees learn to better identify and avoid intentional or unintentional speech or actions that may cause offense.
Stereotypes & Microaggressions	This workshop raises awareness to unintentional or unconscious stereotyping that we may be doing when interfacing with our peers. The concept of microaggressions, subtle acts or comments that stereotype others, is introduced and discussed. Strategies to avoid microaggressions are reviewed.
Diversity & Inclusion	This workshop stresses the importance of being inclusive with people of other backgrounds in our personal and professional lives, as well as the benefits of living and working in a diverse community. The concept of bias is discussed, as well as what we can do to avoid bias and be more inclusive with all of our peers to foster innovative thought and a greater sense of community.
Generational Issues	This workshop examines the different generations that make up our community and work force. Attendees learn about the different generations, their unique needs and wants, and how to best interface with them. Dynamics among the different generations in society are reviewed and discussed.
Diversity on Campus	This workshop is comparable to the Diversity & Inclusion session, but it focuses more on campus life. Attendees gain a greater understanding and awareness to the melting pot that is our campus. Diversity as a strength as it pertains to higher education institutions is an underlying theme.
Conflict Resolution	This workshop focuses on best practices to resolve conflict and differences in a civil fashion. Conflict can be a side effect in an environment that has a great deal of diversity, and this workshop equips attendees with the skills needed to ensure that we maintain civility, respect, and dignity in resolving conflict with our peers.

In terms of recruiting faculty and staff, the Human Resources Office utilized the following websites to attract a diverse applicant pool: Marylanddiversity.com, Diversityjobs.com, Higher Education Recruitment Consortium (HERC), Chroniclevitae.com, Higheredjobs.com, Insidehighered.com, Academiccareers.com, The Maryland Workforce Exchange, and Indeed.com

The gender and ethnic distributions of BCCC's full-time faculty and staff for fall 2019 are provided in Charts 6 and 7. The proportions of faculty and staff remained relatively stable from fall 2018 to fall 2019, with a slight increase from 1.0% Hispanic employees to 1.6%.

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Table 6: BCCC Fall 2019 Full-Time Faculty and Staff Gender and Ethnic Background Counts

	Total	Hispanic	White	African American	Asian	American Indian / Native Alaskan	Native Hawaiian / Pacific Islander	Other / Unknown
	Baltimore City Community College — Fall 2019 Full-Time Faculty and Staff: Gender and Ethnic Background / Race							
Faculty								
Men	47	0	10	29	7	0	1	0
Women	59	0	13	44	2	0	0	0
Total	106	0	23	73	9	0	1	0
Administrators								
Men	22	0	2	18	2	0	0	0
Women	34	2	9	22	0	1	0	0
Total	56	2	11	40	2	1	0	0
Other Professional Staff								
Men	38	2	15	18	2	1	0	0
Women	72	2	12	54	4	0	0	0
Total	110	4	27	72	6	1	0	0
Support Staff								
Men	34	0	5	29	0	0	0	0
Women	60	0	4	55	0	1	0	0
Total	94	0	9	84	0	1	0	0
All Full-Time Employees	366	6	70	269	17	3	1	0

Source: Fall 2019 BCCC Employee Data System file prepared for the Maryland Higher Education Commission.
BCCC Office of Institutional Research - April 2020

Table 7: BCCC Fall 2019 Full-Time Faculty and Staff Gender and Ethnic Background Distribution

	Total	Hispanic	White	African American	Asian	American Indian/ Native Alaskan	Native Hawaiian/ Pacific Islander	Other/ Unknown
	Baltimore City Community College — Distribution of Fall 2019 Full-Time Faculty and Staff: Gender and Ethnic Background / Race							
Faculty								
Men	12.8%	0.0%	2.7%	7.9%	1.9%	0.0%	0.3%	0.0%
Women	16.1%	0.0%	3.6%	12.0%	0.5%	0.0%	0.0%	0.0%
Total	29.0%	0.0%	6.3%	19.9%	2.5%	0.0%	0.3%	0.0%
Administrators								
Men	6.0%	0.0%	0.5%	4.9%	0.5%	0.0%	0.0%	0.0%
Women	9.3%	0.5%	2.5%	6.0%	0.0%	0.3%	0.0%	0.0%
Total	15.3%	0.5%	3.0%	10.9%	0.5%	0.3%	0.0%	0.0%
Other Professional Staff								
Men	10.4%	0.5%	4.1%	4.9%	0.5%	0.3%	0.0%	0.0%
Women	19.7%	0.5%	3.3%	14.8%	1.1%	0.0%	0.0%	0.0%
Total	30.1%	1.1%	7.4%	19.7%	1.6%	0.3%	0.0%	0.0%
Support Staff								
Men	9.3%	0.0%	1.4%	7.9%	0.0%	0.0%	0.0%	0.0%
Women	16.4%	0.0%	1.1%	15.0%	0.0%	0.3%	0.0%	0.0%
Total	25.7%	0.0%	2.5%	23.0%	0.0%	0.3%	0.0%	0.0%
All Full-Time Employees	100.0%	1.6%	19.1%	73.5%	4.6%	0.8%	0.3%	0.0%

Source: Fall 2019 BCCC Employee Data System file prepared for the Maryland Higher Education Commission. Percentages use all full-time employees as denominator. BCCC Office of Institutional Research - April 2020

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Future Initiatives

- For FY2021, administer the Intercultural Development Inventory (IDI) to all committee members as a tool to understand BCCC's baseline data for cultural competence;
- The Maryland Equity & Inclusion Leadership Program (MEILP) is now accepting applications for the 2021 class. Members of the DEI committee will be strongly encouraged to participate in this excellent training opportunity;
- Participation in the annual Diversity Institute, sponsored by Anne Arundel Community College, which addresses multicultural curriculum development;
- Consider options, including grant opportunities, to perform a comprehensive climate survey; and
- For FY2021, have a member of Human Resources trained on and certified in administering the IDI assessment.

Campus Process for Reporting a Hate-Based Crime

Protected Classes

In accordance with The Federal Bureau of Investigation (FBI), a hate crime is a criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin or sexual orientation. (In addition to those mentioned above, other categories or identities may be protected depending on where the crime took place; local and State laws may vary and a federal offense may have been committed).

BCCC (BCCC) is committed to creating and maintaining a welcoming and inclusive campus community. Every individual is valued and should feel welcomed and included as a member of this community. The Office for Public Safety serves to make sure ALL people at BCCC feel safe to be themselves.

BCCC also strives to provide an educational, working and living environment that welcomes and respects all people. All of us are expected to commit to maintaining a safe, respectful, inclusive, civil and welcoming environment. Acts that go against the core values of the institution destroy the sense of community we all share. Additionally, acts of intolerance do untold and unjust harm to the well-being, dignity and safety of those who are the victims of such acts.

How to Report a Bias Incident

The Office for Public Safety receives and responds to reports of bias incidents that have been experienced or witnessed. Reports will be reviewed in a timely manner. When reporting an incident, the individual has the option of reporting it as "information only" or "request for follow up." "Information only" reports are intended to give The Office for Public Safety information on an individual's experience at BCCC. These reports help The Office for Public Safety keep a pulse on the campus climate. Things to report as "information only" would include hearing insensitive remarks or language not directed at an individual, noticing certain trends of bias that have not targeted a specific individual, etc.

Reports can be filed anonymously. However, if the report is filed anonymously it may limit the response The Office for Public Safety can have. Every effort will be made to keep your report confidential. However, the members of Public Safety, as administrative agents in an educational institution, adhere to the laws and standards governing the disclosure of information to third parties both within and external to the College.

Conclusion

BCCC embraces its position in embracing all people. The belief that a diverse faculty, staff and student body enriches all members of the BCCC community. The Cabinet along with the DEI Committee drives the goals and activities for the College. The College's support for the Committee reflects the institution's commitment to an inclusive, safe, and diverse environment where honest discussion drives positive change of diversity, equity and inclusion. The Committee will assess the campus climate for diversity, identify underrepresented or under-served groups, enact programs or support services to enhance these groups' experiences at BCCC and assess the effectiveness of the programs and services offered. The Committee will always be guided by the Board of Trustees, Cabinet, and leadership of the institution to sustain a welcoming environment for everyone to learn and to work.

Exhibit 6.1

Date: August 1, 2017

Title of Policy: Contractual Conversion Policy

Policy (check one): New <u>X</u>   Revised   Reformatted

Applies to (check all that apply):

Faculty   Staff <u>X</u>   Students

Division/Department   College

Topic/Issue:

Establish (BCCC) Baltimore City Community College Policy for Contractual employees who work more than 30 hours per week who have been continuously employed for three years to be converted to regular positions

Background to Issue/Rationale for Policy:

A person (non-faculty employee) who (1) pursuant to a written agreement, provides personal services to BCCC for pay; (2) is not employed as a Regular Status employee in a budgeted position; (3) whose compensation, terms and conditions of employment are governed by this policy and a written contract and not by the BCCC policies generally applying to Regular Status Nonexempt and Exempt staff; and (4) has an employer-employee relationship with the institution in which the institution furnishes necessary supplies and equipment, and a place to work; has the right to control and direct the details, means and results of the performance of the services; and has the right to discharge the person from employment.

State/Federal Regulatory Requirements (cite of applicable):

N/A

Policy Language:

   A. It is the policy of Baltimore City Community College that employees, after three consecutive years of service in the Contractual Category, shall be eligible to be converted to a Regular Status position and subject to all the policies and procedures of Regular Status employees.
   B. This provision does not apply to employees in positions funded through Research/Service Grant or Contract, or through Clinical Revenue; Athletic Coaches; employees on internship; and those employees who have chosen not to be converted to Regular Status employment.
   C. This provision does not automatically convert current contractual employees who have worked three or more years
   D. Employees who are converted to Regular Status without a break in service will have contractual time served in the current position counted towards their probationary period.
   E. All Conversions will be will be approved based on PIN and funding availability within the requested division/department

Proposed Implementation Date: July 1, 2018

Proposed by: Michelle Williams, Executive Director of Human Resources
Calvin Harris, Vice President/Senior Staff Member

Approved by the Board of Trustees: February 21, 2018

Originator/Divison: The Office of Human Resources

This policy once approved by the Board of Trustees supersedes all other policies.

Exhibit 6.2

Date: August 1, 2017

Title of Procedures: Contractual Conversion Procedures

Procedures (check one):

New X   Revised   Reformatted

Applies to (check all that apply):

Faculty   Staff X   Students

Division/Department   College

Topic/Issue:
Establish (BCCC) Baltimore City Community College Policy for Contractual employees who work more than 30 hours per week who have been continuously employed for three years to be converted to regular positions

Background to Issue/Rationale for Procedure:
A person (non-faculty employee) who (1) pursuant to a written agreement, provides personal services to BCCC for pay; (2) is not employed as a Regular Status employee in a budgeted position; (3) whose compensation, terms and conditions of employment are governed by this policy and a written contract and not by the BCCC policies generally applying to Regular Status Nonexempt and Exempt staff; and (4) has an employer-employee relationship with the institution in which the institution furnishes necessary supplies and equipment, and a place to work; has the right to control and direct the details, means and results of the performance of the services; and has the right to discharge the person from employment.

State/Federal Regulatory Requirements (cite of applicable):
N/A

Procedure Language:
  I.   TERMS AND CONDITIONS

      All Contractual Status employees:

  1. Must meet the minimum qualifications for the position;
  2. Shall be paid at a rate that at least meets the minimum of the pay range for the position's job class. Other compensation changes must be made in accordance with Guidelines.
  3. Shall be entitled to service credit for the time served in this category, as a Regular Status employee. The term "service credit" is not applicable to any retirement rights

4. Shall be given a written performance evaluation under the Baltimore City Community College Performance Management Program guidelines
5. This provision does not apply to employees in positions funded through a Research/Service Grant or Contract, or through Clinical Revenue; Athletic Coaches; employees on internships; and those employees who have chosen not to be converted to Regular Status employment.
6. This provision does not automatically convert current contractual employees who have worked three or more years
7. Contractual employee may be eligible to be converted to a Regular position without a recruitment process.
8. All Conversions will be will be approved based on PIN and funding availability within the requested division/department.

II.   Benefits

1. All employees are eligible for paid leave, which includes 22 Annual Days, 15 Sick Days, 3 Personal Days (pro-rated based on start date), 1 Floating Holiday and 14 Federal Holidays (including winter break). All contractual employees converting to Regular status positions will begin to accrue leave as a Regular employee, and will not be compensated or allowed to carry over any remaining leave balance from the contract period.
2. Contractual employees may participate in the State Health Insurance programs and Prescription Plan that are available to State employees. Participation shall be in accordance with regulations of the State Department of Budget and Management and any applicable Federal rules and regulations.
3. Contractual employees may participate in the Tuition Remission program
4. Contractual employees may participate in other programs with volunatary deductions, e.g., charitable contributions; State Employee Credit Union (SECU).

Proposed Implementation Date: July 1, 2018

Proposed by: **Michelle Williams, Executive Director of Human Resources**
                          Calvin Harris, Vice President/Senior Staff Member

Approved by the Board of Trustees: February 21, 2018

Originator/Divison: The Office of Human Resources

Exhibit 7.1

BCCC

REALIGNMENT TASK #7

Establish Strong Relationships with Key Stakeholders

OCTOBER, 2020

STRENGHTENED & EXPANDED EXISTING PARTNERSHIPS

- The College is continuing to enhance our partnerships with key stakeholders including the Mayor's Office, Mayor's Office of Employment Development, City Schools and the City's Board of Elections on the following initiatives:

  - Dual enrollment
  - Early Voting
  - Food distribution
  - Hosting the annual Youth Works interviews and verification
  - Mayor's Scholars Program
  - PTECH

- The College's Adult Basic Education (ABE) and English Language Services (ELS) Departments continue to work with community partners to support students and provide access to ABE and ESL classes.

- Corporate partners include M&T Bank, Truist Bank, Northrop Grumman, CareFirst and CVS Health.

ESTABLISHED NEW PARTNERSHIPS

- In collaboration with **Councilman Leon Pinkett, TAP** (Together Assisting People), **Baltimore Ravens,** the College held a vegetable and fruit give away on Campus

- The Workforce Development team established a new partnership with **Bon Secours Community Works** to provide CNA training program and Grads to Careers Student Support

DEVELOPING PARTNERSHIPS

- Exploring partnership with **Parks & People** and **Rowdy Orbit** to serve as a Wi-Fi point of presence for tower to serve West Baltimore

- Finalizing partnership expansion with **CVS Health** to provide free rapid COVID-19 testing for community on our Campus and exploring possibility of serving a training center for pharmaceutical technicians and customer service representatives

3

COLLEGE LEADERSHIP REPRESENTED ON COMMUNITY BOARDS AND COUNCILS

- BCCC President McCurdy was appointed to the Board of Directors of **Baltimore's Promise, Baltimore Workforce Investment Board** and the **Mayor's Children's Cabinet**

- Additionally, the College is represented on the Board of Directors of **Sinai Hospital, SEED School of Maryland**, the **Visit Baltimore Foundation, Hopkins Local Advisory Council** and **Open Society Institute's Leadership Council**

BALTIMORE CITY MAYOR'S OFFICE

- Mayor's Office of Employment Development

  - Youth Works
    - The College serves as host site for annual interviews
    - The College is the City's Largest summer Youth Works employment site

  - Youth Opportunities Center (MOED) Annual graduation site host

- Baltimore City Summer Meals Program
- Baltimore City Youth Fund Grant recipient
- Mayor's Call to Action to site
- Mayor's Children's Cabinet Member
- Mayor's Office of Human Services' Continuum of Care Member
- City Charter Review Commission Prior Member
- World Central Kitchen Partnered in serving as food distribution site
- Facebook Invited to create partnership through Mayor's Office & Council on Mayors 2018-19

SERVING AS AN EARLY AND GENERAL ELECTION SITE

Early voting site: October 26 – November 2

We are also a General Election site on November 3

https://boe.baltimorecity.gov/boe-maps

**Baltimore City
Board of Elections**

**State Legislative District 41
2013 Wards/Precincts**

State Legislative District 41
2013 Ward Boundaries
2013 Ward Precinct Boundaries
Streets
Water
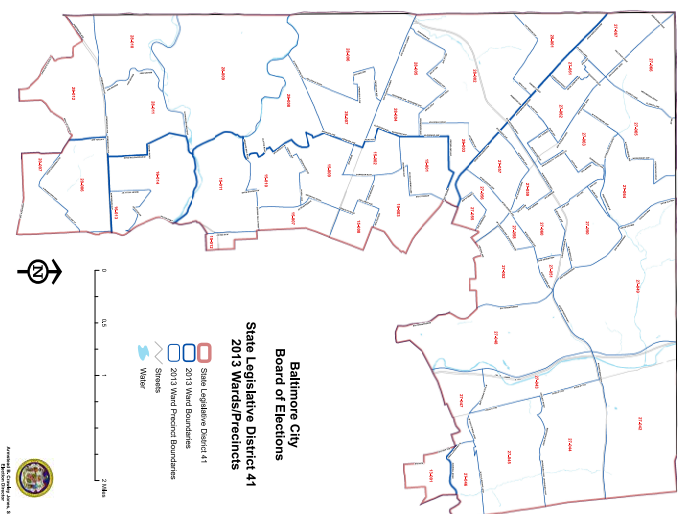
BALTIMORE CITY SCHOOLS

- **Mayor's Scholars Program** Providing & promoting tuition assistance

- **Dual enrollment** Providing & promoting BCPS student opportunities

- **Heart of the Schools**
  Principals' recognition annual event sponsor & participant

- **P-TECH** Providing student support through workshops & webinars

BALTIMORE CITY
PUBLIC SCHOOLS

MAYOR'S
SCHOLARS PROGRAM

dual ENROLLMENT

THE HEART
OF THE SCHOOLS

P-TECH

NON PROFIT ORGANIZATIONS

- **Thread** – Hosted all day training
- **Strong City Baltimore** – Host site
- **World Central Kitchen**

SPONSORSHIPS

- **Greater Baltimore Committee**
- **Downtown Partnership**
- **B'More for Healthy Babies**
- **Heart of the Schools**

ATHLETIC DEPARTMENT PARTNERSHIPS

- **National Junior College Athletic Association (NJCAA)**
- **Sidearm Sports** - Website Host
- **Under Armour**

STUDENT SUCCESS CENTER PARTNERSHIPS

- **Morgan State University, Honors College** (BCCC - **Granville T. Woods Scholars** Transfer Scholarship)
- **The Washington Center,** Internships and Academic Seminars

- **Board and Chapter Meetings Monthly** - *Alpha Kappa Alpha, Sorority Inc., Rho Xi Omega Chapter*

- **Supplier Diversity Hearing** - *State's Public Service Commission* | **July 28, 2020** *(Cancelled due to pandemic)*

- **Baltimore Bite of Science - Center for Excellence in Education** - *Center for Excellence in Education* | **April 16, 2020** *(Cancelled due to pandemic)*

- **STEM Goes Red - American Heart Association** - *American Heart Association* | **April 03, 2020** *(Cancelled due to pandemic)*

- **Strong City - Neighborhood Institute 2020** - *Strong City Baltimore* | **March 28, 2020** *(Cancelled due to pandemic)*

- **Councilman Pinkett Opportunity Zone Luncheon** - *City Council* | **March 25, 2020** *(Cancelled due to pandemic)*

- **Staff Workshop/Board Meeting** - *Associated Black Charities* | **March 04 & 07, 2020**

- **Youth Works Job Readiness Academy** - *Youthworks* | **February 29, 2020**

- **Thread Volunteer Leadership Retreat** - *Thread* | **February 22, 2020**

- **Last Chance Enrollment Event** - *HealthCare Access Maryland* | **December 14, 2019**

Baltimore City Community College

- **MCCFP Meeting** - *Maryland Community College Fundraising Professionals* | **November 15, 2019**

- **ABC Board Retreat** - *Associated Black Charities* | **November 02, 2019**

- **The Agency Real Estate Classes** - *The Agency Brokerage - Lee Taylor Butler* | **October 26, 2019**

- **Senator Hayes' Community Association President's Forum** - *Senator Hayes' Office* | **October 19, 2019**

- **7th District Connect Community CIP Forum** - *Councilman Pinkett Office* | **September 26, 2019**

- **All Staff Meeting of Mayor's Office of Employment Development** - *MOED* | **September 25, 2019**

- **Senator Hayes' Community Association President's Forum** - *Senator Hayes' Office* | **September 14, 2019**

- **District Wide Community Collaborative Design** - *Mayor's Office of Children and Family Success* | **August 29, 2019**

- **BCCC Alumni & Friends** - *BCCC Alumni - Radisson Hotel at Cross Keys* | **August 09, 2019**

October, 2020

11

- **ASCEND**
- **Ashford University**
- **Bais Yaakov Eva Winer High School**
- **BCPS – REACH!** (Partnership School & Early College Institute)
- **BCPS** (Dual enrollment)
- **BCPS-BCCC and Baltimore Port Alliance**
- **Bellevue University**
- **Biotechnical Institute of Maryland, Inc.**
- **Bowie State University**
- **Capitol Technology University**
- **Construction Apprenticeship Program**
- **Coppin State University**
- **DeSales University**
- **Excelsior College**
- **Family & Children's Services** (Clarence Blount)
- **Frostburg State University**
- **Goucher College**
- **Hood College**
- **Maryland Higher Education Commission**
- **Maryland National Guard**
- **Maryland State Dept. of Education** (Juvenile Services)
- **Morgan State University**
- **National University**
- **New Era Academy** (P-Tech)
- **Notre Dame of Maryland**

- **Salem University**
- **Springfield College of Professional & Continuing Studies**
- **Stevenson University**
- **Talmudical Academy**
- **Towson University**
- **UMUC**
- **University of Baltimore**
- **University of Maryland Baltimore County**
- **University of Phoenix**

- **Baltimore Alliance for Careers in Health** - Workforce Training Programs
- **Baltimore City Schools Judy Centers (Childcare Centers)** - Career Coaching Services
- **Bon Secours Community Works** - CNA Training Program & Grads to Careers Student Support
- **Concerted Care Group Baltimore** - Multiple Training Programs
- **Elev8 Baltimore (Human Services Organization)** - Professional Development for Staff
- **Living Classrooms Foundation** - Community ESL classes
- **My Brother's Keeper** - Adult Basic Education classes
- **Patterson Park Head Start** - Community ESL classes
- **Pressley Ridge (Human Services Organization)** - Healthcare training programs
- **Safe Streets of Baltimore** - Adult Basic Education classes
- **St. Vincent DePaul Head Start** - Community ESL classes
- **TIME Organization (Mental Health and Human Services Provider)** - Multiple Training Programs

BCCC

REALIGNMENT TASK #7

Establish Strong Relationships with Key Stakeholders

OCTOBER, 2020

Exhibit 8.1

BCCC

Develop and Market a Brand

Realignment Task # 8
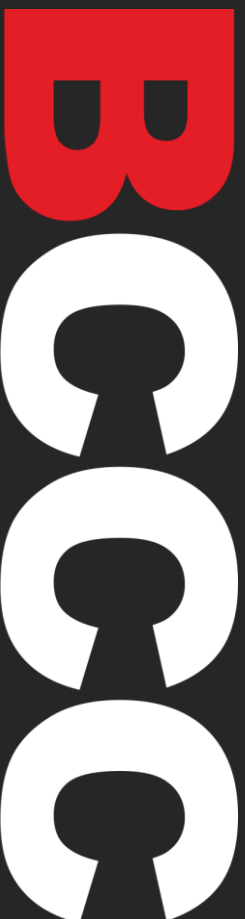
October 2020

Public Relations

- Media Relations
- Campus & Community
- Events
- WBJC
- Partnerships
- Event Sponsorship

Media and Public Relations | College headlines | August 2019 - September 2020

- **Here's where Baltimore City's 24 Election Day voting centers will be located** | Baltimore Sun, September 14, 2020

- **TikTok is 'language' of youths** | Baltimore Sun, September 14, 2020

- **Sweeping $200M Project Seeks to Begin the Transformation of Baltimore East 9/10/20** | Cityblitzlist, September 10, 2020

- **Dr. Debra L. McCurdy Interview on the Larry Young Morning Show on WOLB-AM** | WOLB-AM Radio, August 24, 2020

- **BCCC Improving, but Needs State Funding to Continue Progress – Commentary** | Baltimore Sun (print & web), August 24, 2020 & Central Maryland (web), August 25, 2020

- **WBJC Interview with Dr. Debra McCurdy** | WBJC-FM Radio, August 22, 2020

- **BCCC Announces Tuition Free Fall Classes** | Baltimore Times (web), August 21, 2020

- **Baltimore City Community College Celebrates 71st Virtual Commencement** | Daily Record, August 20, 2020

- **Baltimore P-TECH Grad Starts Career at IBM** | Baltimore Times, August 14, 2020

- **Listeners help Baltimore's public radio stations survive the pandemic** | BBJ (web)

- **Maryland's first P-TECH class to graduate celebrates in Baltimore** | WBAL-TV, July 9, 2020 & Baltimore Times (web), July 9, 2020

- **Baltimore City Community College Offering Free Fall Tuition As Classes Shift Online Due To Coronavirus** | Central Maryland (web), August 13, 2020 & CBS Baltimore, August 10, 2020

Media and Public Relations | College headlines | August 2019 - September 2020

- **BCCC to Offer Tuition-free Classes for the Fall to Eligible Students** | Citybizlist (web), August 11, 2020

- **BCCC to offer tuition-free classes for the fall semester** | Daily Record, August 10, 2020

- **Councilman Leon F. Pinkett, III, Together Assisting People (TAP), and Baltimore Ravens Andre Smith Partner to Provide 80,000 Pounds of Fresh Fruit & Vegetables to Families Impacted by COVID-19** | Washington Afro-American (web), July 16, 2020

- **BCCC to Continue online instruction in fall** | Daily Record (web), August 7, 2020

- **Hopkins, Loyola opt for online classes only** | Baltimore Sun, August 7, 2020

- **Baltimore City Community College to continue online instruction for fall semester** | WMAR-TV, Channel 2, August 6, 2020

- **Amid increase in coronavirus cases, Johns Hopkins, Loyola opt for online-only classes this fall** | Baltimore Sun (web) August 7, 2020 & Capital Gazetter, August 6, 2020

- **Coronavirus Latest: Loyola University Maryland, Baltimore City Community College To Offer Online-Only Instruction For Fall Semester** | CBS Baltimore, August, 6, 2020

- **Baltimore City Community College to serve as summer food distribution site** | Daily Record, June 29, 2020

- **Baltimore City Community College providing free textbooks for all students enrolled in summer 2020 classes** | WMAR-TV, May 31, 2020

- **Jose Andres' World Central Kitchen To Distribute Food At 2 Additional Baltimore Locations** | CBS Baltimore, May 13, 2020

- **Feeding Baltimore In A Time Of Crisis** | WBJC-FM Radio, May 15, 2020

BCCC

Media and Public Relations | College headlines | August 2019 - September 2020

- **Baltimore City Community College to serve as summer food distribution site** | Daily Record (web)

- **BCCC Becomes West Baltimore Site for Jose Andrés' World Central Kitchen Food Giveaway Effort** | College Website, May 14, 2020 & CBS Baltimore (web), May 14, 2020

- **BCCC Alumni Association Donating 500 Face Masks Today to City Senior Centers in Need** | Website, May 5, 2020

- **BCCC nixes Cordish plans for its Bard Building downtown** | BALTIMORE BUSINESS JOURNAL, April 23, 2020

- **Loving, Losing Amid COVID-19** | TIMWORLD.INFO, April 16, 2020, Washington Afro American, April 18, 2020

- **Joint Message from the President and YLD Chair: A Message of Gratitude and Well Wishes** | DAILY RECORD, April 13, 2020

- **Year Up National Capital Region & Baltimore and RangeForce Partner on Cybersecurity Training to Upskill Corporate Interns Now Working From Home** | Townhall Finance.com, March 31, 2020

- **Md. community colleges launch employment website** | The Daily Record, March 27, 2020

- **Baltimore area philanthropic couple to receive Sadie Award** | Baltimore Times, March 27, 2020

- **Neighborhood Institute 2020: Building Civic Power** | Baltimore Magazine, March edition, 2020

- **Growing up Kobe: What it's like for these college basketball players to share a legendary name** | ESPN Sports , March 26, 2020

- **BCCC student tests positive for new coronavirus** | Baltimore Sun, March 25, 2020; Capital-Gazette, March 25, 2020

REBRANDING UPDATE
October, 2020

BCCC

Media and Public Relations | College headlines | August 2019 - September 2020

- **Nine Maryland Community Colleges Launch a Gateway For Employers To Post Jobs To Reach Their Students And Alumni, For Free** | WBOC-TV Channel 16, March 16, 2020

- **Garrett Community College enrollment growth news digest item** | Cumberland Times News, March 15, 2020

- **GC leads state in enrollment growth** | The Republican, March 5, 2020

- **Blacks and STEM: The New Horizon for Youth and Entrepreneurs** | Washington Informer, March 4, 2020

- **Remembering Sandy Gutman, wife, mother, lawyer** | The Daily Record, March 2, 2020

- **Long-Term Survivors of HIV/AIDS Reflect: 'We're on the Fast Lane of Getting Old'** | Forbes, March 2, 2020

- **Baltimore City Community College Names New Vice President of Academic Affairs** | Website, February 25, 2020

- **Baltimore City Community College Board of Trustees to Meet Wednesday, Feb. 19** | Website, February 17, 2020

- **BCCC Mayor's Scholars Program Now Accepting Applications for Third Cohort** | Website, February 14, 2020

- **Get Help Completing the FAFSA at BCCC Financial Aid Workshops Feb. 17-28** | Website, February 14, 2020

- **Kresge Foundation Selects Center for Urban Families and BCCC for BOOST Initiative** | Website, January 15, 2020

- **Baltimore City Community College Board of Trustees to Meet Wednesday, Jan. 15** | BCCC Website, January 14, 2020

- **Baltimore City Community College Going 100 Percent Tobacco-Free in New Year** | Website, December 10, 2019

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Media and Public Relations | College headlines | August 2019 - September 2020

- **BCCC Part of New National Biotechnology Center Funded by $7.5 Million NSF Grant** | Website, December 4, 2019

- **BCCC Celebrates Bold New Partnership with Bowie State University** | Website, November 6, 2019

- **Over 30 Colleges Expected for Fall Transfer Day on Oct. 30** | Website, October 25, 2019

- **Dr. McCurdy addresses BCCC community on passing of Congressman Elijah E. Cummings** | Website, October 18, 2019

- **BCCC to Provide Free Preventive Dental Care to Seniors** | Website, October 11, 2019

- **BCCC to Host Free Annual Community Resource Fair Oct. 16** | Website, October 9, 2019

- **Baltimore Attorney, Career Educator Named to BCCC Board of Trustees** | Website, October 1, 2019

- **Enterprising Women 2019: Debra McCurdy aims to get BCCC back on track** | BBJ, August 2, 2019

Media and Public Relations – Debra L. McCurdy, PhD, President BCCC (interviews)

August 24, 2020
Dr. McCurdy on Larry Young Show | **WOLB 1010 AM**

Click to Listen the Radio Interview

August 22, 2020
Dr. McCurdy's interview with Jonathan Palevsky | **WBJC 91.5 FM**

Click to Listen the Radio Interview

August 18, 2020
Dr. McCurdy's interview with Ryan Da Lion | **Magic 95.9 FM**

Media and Public Relations – Elevate the BCCC profile (proposed placements)

Elevate the profile of Baltimore City Community College with strategic media placements including appearances by Dr. McCurdy.

Proposed Placements:

- *Midday on Higher Education*, with Tom Hall (WYPR-FM Radio)
- MPT Television, *Ways to Pay for College*
- *TV Hill*, Public Affairs Show on WBAL-TV
- McCurdy Monday's on WBJC-FM, (monthly series)
- Charm TV – president and invited guests (monthly series)

Campus and Community Events

- **Board and Chapter Meetings Monthly** - *Alpha Kappa Alpha, Sorority Inc., Rho Xi Omega Chapter*

- **Supplier Diversity Hearing** - *State's Public Service Commission* | **July 28, 2020** *(Cancelled due to pandemic)*

- **Baltimore Bite of Science - Center for Excellence in Education** - *Center for Excellence in Education* | **April 16, 2020** *(Cancelled due to pandemic)*

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- **BCCC Alumni & Friends** - *BCCC Alumni - Radisson Hotel at Cross Keys* | **August 09, 2019**

BCCC's radio station WBJC 91.5FM - Public Affairs Programming
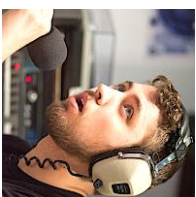
WBJC at 91.5-FM is the public, non-commercial radio station licensed to Baltimore City Community College. Founded in 1951, WBJC broadcasts an uninterrupted, round-the-clock schedule of classical music and arts information programming. The station's 50,000-watt signal reaches more than 200,000 listeners weekly across Maryland, the District of Columbia and portions of the surrounding states.

Throughout the year, WBJC broadcasts a schedule of locally produced and hosted classical music programming, interviews, and information about music, dance, drama, film and visual arts events occurring in Maryland and the surrounding region.

BCCC

BCCC's radio station WBJC 91.5FM – Public Affairs Interviews

August 2020

- **New York Times bestselling author** - *Author Wes Moore*
- **The Maryland Pro Bono Resource Center** - *Cate Scenna and John Warshawsky*
- **Robin Hood Foundation** - *Wes Moore*
- **Maryland Health Care Commission** - *Author Charita Cole Brown*
- **CASH Campaign of Maryland** - *Nikki Majewski, Chief of Health Information Technology*

July 2020

- **Encore Creativity for Older Adults** - *Jeanne Kelly, Founder and Artistic Director*
- **Hermandad** - *John Knight, President*
- **Concern4Kids** - *Carrie Knebel, Executive Director*
- **Baltimore City Child Care Resource Center** - *Suzanne Funk, Infant and Early Childhood Mental Health Specialist*
- **Securing Older Adult Resources (SOAR)** - *Francine Hyman, Financial Counselor*
- **Maryland Consumer Rights Commission's Fair Housing Action Center** - *Carol Ott, Tenant Advocacy Director*
- **Together Assisting People (TAP)** - *Chris Rogers, Executive Director of TAP, and Baltimore City Councilman Leon F. Pinkett III*
- **Enoch Pratt Free Library** - *Heidi Daniel, President and CEO*
- **Mental Health Awareness Month** - *Author Charita Cole Brown*
- **Vet Dogs** - *Joe Worely*

June 2020

- **Baltimore Humane Society** - *Kate Pika, Marketing and PR Director*
- **CASH Campaign of Maryland** - *Francesca Jean-Baptiste, Director of Tax Partnerships*
- **Shriver Hall: Thank You Concert With New York Philharmonic Clarinetist Anthony McGill** - *Anthony McGill*
- **Talking Buddies that aims to get at these issues** - *Author Carol Franks Randall*
- **Galileo: And the Science Deniers** - *Author Dr. Mario Livio*

BCCC's radio station WBJC 91.5FM – Public Affairs Interviews

May 2020
- **World Central Kitchen** - *Nate Mook, CEO*
- **Boating Safety Week** - *David Hyde, Coast Guard Auxiliary*

April 2020
- **How to stay healthy mentally during the pandemic** - *Dr. Leana Wen, Professor of Public Health George Washington University, former Baltimore City Health Commissioner*
- **How to stay healthy mentally during the pandemic** - *Victoria Eisner, M.A., BC-DMT, NCC*

February 2020
- **Paying Homage to Martin Luther King Jr.** - *Benny Russell and the Musicians of Baltimore Symphony Orchestra*

January 2020
- **The Intercultural Counseling Connection** - *Lauren Goodsmith, Project Coordinator for the Intercultural Counseling Connection*

91.5FM WBJC

Event Sponsorships

- Alpha Phi Alpha Fraternity, Inc.
- Associated Black Charities
- Bais Yaakov School for Girls
- Baltimore Business Journal
- Baltimore Chamber of Commerce
- Baltimore City Foundation
- Baltimore Community Mediation Center
- Center for Urban Families
- College Bound Foundation
- Cultured Pearls of Service, Inc.
- Downtown Partnership of Baltimore
- Fund for Education Excellence
- Greater Baltimore Committee
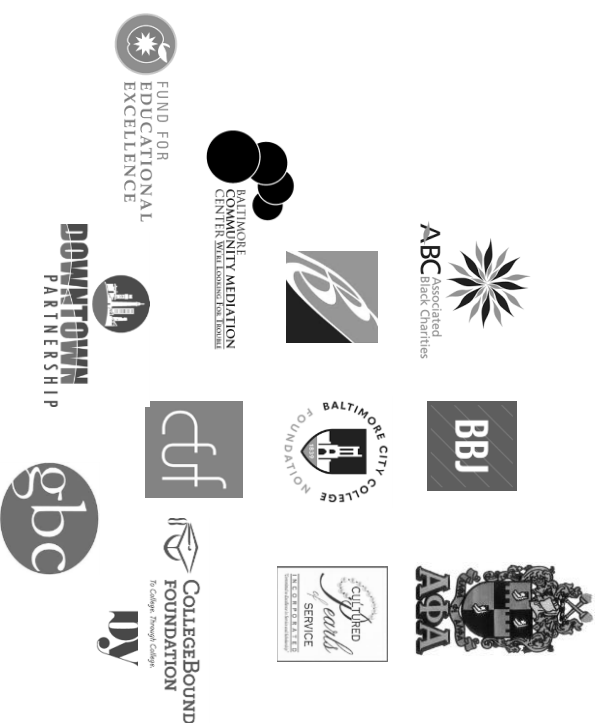
Brand Realignment Progress

- Seal
- Logo (interim & proposed)
- Mascot
- Signage

ACTION – **Continued consultation with The Hatcher Group for Brand repositioning**

Hatcher Group was asked to review the final contract deliverables:

- Finalize the Evaluation Report
- Help with Style Guide Template
- Review final Seal & Logo design

ACTION – **Refined Seal**

- **Redrawn**
- **Added Rings and Rope to enhance the appearance**
- **Used All Caps Bold Font for clarity**
- **Produced a clean Vector version**

White Base

Circular Rope

Black Ring (Lettering Base)

Gold Rings

Bold Type – All Caps

- Baltimore City Community College
- 1947
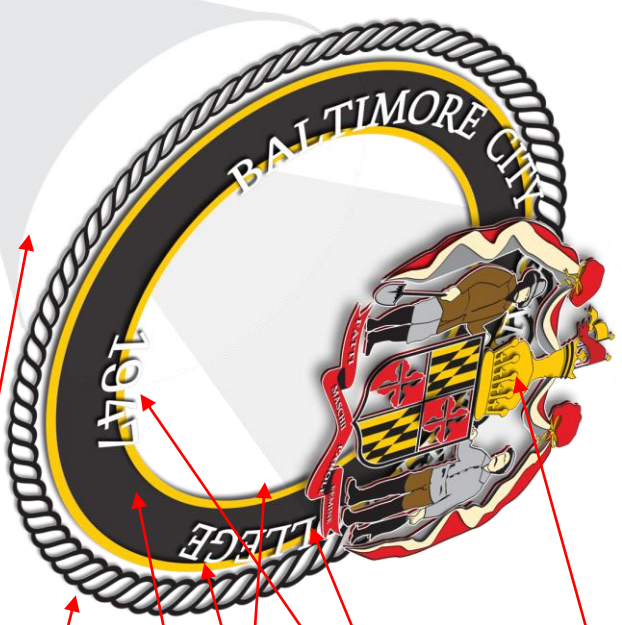
Maintained all elements from MD Seal

- Consists of an escutcheon, or shield, bearing the Calvert and Crossland arms quartered. Above is an earl's coronet and a full-faced helmet. The escutcheon is supported on one side by a farmer and the other a fisherman. It symbolizes Lord Baltimore's two estates: Maryland, and Avalon in Newfoundland.
- The Calvert motto on the scroll is *"Fatti maschii parole femine,"* which is usually translated "manly deeds, womanly words."

ACTION – **Modified Seal with new look**

- Designed by BCCC's inhouse design team of ASP division
- Approved by BOT on March 18, 2020

ACTION – Interim Logo (B triple-C), Currently in use

ACTION – **Logo proposals,** Designed by BCCC's inhouse design team of ASP division

Direction-01: **WAVES**

- Current Logo Element
- Baltimore Harbor
- Tides
- Dynamic Movement
- Airy
- Progress

Direction-02: **CREST**

- MD & Baltimore City Flags
- Traditional College Crests
- Success
- BCCC Colors
- Distinguished
- Prestigious

Cabinet is currently reviewing to finalize from multiple variations of the above logos

ACTION – **WAVES: Current to Proposed Logo** — *Desire to show movement through waves*

Old

Interim

Proposed

25
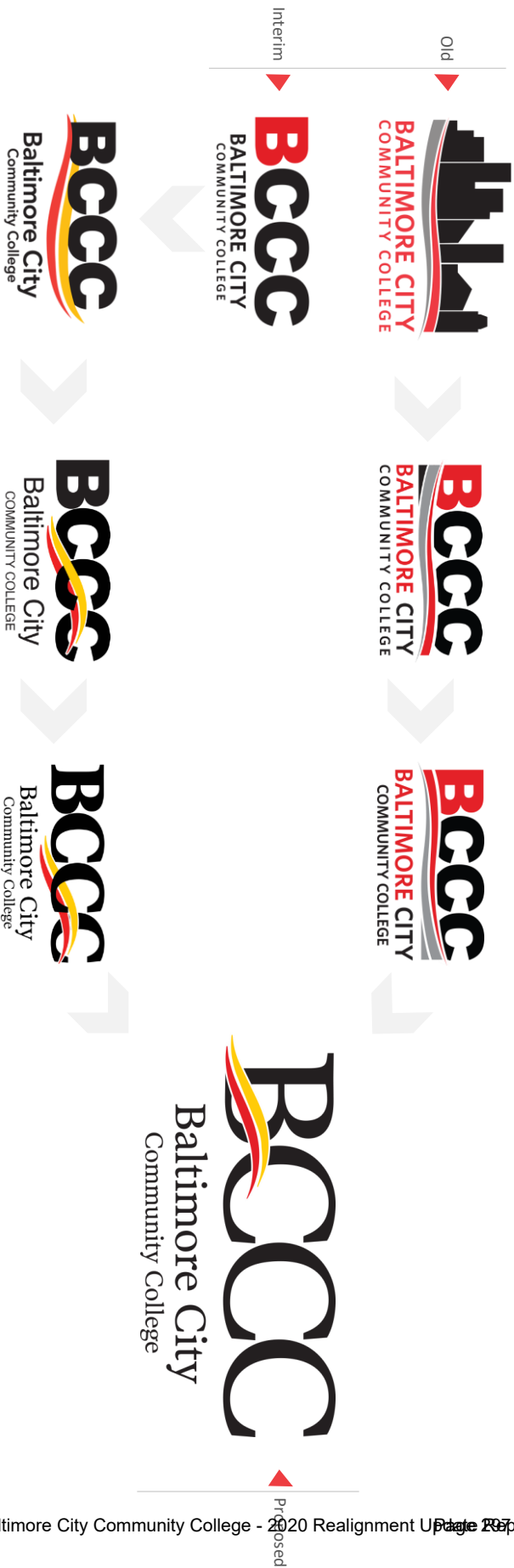
ACTION – **Refreshed Athletic Brand Mark**

February 2020

- Improved the Panther Mascot appearance
- Updated Panther Mascot on die-cut with college's factual data points and new icons on the back

Collateral Materials

- Banners
- Brochures
- Flyers
- Publications
- Rack Cards
- Reports
- Stationery
- Viewbook

New/Redesigned marketing collateral materials.

Created new or redesigned major College-wide publications:

- Academic Program Brochures and Rack Cards
- BCCC Foundation Annual Report
- Career Pathways (Revised)
- Viewbook
- WDCE Flyer Templates

ACTION – **Academic program brochures & rack cards**

Based on Career Pathways program icons and color coding

ACTION – Dual Enrollment

BEFORE

AFTER

ACTION – **Sponsorship Ads**

BEFORE

AFTER
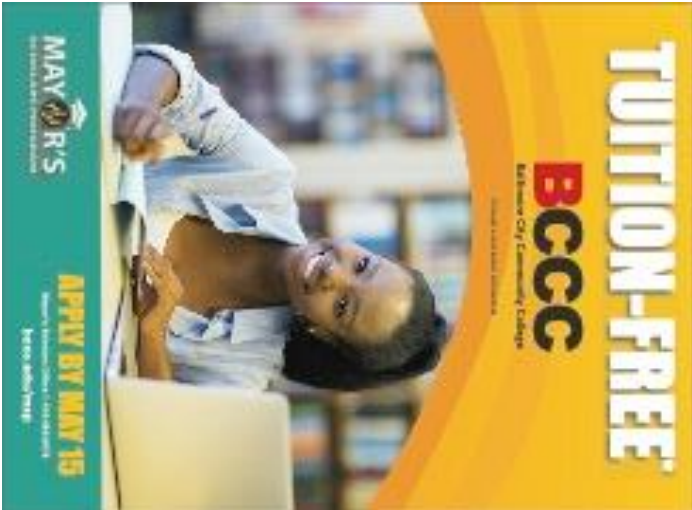
ACTION – **Workforce Brochures 2019**

ACTION – Workforce Program Brochure

BEFORE

AFTER

ACTION – *Workforce Fliers*

BEFORE

Transportation

Baltimore City Community College invites you to learn more about our newly updated transportation program.

BCCC
Workforce Development
& Continuing Education

AFTER

GED® Prep Class Online Info Sessions

Wednesdays at 1 p.m.

August 5 – October 28, 2020

15 minute presentation followed by questions and answers

JOIN ZOOM MEETING

ENGLISH AS A SECOND LANGUAGE

Community ESL
Virtual Advising

Clases Comunitarias de Inglés
Consejo Ofrecido en Línea

8 a.m. – noon on Mondays
los lunas 8 a.m. to mediodia

Do you want to learn English?
Quieres aprende inglés?

Do you want to enhance your communication skills?
Quieres mejorar sus habilidades de comunicación?

To join, visit zoom.us

CDL Class B Info Sessions

CDL CLASS B

Phlebotomist

ACTION – Workforce Retractable Banners 2019

ACTION – **Foundation's Annual Report & The Case Statement brochure**
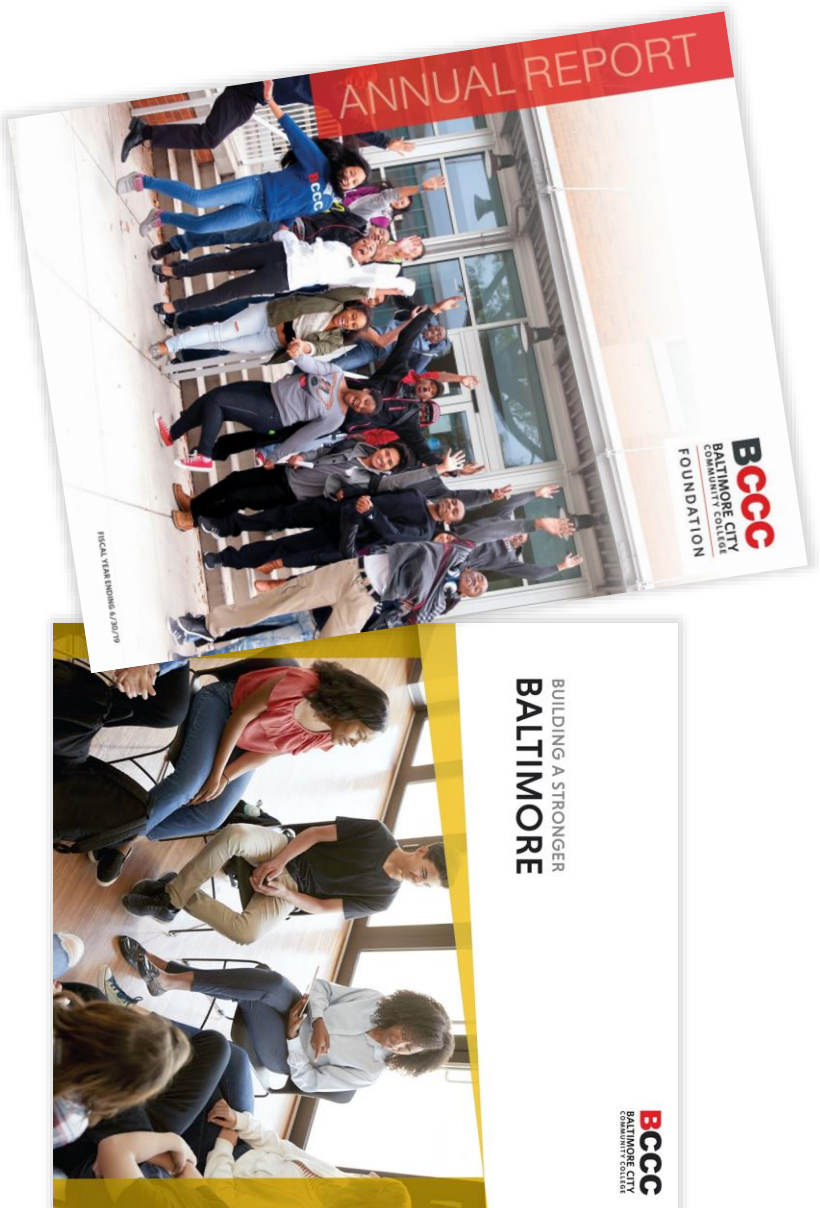
ACTION – Viewbook

BEFORE

AFTER

Click to view

BECOME A PANTHER

Apply NOW
www.bccc.edu/Admissions

Payment Options
www.bccc.edu/PaymentOptions

Contact Us
410-462-8300
BCCCAdmissions@bccc.edu

CHANGING LIVES
BUILDING COMMUNITIES

The electronic version can be viewed on BCCC website homepage

Baltimore
City Community College
2901 Liberty Heights Ave.
Baltimore, MD 21215
410-462-8300   bccc.edu

Like and follow us!
#WeAreBCCC

BCCC FAFSA code: 002061

BCCC

Baltimore City Community College

ACTION – **Mayor's Scholars Program (MSP) brochure**

Attend college Tuition-Free

ACTION – **Tobacco-Free Campaign**, January 2020

ACTION – **Student Affairs marketing collaterals**

Informational brochure for Veteran Students

▼

We're Ready When You Are.

CAREER-FORWARD PROGRAMS FOR TODAY'S VETERAN.

Serving Veterans for 73 years.

BCCC BALTIMORE CITY COMMUNITY COLLEGE

Panther Portal

In **PantherPortal** you can:
• Register for classes.
• View your course history in the Student Inquiry Report.
• View your class schedule and bill

... **and more!**

Accessing PantherPortal and getting started:

1. Go to: bcccc.edu/pantherportal
2. Select a menu option
3. **Username:** Your social security number, or your Student ID provided by Admissions.
PIN: The 4-digit number created on the admissions application.

Once logged in, the welcome page will provide:
• Canvas Username (accessible via MyBCCC)
• BCCC email address
• Temporary password

For assistance with PantherPortal login, please call **410-462-7777.**

PantherPortal

An Online source to access **Student Services**

BCCC Baltimore City Community College

▲

Instructional flyer for new students

ACTION – **College stationery refresh**

BCCC

ACTION – **Standardized Email signature guideline**

SAMPLE -01: 2-liner positions

Dawn Kirstaetter
Vice President
Advancement & Strategic Partnerships
Baltimore City Community College
410.462.7432 | **BCCC**.edu

This electronic mail transmission may contain confidential or privileged information. If you believe you have received this message in error, please notify the sender by reply transmission and delete the message without copying or disclosing it.

SAMPLE -02: 1-liner positions

Aamir Iqbal
Creative Director
Baltimore City Community College
410.462.7742 | **BCCC**.edu

This electronic mail transmission may contain confidential or privileged information. If you believe you have received this message in error, please notify the sender by reply transmission and delete the message without copying or disclosing it.

ACTION – **Street Pole Banners & Flags**

JANUARY 2020

- Negotiated with the Downtown Partnership (DTP) for a multi-year contract
- Negotiated 1-year Right of Way agreement with Baltimore City for banners along Towanda Avenue with expiration

FEBRUARY- MARCH 2020

- Refreshed International Flags on Main Quad, including adding Canada
- DTP approves multi-year contract

APRIL 2020

- Negotiated 1-year Right of Way agreement with Baltimore City for banners along Towanda Avenue with a November 2020 expiration

ACTION – **Street Pole Banners & enlarged Flags**

COVID-19 Response

- Coronavirus resource web page
- Safety poster
- #BCCCStrong
- Social media graphics
- Partnership campaigns

COVID-19 Response – Coronavirus resource page on BCCC website

Click to visit

COVID-19 Updates: All Fall 2020 classes are remote - Virtual Face to Face and Online.

BALTIMORE CITY COMMUNITY COLLEGE

Home > About BCCC > Coronavirus Updates

About BCCC | Future Students | Current Students | Paying for College | Programs & Courses | Student Resources

myBCCC | Apply | Request Information | Donate | Facebook | Twitter | Translate | Search

Coronavirus Updates

BCCC Strong

COVID-19 Emergency Relief Fund

What You Need To Know

× Updates from the President

Faculty and Staff

Students

Faculty & Staff - August 3 Update

Timeline of BCCC Response

Student Resources

Technical Support

Higher Education Emergency Relief Fund (Cares Act)

COVID-19:
What You Need to Know

Virtual and Online Fall Classes.
Remote access for all Student Services.

Baltimore City Coronavirus Testing Sites

- All classes and student support services will be held remotely through end of the Fall semester.
- Access to all Campus buildings is restricted.
- Telework is in effect for faculty and staff until further notice.

Baltimore City Community College continues to closely monitor the coronavirus (COVID-19) pandemic and has established this webpage to provide regular updates regarding the College's response.

Message from BCCC President McCurdy (8/3/2020)

Dear BCCC Faculty and Staff:

I hope this message finds you well, safe, and healthy. These past 18 weeks of being away from campus and operating remotely have tested us all. This period has also been an opportunity for BCCC to become more operationally efficient and innovative, as well as improve the services we provide to our students in a remote environment. All our efforts are being,

Campus and External Resources

BCCC EAP

BCCC Mobile Alerts

Food Assistance

Free Internet Resources

Free Xfinity Public Wifi

Free Internet for Students: 7 Providers Offering Support

Higher Ed Emergency Relief Fund

Immigrant COVID-19 Resources

Mental Health Support

Skilling Up in a Remote World

Student Resources

2-1-1 United Way

Voter Information

WBJC-FM The Classical Radio Voice of BCCC

Health Resources

COVID-19 Response – **Safety Poster**

This poster was posted at all entrances throughout the campus.

COVID-19 Response – *"Be Strong"* campaign banner, featuring faculty and staff

COVID-19 Response – Tiles for social media

Baltimore City Community College

October, 2020
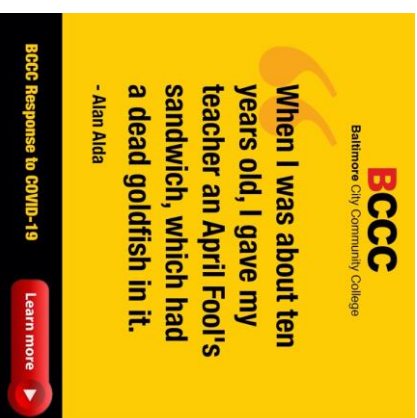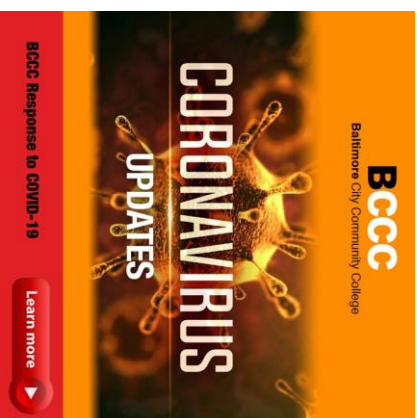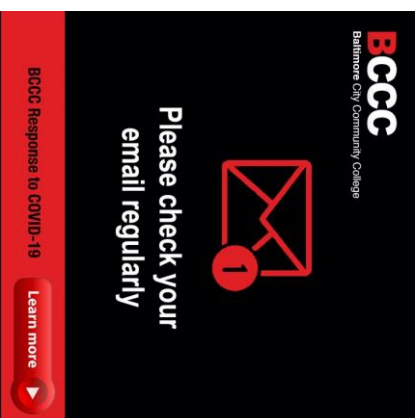
COVID-19 Response – Partnering with WCK for meals distribution to Baltimore residents

COVID-19 Response – **Partnering with multiple vendors for fruits & veggies distribution to Baltimore residents**

Enrollment Campaigns

Fall 2019
Messaging:
- Earn Credits to finish your degree

Spring 2020
Messaging:
- We help you get there

Summer 2020
Messaging:
- We Got You
- Free Text Books
- College Plans Changed?

Fall 2020
Messaging:
- Your Move
- Graduate Debt Free
- You're almost there . . .
- Stay online, Stay on track
- Tuition Free
- Virtual (Face-to-Face) and Online (Web Courses)

Fall 2019 Campaign – **EARN CREDITS TO FINISH YOUR DEGREE** – Social media campaign

Spring 2020 Campaign – **WE HELP YOU GET THERE** – Cube graphics

Summer 2020 Campaign – **WE GOT YOU!** – Free Text Books

BCCC

About BCCC

Admissions

Paying for College

Programs & Courses

Student Services

Student Resources

MYBCCC

CAREERS

DIRECTORY

PANTHER PORTAL

LIBRARY

FACULTY & STAFF

FREE TEXT BOOKS THIS SUMMER!

FREE TEXT BOOKS THIS SUMMER!
Join Us for Summer classes!
Your Textbooks are on BCCC.
Order at... bcccbookstore.bccc.edu

LEARN MORE

WE GOT YOU!

377

Summer 2020 Campaign – **WE GOT YOU! – creative**

College plans changed?
WE GOT YOU!

Stay home. Stay safe. Stay Smart!

BCCC
Baltimore City Community College

WE GOT YOU!
FREE Textbooks for Summer Classes

Stay home. Stay safe. Stay Enrolled.

BCCC
Baltimore City Community College

WE GOT YOU!
FREE Textbooks for Summer Classes

Stay home. Stay safe. Stay Enrolled.

BCCC
Baltimore City Community College
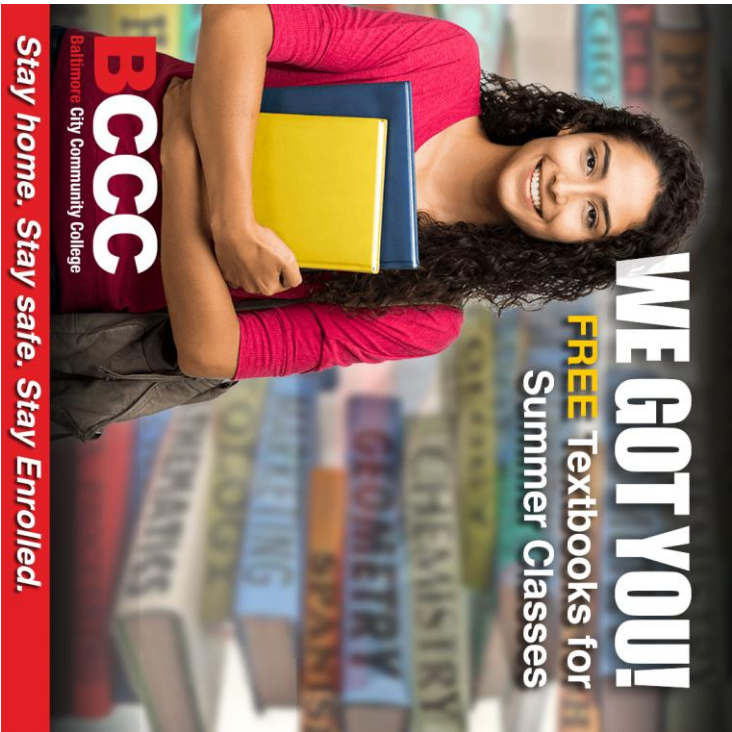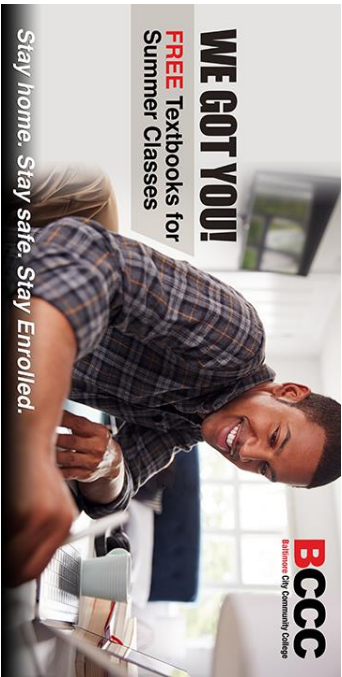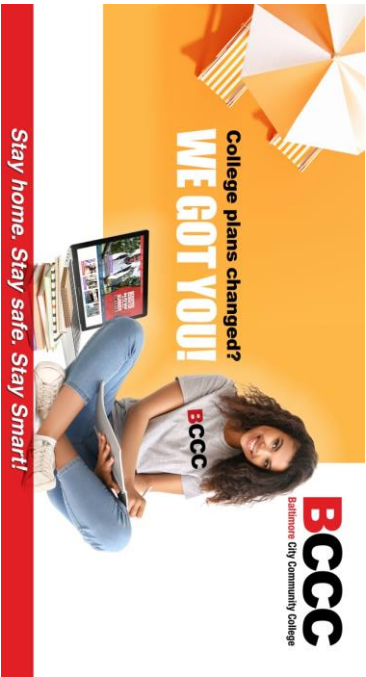
Summer 2020 Campaign – **REGISTER NOW** – social media paid ads

Fall 2020 Campaign – **"Your Move"** creative
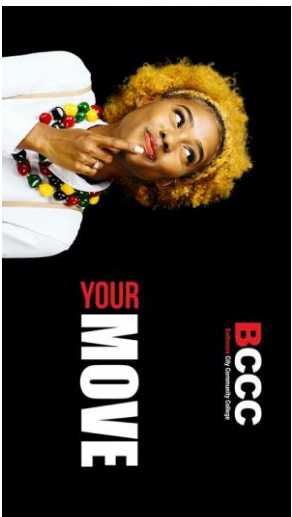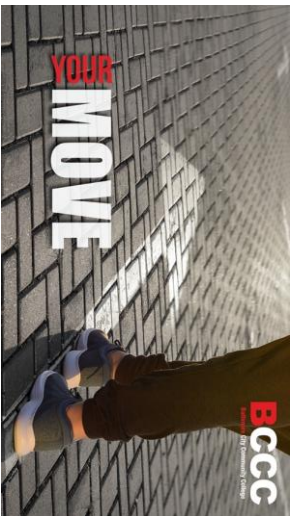
Fall 2020 Campaign – **"Your Move"** - Outdoor advertisements (The cube - inner harbor, Mall ads, bus ads)

Fall 2020 Campaign – **"Your Move"**, Graduate Debt Free, You're Almost There – Direct mail post cards
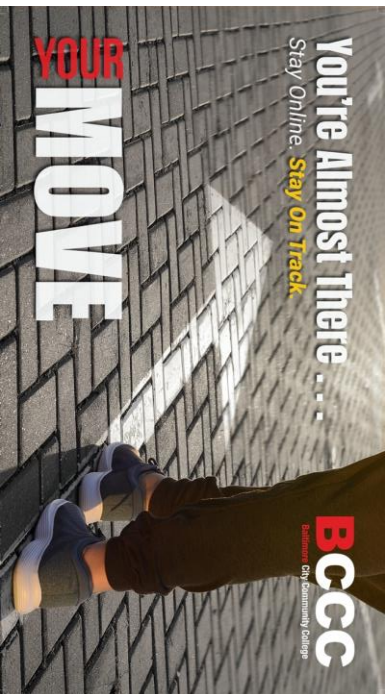
Fall 2020 Campaign – **Tuition Free, Virtual & Online Courses** – Web promotions and Radio Ad

We've Got You at BCCC!

What Makes Tuition Free?

For Fall 2020, BCCC has made free tuition available for eligible students by combining federal, state, city, and institutional awards. Eligible students may benefit from one or more of the following:

1. Federal financial aid;
2. The State of Maryland's Promise Scholarship;
3. Support from the City of Baltimore (Mayor's Scholars Program and others);
4. BCCC Foundation and institutional scholarships;
5. One Step Away grant (for students with 45 credits or more); and
6. CARES Act funding.

Click to Listen the Radio Ad ▼

Attend BCCC
TUITION FREE
**FALL 2020**
Stay Online. Stay on Track.

Types of Class Instruction

BCCC Offers virtual (face to face) and online web classes designed to provide quality instruction in a safe environment.

Virtual
(Face to Face course)

Virtual (face to face) classes meet with a live instructor through Zoom or Microsoft Teams, and allows student interaction with the professor and classmates. Students login at the scheduled course time to join the class.

Online
(Web course)

Online web courses meet within Canvas. Students complete weekly work within a flexible schedule to meet weekly assignment deadlines and have 24-hour access to their class.

Note: *Internet access, web camera, microphone and speakers are required equipment.*

Fall 2020 courses are being offered remotely in **two formats**:
VIRTUAL
FACE TO FACE
& ONLINE
WEB COURSE

Commencement 2020

- The Virtual Ceremony
- Graduating student slide
- Box and contents

Commencement 2020 – **The Virtual Ceremony**, August 22, 2020

Click to watch
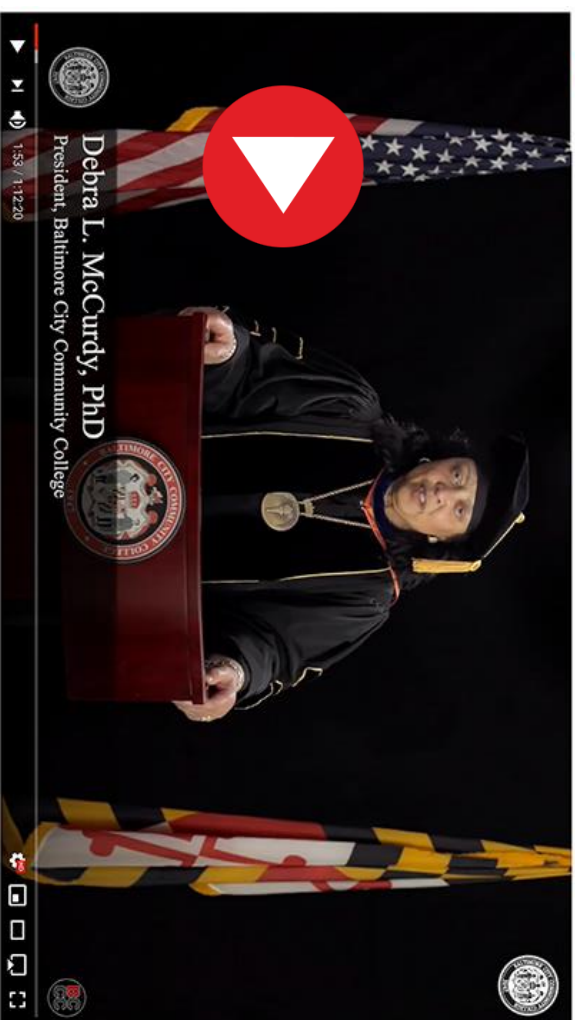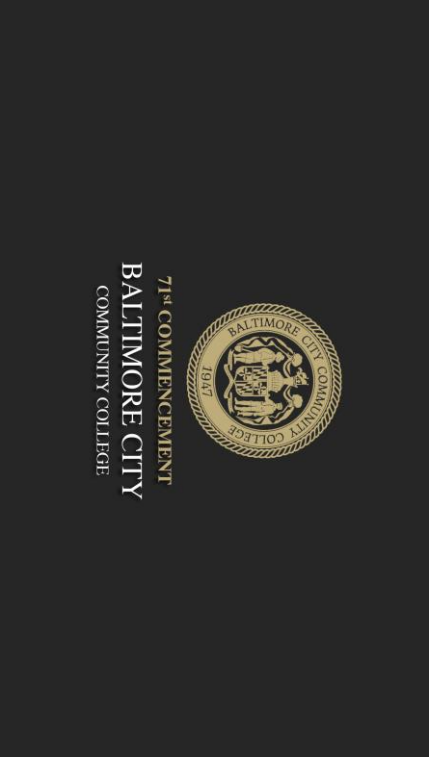
Commencement 2020 – **Graduating Student Slide** (sample)

Commencement 2020 – **Boxes were mailed to graduating students prior to the virtual commencement**

Box contents:

Branded Box

Crinkle
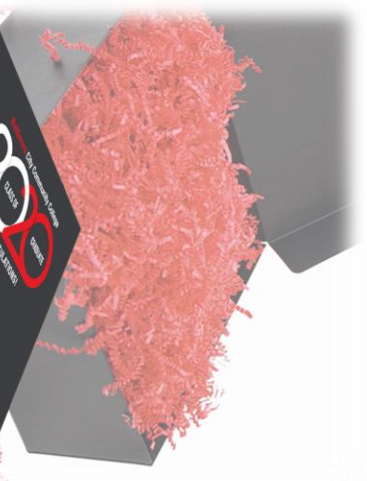
Drawstring Bag

Diploma, Diploma Cover and Honor Cords

Mask

Keychain

Regalia (Gown & Cap)

Pennant

Pen

Program

Bumper Sticker

Lapel Pin

Letters from the President and Alumni Association

#BCCCgrads2020

BCCC Alumni
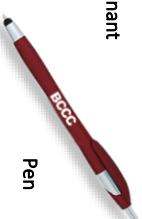
Digital Media

- Website Refresh
- Responsive Website
- Social Media
- Newsletters

ACTION – **College website: BCCC.EDU**

- Users: 543,937 (increased by 84,506 users)
- New Users: 528,482 (increased by 82,051 users)
- Bounce Rate: 49.82% (decreased from prior year)
- Total Visits: 1,509,231 (increase by 163,190 visits)
- CTR: 0.21

ACTION – **A fully responsive College website: BCCC.EDU, serving as virtual campus**

BEFORE

CURRENT

BCCC

ACTION – Active on **Social Media** platforms, i.e., **Facebook, Twitter, Instagram,** and **YouTube**

BCCC
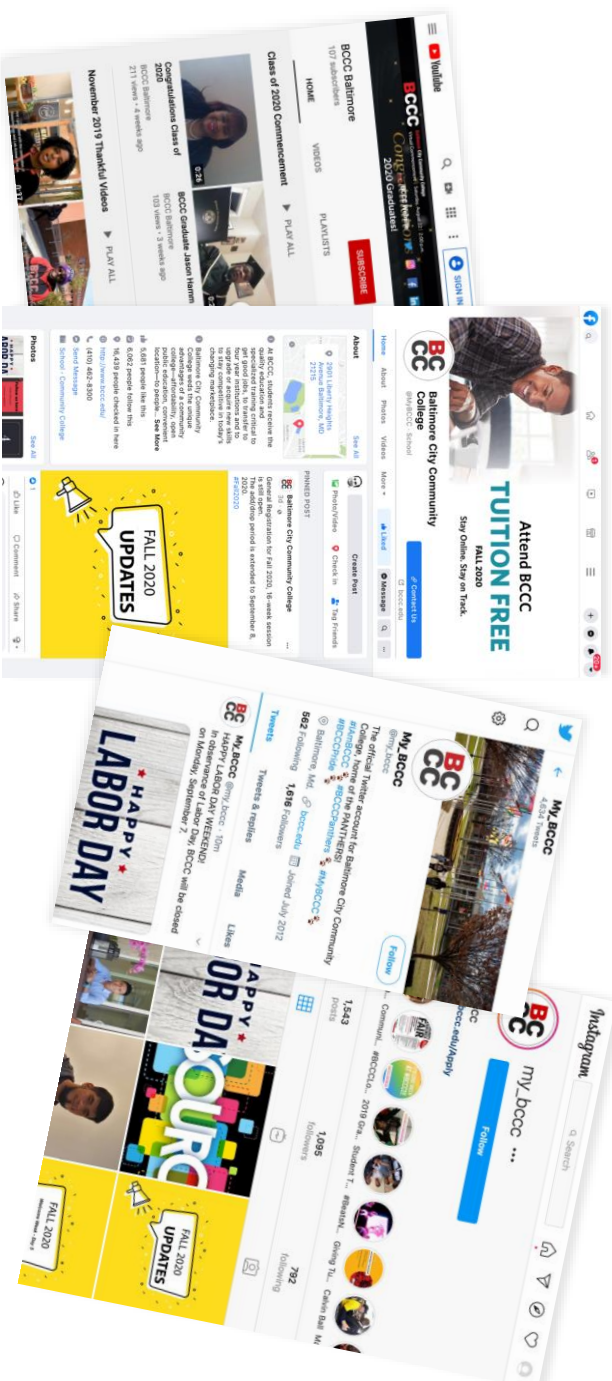
ACTION – **Growth in followership for Social Media**

August 2019 – August 2020

Instagram:
Followers : 98.2% increase
Impressions: 88.5% increase
Engagement: 29.3% increase

Facebook:
Followers: 23.1% increase
Facebook page likes: 9.9% increase

Twitter:
Followers: 10.7% increase
Net Follower Growth : 17.4% increase
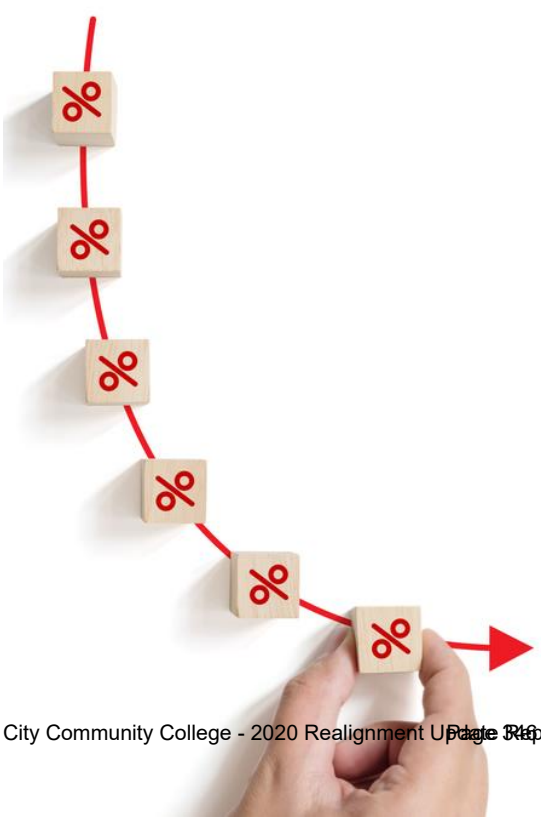
ACTION –BCCC, Foundation, and Alumni newsletters

Coming Soon

- New website CMS
- Improved Interior Spaces
  - Public Safety
  - Café
  - Student Services
  - Hallway
- Wayfinding Signage
- ID card

WEBSITE PHASE 3 – **New CMS for College website: BCCC.EDU**

New Website CMS (Content Management System) - *One-year implementation*

- More versatility needed

- More Choices, More Options, More Control, More accountability

- Omni Update Customer List

- Examples: **Towson University** and **Bowie State University**
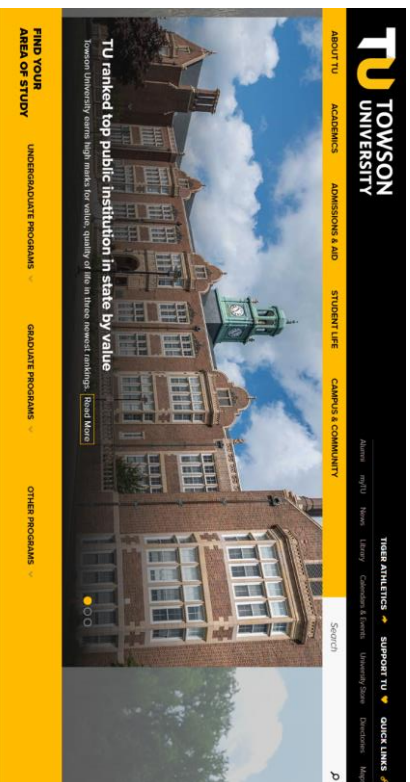
Click to visit
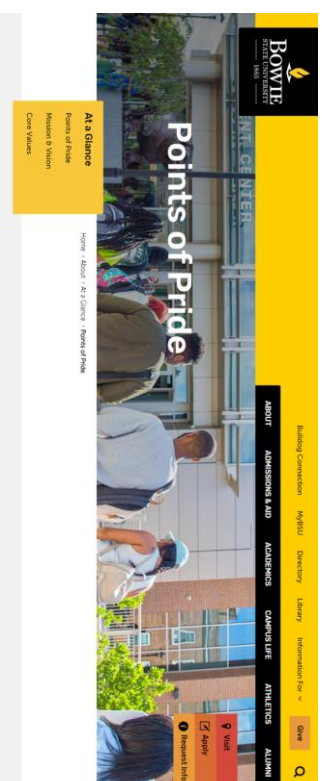
Click to visit

Liberty Campus – **Campus interior spaces – Design Recommendations**

- Proposed redesign of Student Services Wing
- Proposed redesign of Public Safety area
- Proposed upgrades in Café
- Proposed Redesign of interior spaces and student-focused areas
  - Established a process for regular review and recommendations for space enhancements
- Proposed redesign of President's suite lettering

Liberty Campus – **Public Safety Counter area renovation**

EXISTING

PROPOSED

Liberty Campus – **Digital screens for Menu Display in cafeteria**

EXISTING

PROPOSED

Liberty Campus – **Café & Faculty Lounge upgrades** – new paint, paneling, flooring, murals

EXISTING

PROPOSED

EXISTING

PROPOSED

Liberty Campus – **Renovation of Student Games & Tranquility Rooms** – Removing walls to make it ONE space

Blinds to separate spaces

Liberty Campus – **Hall of Fame in the Hallway**

EXISTING

PROPOSED

Liberty Campus – **Lettering for Presidential Suite reception area**

PROPOSED

BALTIMORE CITY
COMMUNITY COLLEGE

Liberty Campus – **Wayfinding Signage Plan throughout the campus.** *To be followed by all the campuses in future*
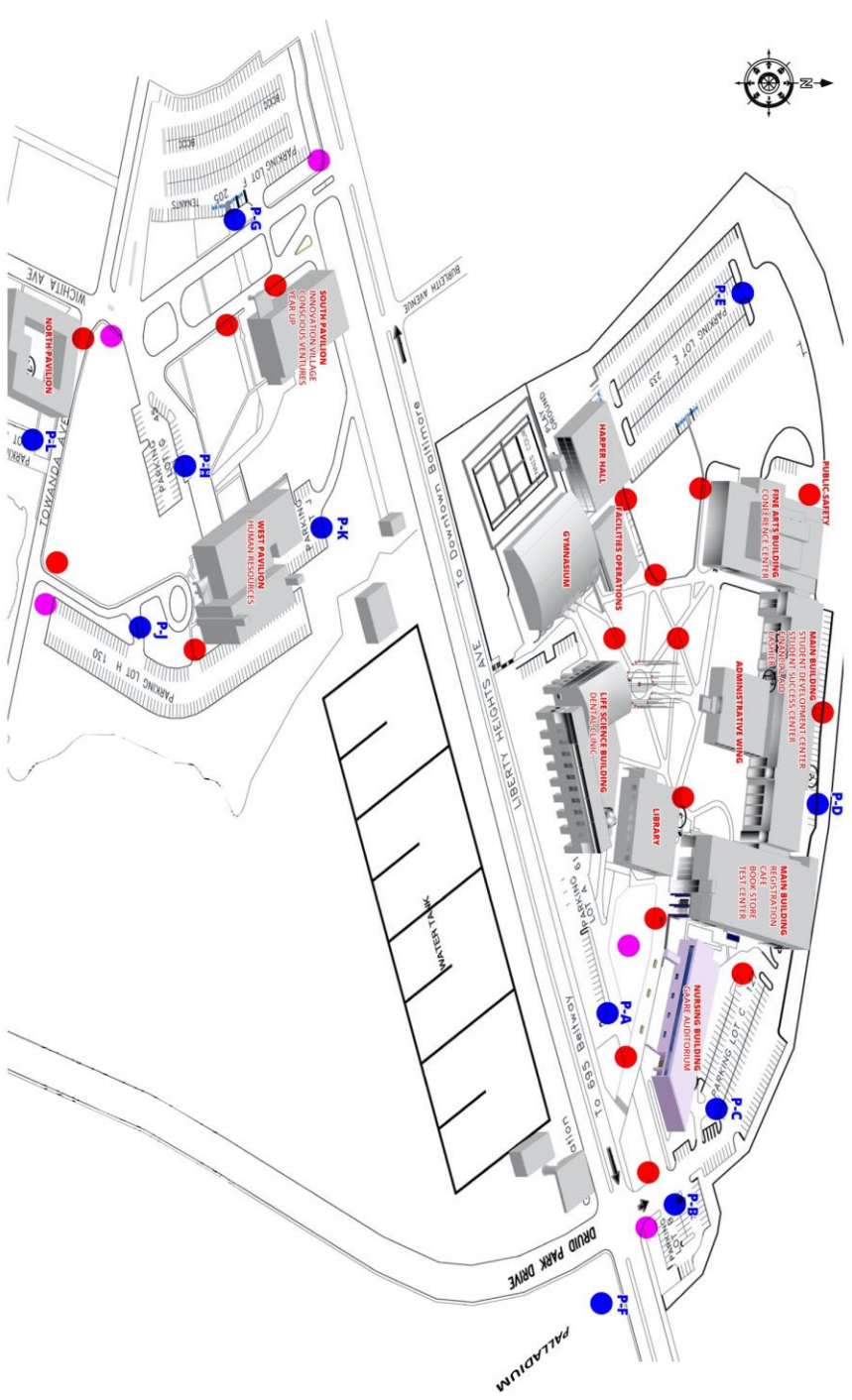
Liberty Campus – **Branded Wayfinding Signage, Fountain area**

EXISTING

PROPOSED

Liberty Campus – **Branded Wayfinding Signage, main entrance marquee**

EXISTING

APRIL 2020

- College solicited bids from sign vendors for recladding existing exterior marquee messaging center sign

PROPOSED

Liberty Campus – **Branded Wayfinding Signage , main building**

EXISTING

PROPOSED

MAY 2020

- Liberty Campus parking lot and wayfinding signs project branding updated
- College solicits bid form sign vendors
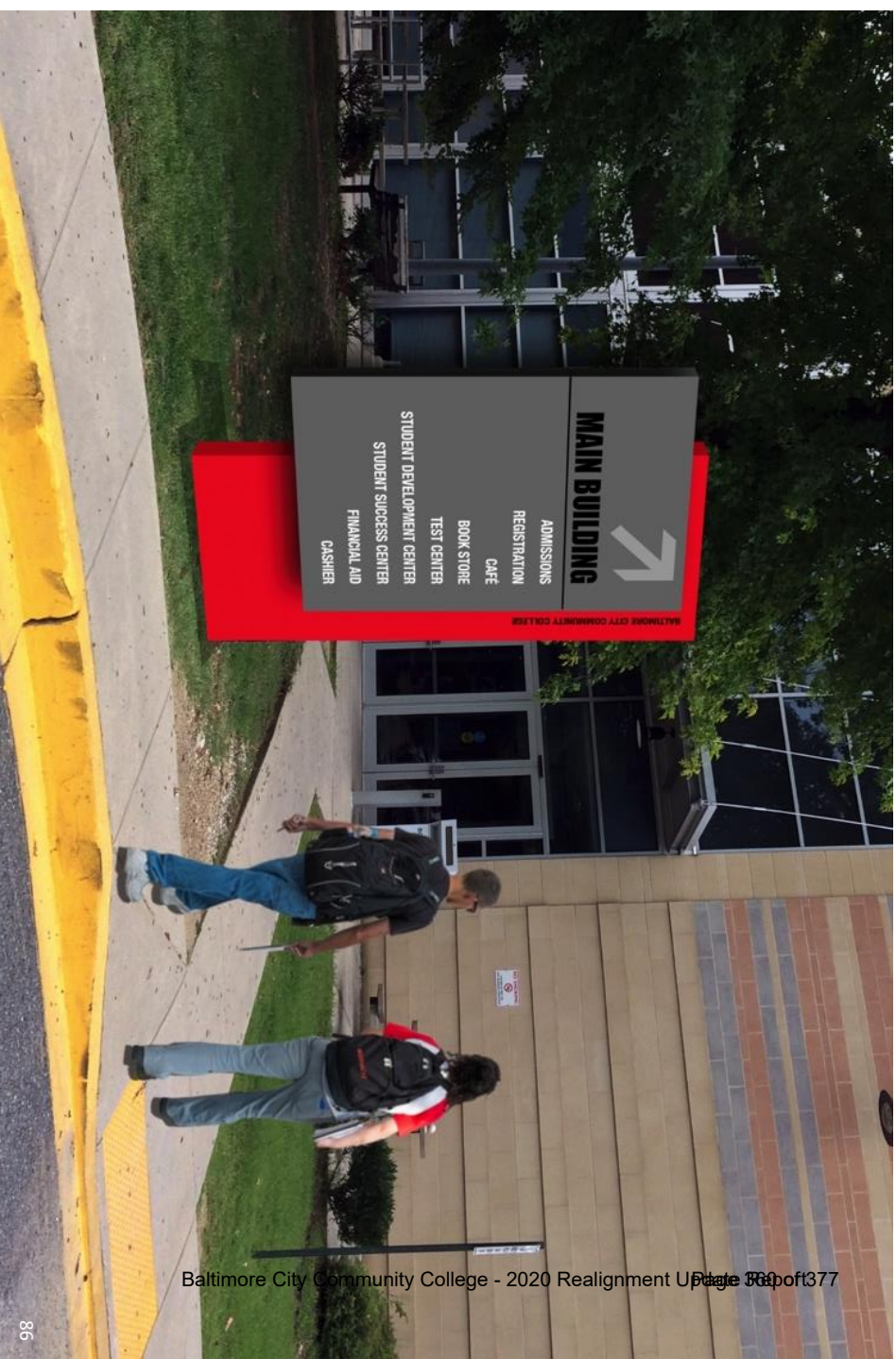
Liberty Campus – **Branded Wayfinding Signage** – Parking Lots

EXISTING

PROPOSED

New ID cards for students, faulty and staff

STUDENT

BALTIMORE CITY
COMMUNITY COLLEGE

507369008393

PANTHER

ANGELA WILSON
BCCC

FACULTY/STAFF

BALTIMORE CITY
COMMUNITY COLLEGE

507369008393

EMPLOYEE

KEVIN McNAMARA
BCCC

This is the is property of the State of Maryland Government.
This card is not Transferable.

There is a replacement fee for lost, stolen or damaged card.
If found please return to:

State of Maryland Government
BCCC POLICE DEPARTMENT
2901 LIBERTY HEIGHTS AVENUE
BALTIMORE, MD 21215-7893

CONTRACTOR

BALTIMORE CITY
COMMUNITY COLLEGE

507369008393

TEMPORARY

ROGER ANDERSON
BCCC

BCCC

Develop and Market a Brand

REALIGNMENT TASK # 8

OCTOBER 2020

Exhibit 9.1

BCCC
Enterprise Resource Planning (ERP)

Project Update #3

September 16, 2020
Stephan A. Byam (Chief Information Officer)

Project Status

The College maintains a GREEN status from the State's Department of Information Technology (DoIT)

The Core ERP Project Team has been expanded again to include the new Director of Enterprise Applications, Mr. John Schiesler. Mr. Schiesler will be directly involved with the planning, implementation and support of the new ERP system.

Core Team:
Dr. Debra McCurdy (President)
Becky Burrell (V.P., Institutional Effectiveness, Research and Planning)
Stephan A. Byam (Chief Information Officer)
Sherida Studwood (Procurement Chief)
Maria Rodriguez (General Counsel)
Kemberly Henderson (Information Technology Project Manager)
Dr. Donnell Josiah (DoIT)
John Schiesler (Director, Enterprise Applications)

2020 Project Activities to Date

The project team is undertaking a significant amount of work in order to prepare for the ERP's implementation. Work includes ERP System Selection Process; conducting Business Process Analysis with various departments on campus; Peer Institution Visits, Infrastructure Readiness and Systems Inventory

3

RFP Review and Contract Negotiation Timeline

April 2020	Pre-Proposal Conference
May 2020	RFP Responses Due
June 2020	Vendor Proposal Review Started
July 2020	Technical Evaluation
	Financial Evaluation
	Best and Final Offers (BAFOs) Received
August 2020	Contract Review and Negotiations
September 2020	Contract Review and Negotiations

4

Vendor Proposal

The prevailing vendor proposal has demonstrated the most comprehensive solution to meet the needs of the College, based on the College's functional requirements.

Vendor A Proposal:
- Primary Systems:
  - Student Information System (Admission and Registration)
  - Financial Aid Management System
  - Financial Management System
  - Human Resource Management System
- Secondary Systems:
  - Student, Staff and Faculty Portal
  - Reporting Tool
  - Customer Relationship Management (CRM)
  - Mobile Application

5

Estimated System Implementation Timeline

Once the College receives the approval from the Board of Trustees and the State to proceed, the implementation process is estimated to take approximately 21 months.

Exhibit 11.1

SENATE BILL 159

P2, F2   0lr1154
SB 254/19 – EHE   CF HB 207

By: **Senators Hayes, Carter, Ferguson, McCray, Sydnor, and Washington**
Introduced and read first time: January 13, 2020
Assigned to: Education, Health, and Environmental Affairs

Committee Report: Favorable
Senate action: Adopted
Read second time: February 25, 2020

CHAPTER _____

1   AN ACT concerning

2   **Baltimore City Community College – Procurement Authority**

3   FOR the purpose of exempting Baltimore City Community College from certain provisions
4   of State procurement law; requiring the Board of Trustees of the College, subject to
5   review and approval by the Board of Public Works and the Joint Committee on
6   Administrative, Executive, and Legislative Review, to develop certain policies and
7   procedures governing procurement; requiring the Board of Trustees to develop an
8   information technology plan that meets certain requirements; exempting the College
9   from certain provisions of law relating to the purchase, lease, or rental of information
10   technology or any changes to the purchase, lease, or rental of information technology;
11   exempting the College from certain provisions of law governing telecommunication
12   systems or services; exempting the College from certain provisions of law governing
13   the oversight of public improvement projects by the Department of General Services;
14   requiring the Department, on request of the Board of Public Works, to advise the
15   Board of Public Works on certain contracts for the College that exceed a certain
16   amount under certain circumstances; requiring the Board of Public Works to review
17   and approve certain contracts that exceed a certain amount under certain
18   circumstances; requiring certain procurements by the College to comply with certain
19   policies and procedures; establishing the authority of the State Board of Contract
20   Appeals over certain contract claims by the College before and after a certain date;
21   exempting the College from a certain review of a certain contract for certain
22   expenditures; subjecting a certain contract for certain expenditures to certain
23   approval; altering a certain definition; making stylistic changes; and generally
24   relating to the procurement authority of Baltimore City Community College.

EXPLANATION: **Capitals indicate matter added to existing law.**
    [Brackets] indicate matter deleted from existing law.
    Underlining indicates amendments to bill.
    ~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by
    amendment.

1   BY repealing and reenacting, without amendments,
2   Article – Education
3   Section 16–505(c)(1)(x)
4   Annotated Code of Maryland
5   (2018 Replacement Volume and 2019 Supplement)

6   BY adding to
7   Article – Education
8   Section 16–505.3
9   Annotated Code of Maryland
10   (2018 Replacement Volume and 2019 Supplement)

11   BY repealing and reenacting, with amendments,
12   Article – State Finance and Procurement
13   Section 3A–302, 3A–402, 4–401(d), 4–402(a), 4–406(a), 11–203(e), and 12–202
14   Annotated Code of Maryland
15   (2015 Replacement Volume and 2019 Supplement)

16   BY repealing and reenacting, without amendments,
17   Article – State Finance and Procurement
18   Section 4–401(a)
19   Annotated Code of Maryland
20   (2015 Replacement Volume and 2019 Supplement)

21   SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
22   That the Laws of Maryland read as follows:

23   **Article – Education**

24   16–505.

25   (c)   (1)   The Board of Trustees shall:

26   (x)   Address the information technology and infrastructure needs of
27   the College, including whether oversight by the Department of Information Technology is
28   advisable;

29   **16–505.3.**

30   **(A)   (1)   EXCEPT AS PROVIDED IN § 11–203(E) OF THE STATE FINANCE**
31   **AND PROCUREMENT ARTICLE, THE COLLEGE IS EXEMPT FROM DIVISION II OF THE**
32   **STATE FINANCE AND PROCUREMENT ARTICLE.**

33   **(2)   (I)   SUBJECT TO REVIEW AND APPROVAL BY THE BOARD OF**
34   **PUBLIC WORKS AND THE JOINT COMMITTEE ON ADMINISTRATIVE, EXECUTIVE,**
35   **AND LEGISLATIVE REVIEW OF THE GENERAL ASSEMBLY, THE BOARD OF TRUSTEES**

1　SHALL DEVELOP POLICIES AND PROCEDURES GOVERNING PROCUREMENTS BY THE
2　COLLEGE.

3　　　　　　　　　(II)　THE POLICIES AND PROCEDURES DEVELOPED UNDER
4　SUBPARAGRAPH (I) OF THIS PARAGRAPH SHALL PROMOTE THE PURPOSES OF STATE
5　PROCUREMENT LAW AS SET FORTH IN § 11–201 OF THE STATE FINANCE AND
6　PROCUREMENT ARTICLE.

7　　　　(B)　(1)　THE BOARD OF TRUSTEES SHALL DEVELOP AN INFORMATION
8　TECHNOLOGY PLAN FOR THE COLLEGE THAT INCLUDES INFORMATION
9　TECHNOLOGY POLICIES AND STANDARDS, INCLUDING POLICIES AND STANDARDS
10　FOR INFORMATION MANAGEMENT AND TELECOMMUNICATION SYSTEMS.

11　　　　　　(2)　THE INFORMATION TECHNOLOGY PLAN DEVELOPED UNDER
12　PARAGRAPH (1) OF THIS SUBSECTION SHALL BE FUNCTIONALLY COMPATIBLE WITH
13　THE STATEWIDE INFORMATION TECHNOLOGY MASTER PLAN ESTABLISHED UNDER
14　TITLE 3A, SUBTITLE 3 OF THE STATE FINANCE AND PROCUREMENT ARTICLE AND
15　MEET THE REQUIREMENTS OF § 16–505(C)(1)(X) OF THIS SUBTITLE.

16　　　　　　　　　**Article – State Finance and Procurement**

17　3A–302.

18　　　　(a)　This subtitle does not apply to changes relating to or the purchase, lease, or
19　rental of information technology by:

20　　　　　　(1)　public institutions of higher education solely for academic or research
21　purposes;

22　　　　　　(2)　the Maryland Port Administration;

23　　　　　　(3)　the University System of Maryland;

24　　　　　　(4)　St. Mary's College of Maryland;

25　　　　　　(5)　Morgan State University; **[**or**]**

26　　　　　　(6)　the Maryland Stadium Authority**; OR**

27　　　　　　**(7)　BALTIMORE CITY COMMUNITY COLLEGE**.

28　　　　(b)　Except as provided in subsection (a) of this section, this subtitle applies to any
29　project of a unit of the Executive Branch of State government that involves an agreement
30　with a public institution of higher education for a portion of the development of the project,
31　whether the work on the development is done directly or indirectly by the public institution

1   of higher education.

2   (c)   Notwithstanding any other provision of law, except as provided in subsection
3   (a) of this section and §§ 3A–307(a)(2), 3A–308, and 3A–309 of this subtitle, this subtitle
4   applies to all units of the Executive Branch of State government including public
5   institutions of higher education other than Morgan State University, the University
6   System of Maryland, **[**and**]** St. Mary's College of Maryland**, AND BALTIMORE CITY**
7   **COMMUNITY COLLEGE**.

8   3A–402.

9   (a)   The provisions of this subtitle do not apply to a telecommunication system or
10   service that is owned or operated by the University System of Maryland, Morgan State
11   University, **BALTIMORE CITY COMMUNITY COLLEGE,** or a unit of the Legislative or
12   Judicial Branch.

13   (b)   The provisions of this subtitle do not preempt the authority of the Maryland
14   Public Broadcasting Commission to own, operate, or manage telecommunication
15   equipment, systems, or services.

16   4–401.

17   (a)   In this subtitle the following words have the meanings indicated.

18   (d)   "Public improvement" includes any construction, maintenance, or repair of
19   any building, structure, or other public work:

20   (1)   owned or constructed by the State or any unit of the State government,
21   including the University System of Maryland, St. Mary's College of Maryland, **[**and**]**
22   Morgan State University**, AND BALTIMORE CITY COMMUNITY COLLEGE**; or

23   (2)   acquired or constructed in whole or in part with State funds.

24   4–402.

25   (a)   Except as provided in § 4–409 of this subtitle, this subtitle does not apply to
26   any public improvement made by:

27   (1)   the Department of Transportation or a unit in that Department;

28   (2)   any housing authority created under Division II of the Housing and
29   Community Development Article;

30   (3)   the Maryland–National Capital Park and Planning Commission;

31   (4)   the Washington Suburban Sanitary Commission;

1   (5)   the Baltimore County Metropolitan District;

2   (6)   a county, municipal corporation, or unit of a county or municipal
3   corporation;

4   (7)   the University System of Maryland;

5   (8)   Morgan State University; **[**or**]**

6   (9)   St. Mary's College of Maryland**; OR**

7   **(10)   BALTIMORE CITY COMMUNITY COLLEGE**.

8   4–406.

9   (a)   (1)   The Department shall advise the Board of Public Works and any unit
10   of the State government in connection with any engineering question or matter concerning
11   a public improvement.

12   (2)   The Department shall supervise any engineering question or matter
13   concerning a public improvement.

14   (3)   Any contract, plan, or specification for any public improvement that
15   involves an engineering question:

16   (i)   shall be submitted to the Department; and

17   (ii)   is subject to the approval of the Department.

18   (4)   At the request of the Board of Public Works, the Department shall
19   advise the Board of Public Works on any contract that**:**

20   **(I)**   exceeds $500,000 if the contract involves an engineering question
21   or a matter concerning a public improvement undertaken by the University System of
22   Maryland, Morgan State University, or St. Mary's College of Maryland**; OR**

23   **(II)   EXCEEDS $300,000 IF THE CONTRACT INVOLVES AN**
24   **ENGINEERING QUESTION OR A MATTER CONCERNING A PUBLIC IMPROVEMENT**
25   **UNDERTAKEN BY BALTIMORE CITY COMMUNITY COLLEGE**.

26   11–203.

27   (e)   (1)   In this subsection, "University" means the University System of
28   Maryland, Morgan State University, or St. Mary's College of Maryland.

29   (2)   Except as otherwise provided in this subsection, this Division II does

1   not apply to the University System of Maryland, Morgan State University, **[**or**]** St. Mary's
2   College of Maryland**, OR BALTIMORE CITY COMMUNITY COLLEGE**.

3   (3)   (i)   A procurement by a University **OR BALTIMORE CITY**
4   **COMMUNITY COLLEGE** shall comply with the policies and procedures developed by the
5   University **OR BALTIMORE CITY COMMUNITY COLLEGE** and approved by the Board of
6   Public Works and the Administrative, Executive, and Legislative Review Committee of the
7   General Assembly in accordance with**:**

8   **1.**   § 12–112 of the Education Article for the University
9   System of **[**Maryland,**] MARYLAND;**

10   **2.**   § 14–109 of the Education Article for Morgan State
11   University**[**, or**];**

12   **3.**   § 14–405(f) of the Education Article for St. Mary's College
13   of Maryland**; OR**

14   **4.   § 16–505.3 OF THE EDUCATION ARTICLE FOR**
15   **BALTIMORE CITY COMMUNITY COLLEGE**.

16   (ii)   1.   The review and approval of the Board of Public Works
17   shall be required for the following types of contracts with a value that exceeds $1,000,000
18   **FOR A UNIVERSITY OR $300,000 FOR BALTIMORE CITY COMMUNITY COLLEGE**:

19   A.   capital improvements; and

20   B.   services.

21   2.   In its review of a contract for services or capital
22   improvements with a value that exceeds $1,000,000 **FOR A UNIVERSITY OR $300,000**
23   **FOR BALTIMORE CITY COMMUNITY COLLEGE**, the Board of Public Works may request
24   the comments of the appropriate agencies, including the Department of Budget and
25   Management and the Department of General Services.

26   (4)   **[**A University's**] THE** policies **OF A UNIVERSITY OR BALTIMORE**
27   **CITY COMMUNITY COLLEGE** shall:

28   (i)   to the maximum extent practicable, require the purchasing of
29   supplies and services in accordance with Title 14, Subtitle 1 of this article;

30   (ii)   promote the purposes of the regulations adopted by the
31   Department of General Services governing the procurement of architectural and
32   engineering services;

1　　　　　　　　(iii)　promote the purposes of § 13–402 of the State Personnel and
2　Pensions Article; and

3　　　　　　　　(iv)　to the maximum extent practicable, be similar to § 13–218.1 of
4　this article.

5　　　　　(5)　(i)　Except as provided in paragraph (7) of this subsection, the
6　following provisions of Division II of this article apply to a University **AND TO BALTIMORE**
7　**CITY COMMUNITY COLLEGE**:

8　　　　　　　　1.　§ 11–205 of this subtitle ("Collusion");

9　　　　　　　　2.　§ 11–205.1 of this subtitle ("Falsification, concealment,
10　etc., of material facts");

11　　　　　　　3.　§　　13–219　　of　　this　　article　　("Required
12　clauses – Nondiscrimination clause");

13　　　　　　　　4.　§ 13–225 of this article ("Retainage");

14　　　　　　　　5.　Title 14, Subtitle 3 of this article ("Minority Business
15　Participation");

16　　　　　　　　6.　Title 15, Subtitle 1 of this article ("Procurement Contract
17　Administration");

18　　　　　　　　7.　§ 15–226 of this article ("Policy established; timing of
19　payments; notice upon nonpayment; disputes; appeals"); and

20　　　　　　　　8.　Title 16 of this article ("Suspension and Debarment of
21　Contractors").

22　　　　　　　(ii)　If a procurement violates the provisions of this subsection or
23　policies adopted in accordance with this subsection, the procurement contract is void or
24　voidable in accordance with the provisions of § 11–204 of this subtitle.

25　　　　　(6)　(i)　The State Board of Contract Appeals shall have authority over
26　contract claims related to procurement contracts awarded by:

27　　　　　　　　1.　the University System of Maryland before July 1, 1999;
28　**[**and**]**

29　　　　　　　　2.　Morgan State University before July 1, 2004**; AND**

30　　　　　　　　**3.　BALTIMORE CITY COMMUNITY COLLEGE BEFORE**
31　**JULY 1, 2020**.

1   (ii)   At the election of the Board of Regents of the University System
2 of Maryland and subject to the approval of the Board of Public Works, the State Board of
3 Contract Appeals shall have authority over contract claims related to procurement
4 contracts awarded by the University after June 30, 1999.

5   (iii)   At the election of the Board of Regents of Morgan State
6 University and subject to the approval of the Board of Public Works, the State Board of
7 Contract Appeals shall have authority over contract claims related to procurement
8 contracts awarded by the University after June 30, 2004.

9   (iv)   At the election of the Board of Trustees of St. Mary's College of
10 Maryland and subject to the approval of the Board of Public Works, the State Board of
11 Contract Appeals shall have authority over contract claims related to procurement
12 contracts awarded by St. Mary's College of Maryland after June 30, 2006.

13   **(V)   AT THE ELECTION OF THE BOARD OF TRUSTEES OF**
14 **BALTIMORE CITY COMMUNITY COLLEGE AND SUBJECT TO THE APPROVAL OF THE**
15 **BOARD OF PUBLIC WORKS, THE STATE BOARD OF CONTRACT APPEALS SHALL**
16 **HAVE AUTHORITY OVER CONTRACT CLAIMS RELATED TO PROCUREMENT**
17 **CONTRACTS AWARDED BY BALTIMORE CITY COMMUNITY COLLEGE AFTER JUNE 30,**
18 **2020.**

19   (7)   Paragraphs (3), (4), and (5) of this subsection do not apply to:

20   (i)   procurement by a University **OR BALTIMORE CITY**
21 **COMMUNITY COLLEGE** from:

22   1.   another unit;

23   2.   a political subdivision of the State;

24   3.   an agency of a political subdivision of the State;

25   4.   a government, including the government of another state,
26 of the United States, or of another country;

27   5.   an agency or political subdivision of a government; or

28   6.   a   bistate,   multistate,   bicounty,   or   multicounty
29 governmental agency;

30   (ii)   procurement by a University in support of enterprise activities
31 for the purpose of:

32   1.   direct resale;

1   2.   remanufacture and subsequent resale; or

2   3.   procurement by the University for overseas programs; or

3   (iii)   procurement by the University System of Maryland for:

4   1.   services of managers to invest, in accordance with the
5 management and investment policies adopted by the Board of Regents of the University
6 System of Maryland, gift and endowment assets received by the University System of
7 Maryland in accordance with § 12–104(e) of the Education Article; or

8   2.   expenditures to manage, maintain, and enhance, in
9 accordance with the management and investment policies adopted by the Board of Regents
10 of the University System of Maryland, the value of gift and endowment assets received by
11 the University System of Maryland in accordance with § 12–104(e) of the Education Article.

12   12–202.

13   (a)   This section does not apply to capital expenditures:

14   (1)   for public school construction under Title 5, Subtitle 3 of the Education
15 Article; or

16   (2)   by the Department of Transportation or the Maryland Transportation
17 Authority, in connection with State roads, bridges, or highways.

18   (b)   Before execution, a contract for a capital expenditure other than in connection
19 with a State correctional facility, St. Mary's College of Maryland, Morgan State University,
20 **BALTIMORE CITY COMMUNITY COLLEGE,** or the University System of Maryland shall
21 be:

22   (1)   reviewed by the Secretary of General Services; and

23   (2)   except as provided in § 12–203 of this subtitle and § 13–108 of this
24 article, after that review, approved by the Board.

25   (c)   Before execution, a contract for a capital expenditure in connection with a
26 State correctional facility shall be:

27   (1)   reviewed by the Secretary of Public Safety and Correctional Services;
28 and

29   (2)   except as provided in § 12–203 of this subtitle, after that review,
30 approved by the Board.

31   (d)   Before execution, a contract for a capital expenditure in connection with the

1   University System of Maryland shall be:

2   (1)   subject to the provisions of Title 4, Subtitle 4 of this article;

3   (2)   approved by the Board of Regents of the University System of
4   Maryland; and

5   (3)   approved by the Board of Public Works.

6   (e)   Before execution, a contract for a capital expenditure in connection with St.
7   Mary's College of Maryland shall be:

8   (1)   subject to the provisions of Title 4, Subtitle 4 of this article;

9   (2)   approved by the Board of Trustees of St. Mary's College of Maryland;
10   and

11   (3)   approved by the Board of Public Works.

12   (f)   Before execution, a contract for a capital expenditure in connection with
13   Morgan State University shall be:

14   (1)   subject to the provisions of Title 4, Subtitle 4 of this article;

15   (2)   approved by the Board of Regents of Morgan State University; and

16   (3)   approved by the Board of Public Works.

17   **(G)   BEFORE EXECUTION, A CONTRACT FOR A CAPITAL EXPENDITURE IN**
18   **CONNECTION WITH BALTIMORE CITY COMMUNITY COLLEGE SHALL BE:**

19   **(1)   SUBJECT TO THE PROVISIONS OF TITLE 4, SUBTITLE 4 OF THIS**
20   **ARTICLE;**

21   **(2)   APPROVED BY THE BOARD OF TRUSTEES OF BALTIMORE CITY**
22   **COMMUNITY COLLEGE; AND**

23   **(3)   APPROVED BY THE BOARD OF PUBLIC WORKS.**

24   **[(g)] (H)**   The Board shall supervise the expenditure of any money that the
25   General Assembly appropriates for:

26   (1)   buildings;

27   (2)   equipment;

1   (3)   new construction; or

2   (4)   any other capital expenditure.

3   SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
4 1, 2020.

Approved:

_____
                                         Governor.

_____
                             President of the Senate.

_____
                      Speaker of the House of Delegates.